

2013-2014 SCHOOL IMPROVEMENT PLAN

Wolf Lake Middle
1725 W PONKAN RD
Apopka, FL 32712
407-464-3317

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 64%
Alternative/ESE Center No	Charter School No	Minority Rate 58%

School Grades History

2013-14 B	2012-13 C	2011-12 C	2010-11 B
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Wolf Lake Middle

Principal

Laura Beusse

School Advisory Council chair

Laura Egbers

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Charles Jackson	Assistant Principal
Terri Pinchevsky	Assistant Principal

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC is composed of the following:

Principal - Laura Beusse

Co -Chairs- Laura Egbers and Doris Hutchinson

Kristin Brown - Teacher

Donna Jordan - Teacher

Jennifer McKinney - Teacher

Karen Saint Cyr - Parent

Brian Smalley - Parent

Charmaine Baptiste - Parent

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The SAC will monitor the implementation of the school improvement plan. The SAC also will conduct a school climate survey, and serve as an advisory board to the school principal.

Projected use of school improvement funds, including the amount allocated to each project

SAC funds will be used for teacher mini grants to enhance classroom projects. - \$500

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Laura Beusse

Principal	Years as Administrator: 1	Years at Current School: 9
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Credentials

Degrees: University of South Florida BA in English.
 University of Central Florida MS in Educational Leadership.
 Certifications: State of Florida Certification in English; Educational Leadership; Speech and School Principal certification – all levels.

Performance Record

2012-2013 School Grade: C
 Reading Proficiency - 53%;
 Math Proficiency - 51%;
 Science Proficiency - 47%
 Writing Proficiency - 49%
 Percentage of Lowest 25% who made learning gains: Reading - 61%; Math - 61%
 2011 Ocoee High Standards: Reading 42%,
 Math 67%, Writing 81%, Science 29%.
 Learning Gains: Reading 47%, Math 74%.
 Lowest 25%: Reading 42%, Math 68%.
 High School Component 507.
 2010 Ocoee High Standards: Reading 40%,
 Math 67%, Writing 82%, Science 34%.
 Learning Gains: Reading 45%, Math 68%.
 Lowest 25%: Reading 43%, Math 55%.

Charles Jackson		
Asst Principal	Years as Administrator: 3	Years at Current School: 6

Credentials

Degrees: B.S. - Special Education / Behavior Disorders;
 Master- Business Administration; Education Specialist -
 Educational Leadership
 Certifications: Educational Leadership (all Levels); Elementary
 Education (K-6); Emotionally Handicapped (K-12); Middle Grades
 Integrated Curriculum (5-9)

Performance Record

2012-2013 School Grade: C
 Reading Proficiency - 53%;
 Math Proficiency - 51%;
 Science Proficiency - 47%
 Writing Proficiency - 49%
 Percentage of Lowest 25% who made learning gains: Reading -
 61%; Math - 61%
 2011-2012 School Grade: C
 Reading Proficiency-52.9%; Math
 Proficiency - 49%; Science Proficiency -
 45.1%; Writing Proficiency - 79%; Percent
 of Lowest 25% that made learning gains -
 Reading - 55.6, Math - 54.1.
 2010-11 School Grade: B
 Reading Proficiency-67.2%; Writing
 Proficiency-88.8
 2009-10 School Grade: A Reading
 Proficiency-66.1%; Writing Proficiency-88.8
 2008-09 School Grade: B - Reading
 Proficiency-60.5%; Writing Proficiency-88.6

Terri Pinchevsky

Asst Principal

Years as Administrator: 8

Years at Current School: 7

Credentials

2012-2013 School Grade: C
 Reading Proficiency - 53%;
 Math Proficiency - 51%;
 Science Proficiency - 47%
 Writing Proficiency - 49%
 Percentage of Lowest 25% who made learning gains: Reading - 61%; Math - 61%

