Orange County Public Schools

Wolf Lake Middle

2018-19 Schoolwide Improvement Plan

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Wolf Lake Middle

1725 W PONKAN RD, Apopka, FL 32712

https://wolflakems.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	56%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	B*

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To be the top producer of successful students in the nation.

School Leadership Team

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

Name	Title
Campbell, Marion	Assistant Principal
Schmidt, Danielle	Instructional Coach
Sizer, Robin	Dean
Ius, Patricia	Assistant Principal
Carter, Shannon	Instructional Coach
Jackson, Sheila	Instructional Media
Six, Christina	Teacher, ESE
Palmer, Marcus	Dean
Plotkin, Lisa	Dean
Washington, Luther	Other
Haupt, Cynthia	Principal

Duties

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

Cynthia Haupt - Principal, Leadership Team, 7th Grade, Data Analysis, School Messenger, Weekly Staff News, PD/Coaching Coordinator, Inter-Rater Reliability, PTSA/SAC, School Operations, Supplements, ESE, Math.
Patricia Ius - 6th Grade, API, Master Schedule, Certify/FTE, Technology, SIP, Athletics, ELA, Renaissance, Unify, Clubs, Guidance, Course Recovery, FISH.
Marion Campbell - 8th Grade, Facilities, Custodians, Discipline Lead, Outside Rentals, Property Inventory, Safety/ Inspections, Fire/Lockdown Drills, Title IX, Title VII, SERT, Transportation, Social Studies.
Lisa Plotkin - 8th grade Dean, athletics, buses, curriculum support, discipline, dress code, duties, lunch, transitions, Level 4 meetings, SAFE liaison.
Robin Sizer - 6th grade Dean, curriculum PLC support, dress code, duties, lunch, transitions, Level 4 meetings, SAFE liaison, Saturday tutoring.
Marcus Palmer - 7th 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, after school tutoring.

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

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

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

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

Early Warning Systems

Year 2017-18

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	73	45	63	0	0	0	0	181
One or more suspensions	0	0	0	0	0	0	50	51	72	0	0	0	0	173
Course failure in ELA or Math	0	0	0	0	0	0	69	55	87	0	0	0	0	211
Level 1 on statewide assessment	0	0	0	0	0	0	173	141	133	0	0	0	0	447

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students exhibiting two or more indicators	0	0	0	0	0	0	97	71	93	0	0	0	0	261

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	2	2	0	0	0	0	4

Date this data was collected

Wednesday 7/18/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Overall, learning gains in Mathematics for the lowest 25% represented the lowest data point in 2018, at 39%. This achievement level declined from 41% in 2017.
By grade level, 6th grade math performed the lowest at 32%. However, this was an 11% increase from 21% in 2017.
By subgroup, SWD had the lowest average performance of all subgroups. If all eight data points are averaged, this group was the lowest, overall. This is consistent with the previous year's data.

Which data component showed the greatest decline from prior year?

Overall, three data points each declined three percentage points from the previous year. Mathematics learning gains fell from 54% in 2017 to 51% in 2018. ELA learning gains dropped from 52% in 2017 to 49% in 2018. Social studies achievement fell from 78% in 2017 to 75% in 2018.
By grade level, 7th grade ELA had the largest decline of 8%, to 46% in 2018 