Performance Record

2011-2012 School Grade: C
 Reading Proficiency-52.9%; Math Proficiency - 49%; Science Proficiency - 45.1%; Writing Proficiency - 79%; Percent of Lowest 25% that made learning gains - Reading - 55.6, Math - 54.1.
 2010-11 School Grade: B
 Reading Proficiency-67.2%; Writing Proficiency-88.8
 2009-10 School Grade: A Reading Proficiency-66.1%; Writing Proficiency-88.8
 2008-09 School Grade: B - Reading Proficiency-60.5%; Writing Proficiency-88.6

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Janet Bergh		
Full-time / School-based	Years as Coach: 9	Years at Current School: 0
Areas	Mathematics, Data, RtI/MTSS	
Credentials	BA Psychology MS Counseling Ed.S Exceptional Student Education Reading Endorsed	
Performance Record	OCPS 1112: % high standards in reading: 769 % high standards in math: 70 % meeting writing standard: 80 % high standards in Science: 39 % learning gains in reading: 61 % learning gains in math: 70 % lowest 25 making gains in reading: 65 % lowest 25 making gains in math: 69 School grade: B Ocoee Middle 1011: % high standards in reading: 69 % high standards in math: 70 % meeting writing standard: 80 % high standards in Science: 39 % learning gains in reading: 61 % learning gains in math: 70 % lowest 25 making gains in reading: 65 % lowest 25 making gains in math: 69 School grade: B Ocoee Middle 0910: % high standards in reading: 70 % high standards in math: 71 % meeting writing standard: 89 % high standards in Science: 42 % learning gains in reading: 67 % learning gains in math: 78 % lowest 25 making gains in reading: 65 % lowest 25 making gains in math: 73 School grade: A	

Danielle Schmidt		
Full-time / School-based	Years as Coach: 7	Years at Current School: 7
Areas	Reading/Literacy, RtI/MTSS	
Credentials	Degree: B.S. Exceptional Education Certifications: English for Speakers of Other Languages (ESOL) (K-12); Specific Learning Disabilities (K-12); Reading Endorsement	
Performance Record	2008-09 School Grade: B - Reading Proficiency-60.5%; Writing Proficiency-88.6 2009-10 School Grade: A Reading Proficiency-66.1%; Writing Proficiency-88.8 2010-11 School Grade: B Reading Proficiency-67.2%; Writing Proficiency-88.8 2011-2012 School Grade: C Reading Proficiency-52.9%; Math Proficiency - 49%; Science Proficiency - 45.1%; Writing Proficiency - 79%; Percent of Lowest 25% that made learning gains - Reading - 55.6, Math - 54.1. 2012-2013 School Grade: C Reading Proficiency - 53%; Math Proficiency - 51%; Science Proficiency - 47% Writing Proficiency - 49% Percentage of Lowest 25% who made learning gains: Reading - 61%; Math - 61%	

Classroom Teachers

# of classroom teachers	66
# receiving effective rating or higher	64, 97%
# Highly Qualified Teachers	98%
# certified in-field	65, 98%
# ESOL endorsed	12, 18%
# reading endorsed	6, 9%
# with advanced degrees	23, 35%

National Board Certified

0, 0%

first-year teachers

2, 3%

with 1-5 years of experience

6, 9%

with 6-14 years of experience

37, 56%

with 15 or more years of experience

21, 32%

Education Paraprofessionals**# of paraprofessionals**

0

Highly Qualified

0

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

4

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

We will offer extensive support through extensive on-campus professional development, peer mentoring, instructional support from coaches, and administrative support. Teachers will be afforded collaboration opportunities through designated PLC times. On occasion, substitute teachers will be utilized to allow teachers to pursue off-campus professional development activities. Responsible parties for the successful implementation of these strategies are the Principal, Assistant Principals, Instructional Coach, and Reading Coach.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

We have one new teacher (Darryl Cooley). Danielle Schmidt has been assigned as his mentor. She was chosen as she is the Reading Coach, and he is a reading teacher. She will be meeting with him regularly to provide him with advice and coaching in matters related to being a successful reading teacher. Additionally, he will participate in a host of professional development activities that are designated for his department and the faculty at large. Finally, he will be allotted time to go and observe other teachers.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

PLC's will conduct progress monitoring meetings on the second and fourth Wednesday of each month. Through PLC's teachers will analyze data derived from common assessments, formative assessments, Performance Matters mini assessments, FAIR, and Benchmark data. Through the data analysis process, necessary instructional adjustments will be made to provide interventions that will meet student needs.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Each PLC will meet on the second and fourth Wednesday of each month with the purpose of analyzing data. Upon completing the process of analyzing the data derived from the afore mentioned sources, each team will complete a Data Analysis Protocol. This protocol will include an synopsis of the assessment used; students who require more time or supports; and a description of the supports / enrichment activities which will be provided. These protocols will be uploaded to SharePoint, and will be analyzed, monitored, and discussed by the administration during the weekly Instructional Leadership Meetings.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data sources that will be examined include teacher made common assessments, formative assessments, Benchmark data, FAIR data, Performance Matters mini assessments, and MyAccess! reports.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

We will conduct professional development activities that will help our teachers understand MTSS within the framework of our regularly scheduled Professional Development Fridays. Parents will be provided with information through our website, and our weekly parent phone call and newsletter.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 4,050

Homework Club

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected by analyzing student grades,

Who is responsible for monitoring implementation of this strategy?

Principal, Assistant Principals, and Instructional Coaches are responsible for monitoring this program.

Strategy: Extended Day for All Students

Minutes added to school year: 13,500

After school tutoring through Boys and Girls Club

Strategy Purpose(s)

""

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Principal, Assistant Principal, Instructional Coaches, and Boys and Girls Club facilitators.

Strategy: Summer Program

Minutes added to school year: 480

Teachers will get together to collaborate on their unit plans for the 1st 9 weeks of the 2014-2015 school year

Strategy Purpose(s)

""

How is data collected and analyzed to determine the effectiveness of this strategy?

FCAT, Benchmark, and Common Assessments will be analyzed through PLC's.

Who is responsible for monitoring implementation of this strategy?

Principal, Assistant Principals, and Instructional Coaches

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Laura Beusse	Principal
Charles Jackson	Assistant Principal
Terri Pinchevsky	Assistant Principal
Danielle Schmidt	Reading Coach
Janet Bergh	Instructional Coach
Hayes Lassiter	Media Specialist

How the school-based LLT functions

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

Major initiatives of the LLT

Plan and coordinate Celebrate Literacy Week Activities; Develop school literacy plan; Conduct professional development for Reading Counts curriculum; Close Reads; and Common Core Literacy Standards.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Teachers are addressing the Common Core Literacy Anchor standards in all of their lessons. They are using strategies such as Close Reads, academic vocabulary instruction, and Literacy Design

Collaborative modules (selected teachers) to reinforce literacy skills. PLC's are collaborating and evaluating common assessments and modifying their instruction to meet the needs of students. Intervention and enrichment opportunities are also planned within each unit plan extend learning opportunities. Professional development activities are also planned to promote instructional strategies which promote reading improvement.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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, preparing them to take on real-world challenges. We also offer AVID to help many students who may come from homes in which their parents may not have attended college. Additionally, the use of AVID strategies are also incorporated in some non-AVID classes.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

We incorporate a career planning component into the 7th grade social studies curriculum. Students are also exposed to a variety of career and technical related careers through the Project Lead the Way classes, and the agriculture related classes. Finally, guidance counselors provide college and career choice advice and assistance.

Strategies for improving student readiness for the public postsecondary level

We have increased the number of students enrolled in high school classes. All eighth grade students who score a level 3 on the FCAT are enrolled in Algebra I. We also offer multiple high school science class options including Earth Space Science Honors and Physical Science Honors. WLMS also participates in the Duke Talent Program, and the Orange TIPS initiative. Through both of these programs, students have the opportunity to take the SAT while in middle school.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	62%	53%	No	66%
American Indian				
Asian	80%	65%	No	82%
Black/African American	48%	39%	No	54%
Hispanic	53%	47%	No	57%
White	74%	64%	No	77%
English language learners	31%	24%	No	38%
Students with disabilities	29%	16%	No	36%
Economically disadvantaged	53%	43%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	283	26%	29%
Students scoring at or above Achievement Level 4	192	26%	29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	705	62%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	170	59%	62%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	32	55%	58%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	13	22%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	21	36%	39%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	185	49%	52%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	51%	No	61%
American Indian				
Asian	88%	84%	No	90%
Black/African American	39%	33%	No	45%
Hispanic	52%	45%	No	57%
White	68%	63%	No	71%
English language learners	40%	30%	No	46%
Students with disabilities	25%	17%	No	33%
Economically disadvantaged	48%	42%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	319	28%	31%
Students scoring at or above Achievement Level 4	238	21%	23%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	706	62%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	174	61%	64%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	207	19%	15%
Middle school performance on high school EOC and industry certifications	176	85%	88%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	39%	41%
Students scoring at or above Achievement Level 4	90	44%	46%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	17%	20%
Students scoring at or above Achievement Level 4	51	14%	17%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	15		18
Participation in STEM-related experiences provided for students	350	31%	35%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	188	16%	20%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	35	3%	5%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		3%	5%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	149	12%	9%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	430	38%	35%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	140	12%	10%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Wolf Lake Middle School will increase its parental involvement by 3% for the 2013-2014 school year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Send Home a weekly digital parent newsletter	0	0%	75%
Weekly Connect Orange Phone Call Home	18	50%	75%
Curriculum Related Parent Night	0	0%	75%

Goals Summary

- G1.** By June 2014 67% of all students at Wolf Lake Middle School will make learning gains on the 2013-2014 reading FCAT.
- G2.** By June 2014 68% of all students at Wolf Lake Middle School will make learning gains on the 2013-2014 Math FCAT.

Goals Detail

G1. By June 2014 67% of all students at Wolf Lake Middle School will make learning gains on the 2013-2014 reading FCAT.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- U.S. History EOC
- Civics EOC
- Science - Middle School
- STEM

Resources Available to Support the Goal

- Achieve 3000
- Read 180
- School-wide CHAMPS initiative
- Reading Counts incentive program.
- Marzano resource library
- Comprehensive professional development plan.
- Springboard Language Arts Curriculum
- Project Lead the Way Computer and Robotics Kits

Targeted Barriers to Achieving the Goal

- Lack of teacher knowledge of Common Core State Standards, and the inconsistent implementation of strategies which promote literacy and rigor.

Plan to Monitor Progress Toward the Goal

Discuss progress during Instructional Administration Team Meetings

Person or Persons Responsible

Laura Beusse, Principal; Charles Jackson, Assistant Principal; Terri Pinchevsky, Assistant Principal; Janet Bergh, Instructional Coach; Danielle Schmidt, Reading Coach.

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data monitoring protocols, Performance Matters reports, Unit Lesson Plans, monitoring of lesson segments addressing content through I-observation.

G2. By June 2014 68% of all students at Wolf Lake Middle School will make learning gains on the 2013-2014 Math FCAT.

Targets Supported

Resources Available to Support the Goal

- Achieve 3000
- School-wide CHAMPS initiative
- Marzano resource library
- Comprehensive professional development plan.

Targeted Barriers to Achieving the Goal

- Lack of understanding of the Common Core State Standards including the eight mathematical practices which promote rigor.

Plan to Monitor Progress Toward the Goal

That by June, 2014 68% of all our students will make learning gains on the 2013-2014 Math FCAT

Person or Persons Responsible

Administration, Instructional Coaches

Target Dates or Schedule:

After Benchmark testing and quarterly

Evidence of Completion:

Benchmark Results and common assessments

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. By June 2014 67% of all students at Wolf Lake Middle School will make learning gains on the 2013-2014 reading FCAT.

G1.B1 Lack of teacher knowledge of Common Core State Standards, and the inconsistent implementation of strategies which promote literacy and rigor.

G1.B1.S1 Provide teachers with a quarterly temporary duty day for planning.

Action Step 1

Collaborative planning / professional development days will be conducted for core teachers on a quarterly basis.

Person or Persons Responsible

Instructional and Reading Coach

Target Dates or Schedule

Beginning during the first 9 weeks grading period and progressing throughout the duration of the school year.

Evidence of Completion

Unit and lesson plans

Facilitator:

Instructional and Reading Coaches

Participants:

All Core Teachers

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

Lesson plans will be loaded onto SharePoint and will be monitored for consistency in implementation of strategies which promote literacy and rigor.

Person or Persons Responsible

Laura Beusse, Principal; Charles Jackson, Assistant Principal; Terri Pinchevsky, Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G1.B1.S1

Commence in progress monitoring efforts which will be documented through PLC minutes, and analysis of benchmark data.

Person or Persons Responsible

Laura Beusse, Principal; Charles Jackson, Assistant Principal; Terri Pinchevsky, Assistant Principal; Janet Bergh, Instructional Coach; Danille Schmidt, Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

PLC Minutes and benchmark data.

G1.B1.S2 Provide professional development activities that will help teachers implement strategies which promote literacy and rigor.

Action Step 1

Evidence based writing will be modeled and implemented across the curriculum.

Person or Persons Responsible

Janet Bergh, Instructional Coach; Danielle Schmidt, Reading Coach

Target Dates or Schedule

October and November 2013

Evidence of Completion

Lesson plans and unit plans which convey the use of evidence based writing activities.

Facilitator:

Janet Bergh, Instructional Coach; Danielle Schmidt, Reading Coach

Participants:

Classroom teachers

Action Step 2

Instructional coaches will lead teachers through the process of creating rigorous learning goals and scales with evidence which are based on the rigor of the standard.

Person or Persons Responsible

Janet Bergh, Instructional Coach; Danielle Schmidt, Reading Coach

Target Dates or Schedule

September 2013

Evidence of Completion

Lesson plans will reflect activities which coincide with deconstructed standards. Unit plans with learning goals and scales that indicate rigor.

Facilitator:

Janet Bergh, Instructional Coach; Danielle Schmidt, Reading Coach

Participants:

Classroom teachers

Action Step 3

Instructional coaches will lead teachers through the process of deconstructing literacy anchor standards.

Person or Persons Responsible

Janet Bergh, Instructional Coach; Danielle Schmidt, Reading Coach

Target Dates or Schedule

September and October 2013

Evidence of Completion

Lesson plans will reflect activities which coincide with deconstructed standards.

Facilitator:

Janet Bergh, Instructional Coach; Danielle Schmidt, Reading Coach

Participants:

Classroom teachers

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

Lesson plans will be loaded onto SharePoint and will be monitored for consistency in implementation of strategies which promote literacy and rigor.

Person or Persons Responsible

Laura Beusse, Principal; Charles Jackson, Assistant Principal; Terri Pinchevsky, Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G1.B1.S2

Commence in progress monitoring efforts which will be documented through PLC minutes, and analysis of benchmark data.

Person or Persons Responsible

Laura Beusse, Principal; Charles Jackson, Assistant Principal; Terri Pinchevsky, Assistant Principal; Janet Bergh, Instructional Coach; Danille Schmidt, Reading Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

PLC Minutes, common assessments, and benchmark data.

G1.B1.S3 The Literacy Design Collaborative will be implemented on a broader scale.

Action Step 1

Teachers who were participating in the Literacy Design Collaborative and the Math Design Collaborative initiatives with the Southern Regional Educational Board will continue to participate in trainings which will help them implement Common Core State Standards. We will also include new teachers in the initiative to help spread the concepts among our various PLC's.

Person or Persons Responsible

Laura Beusse, Principal; Charles Jackson, Assistant Principal; Terri Pinchevsky, Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Teachers will produce LDC modules to teach literacy concepts to their respective classes.

Facilitator:

SREB trainers

Participants:

Selected classroom teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Monthly meetings will be conducted to monitor implementation. Student work samples will also be collected.

Person or Persons Responsible

Laura Beusse, Principal; Charles Jackson, Assistant Principal; Terri Pinchevsky, Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Meeting minutes and student work samples.

Plan to Monitor Effectiveness of G1.B1.S3

Student performance on common assessments and benchmark data will be monitored.

Person or Persons Responsible

Laura Beusse, Principal; Charles Jackson, Assistant Principal; Terri Pinchevsky, Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting minutes

G1.B1.S4 Increase teacher collaboration opportunities.

Action Step 1

Through PLC's teachers will collaboratively plan common assessments and progress monitor student data to promote rigor.

Person or Persons Responsible

Laura Beusse, Principal; Charles Jackson, Assistant Principal; Terri Pinchevsky, Assistant Principal; PLC Team Leaders

Target Dates or Schedule

Ongoing throughout school year

Evidence of Completion

PLC Meeting Minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S4

PLC Minutes will be posted to SharePoint, and reviewed by administration.

Person or Persons Responsible

Laura Beusse, Principal; Charles Jackson, Assistant Principal; Terri Pinchevsky, Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

PLC minutes will be discussed during weekly administration meetings.

Plan to Monitor Effectiveness of G1.B1.S4

Commence in progress monitoring efforts which will be documented through PLC minutes, and analysis of benchmark data.

Person or Persons Responsible

Laura Beusse, Principal; Charles Jackson, Assistant Principal; Terri Pinchevsky, Assistant Principal; Janet Bergh, Instructional Coach; Danille Schmidt, Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Common assessment and benchmark data.

G2. By June 2014 68% of all students at Wolf Lake Middle School will make learning gains on the 2013-2014 Math FCAT.

G2.B1 Lack of understanding of the Common Core State Standards including the eight mathematical practices which promote rigor.

G2.B1.S1 Provide math department with ongoing professional development.

Action Step 1

Through PLC's teachers will collaboratively plan common assessments and progress monitor student data to promote rigor.

Person or Persons Responsible

Math Department Teachers, Administrator

Target Dates or Schedule

Twice weekly and twice monthly on Wednesday afternoons

Evidence of Completion

PLC Agenda and Minutes, Lesson Plans, Common Assessment Protocol

Action Step 2

Instructional coaches will lead teachers through the process of creating rigorous learning goals and scales with evidence which are based on the rigor of the standard.

Person or Persons Responsible

Math Department Teachers, Instructional Coaches, and Administrator

Target Dates or Schedule

Once quarterly throughout the school year

Evidence of Completion

Unit and Lesson Plans

Action Step 3

Provide ongoing professional development using the Math Design Collaborative approach (SREB) and other resources.

Person or Persons Responsible

Jason Adair, Mathematics Consultant, SREB, Instructional coaches and Administration

Target Dates or Schedule

Every other month on campus and throughout the PLC planning process

Evidence of Completion

Observe for evidence of the implementation of the 8 Mathematical Practices in lesson presentation and student performance. Jason will work with the four trained math teachers as they expand the practices of the MDC within the Department. Lesson plans, observation data, and comparison of pre and post data will be used as evidence.

Action Step 4

Collaborative planning / professional development days will be conducted for core teachers on a quarterly basis.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Beginning during the first 9 weeks grading period and progressing throughout the duration of the school year.

Evidence of Completion

Unit and lesson plans

Facilitator:

Instructional and Coaches

Participants:

All Core Teachers

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

Monitor for evidence of the implementation of the CCSS and the 8 mathematical practices

Person or Persons Responsible

Administration, Instructional Coaches and Jason Adair, Math Consultant, SREB

Target Dates or Schedule

Monthly

Evidence of Completion

Unit/Lesson Plans, Observation Data, PLC Minutes

Plan to Monitor Effectiveness of G2.B1.S1

Monitor for evidence of the implementation of the CCSS and the 8 mathematical practices

Person or Persons Responsible

Math Teachers, Administration, Instructional Coaches and Jason Adair, Math Consultant, SREB

Target Dates or Schedule

Monthly Progress Monitoring

Evidence of Completion

Use of Progress Monitoring Data Protocols of common assessments, benchmarks and TFALs (SREB)

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title II funds were utilized to provide teachers with professional development days. The PD days were used to help facilitate teacher planning, development of appropriate learning goals and scales that coincide with unit plans. SAI funds were utilized towards the purchase of two reading teachers.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. By June 2014 67% of all students at Wolf Lake Middle School will make learning gains on the 2013-2014 reading FCAT.

G1.B1 Lack of teacher knowledge of Common Core State Standards, and the inconsistent implementation of strategies which promote literacy and rigor.

G1.B1.S1 Provide teachers with a quarterly temporary duty day for planning.

PD Opportunity 1

Collaborative planning / professional development days will be conducted for core teachers on a quarterly basis.

Facilitator

Instructional and Reading Coaches

Participants

All Core Teachers

Target Dates or Schedule

Beginning during the first 9 weeks grading period and progressing throughout the duration of the school year.

Evidence of Completion

Unit and lesson plans

G1.B1.S2 Provide professional development activities that will help teachers implement strategies which promote literacy and rigor.

PD Opportunity 1

Evidence based writing will be modeled and implemented across the curriculum.

Facilitator

Janet Bergh, Instructional Coach; Danielle Schmidt, Reading Coach

Participants

Classroom teachers

Target Dates or Schedule

October and November 2013

Evidence of Completion

Lesson plans and unit plans which convey the use of evidence based writing activities.

PD Opportunity 2

Instructional coaches will lead teachers through the process of creating rigorous learning goals and scales with evidence which are based on the rigor of the standard.

Facilitator

Janet Bergh, Instructional Coach; Danielle Schmidt, Reading Coach

Participants

Classroom teachers

Target Dates or Schedule

September 2013

Evidence of Completion

Lesson plans will reflect activities which coincide with deconstructed standards. Unit plans with learning goals and scales that indicate rigor.

PD Opportunity 3

Instructional coaches will lead teachers through the process of deconstructing literacy anchor standards.

Facilitator

Janet Bergh, Instructional Coach; Danielle Schmidt, Reading Coach

Participants

Classroom teachers

Target Dates or Schedule

September and October 2013

Evidence of Completion

Lesson plans will reflect activities which coincide with deconstructed standards.

G1.B1.S3 The Literacy Design Collaborative will be implemented on a broader scale.

PD Opportunity 1

Teachers who were participating in the Literacy Design Collaborative and the Math Design Collaborative initiatives with the Southern Regional Educational Board will continue to participate in trainings which will help them implement Common Core State Standards. We will also include new teachers in the initiative to help spread the concepts among our various PLC's.

Facilitator

SREB trainers

Participants

Selected classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Teachers will produce LDC modules to teach literacy concepts to their respective classes.

G2. By June 2014 68% of all students at Wolf Lake Middle School will make learning gains on the 2013-2014 Math FCAT.

G2.B1 Lack of understanding of the Common Core State Standards including the eight mathematical practices which promote rigor.

G2.B1.S1 Provide math department with ongoing professional development.

PD Opportunity 1

Collaborative planning / professional development days will be conducted for core teachers on a quarterly basis.

Facilitator

Instructional and Coaches

Participants

All Core Teachers

Target Dates or Schedule

Beginning during the first 9 weeks grading period and progressing throughout the duration of the school year.

Evidence of Completion

Unit and lesson plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. By June 2014 67% of all students at Wolf Lake Middle School will make learning gains on the 2013-2014 reading FCAT.

G1.B1 Lack of teacher knowledge of Common Core State Standards, and the inconsistent implementation of strategies which promote literacy and rigor.

G1.B1.S3 The Literacy Design Collaborative will be implemented on a broader scale.

Action Step 1

Teachers who were participating in the Literacy Design Collaborative and the Math Design Collaborative initiatives with the Southern Regional Educational Board will continue to participate in trainings which will help them implement Common Core State Standards. We will also include new teachers in the initiative to help spread the concepts among our various PLC's.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed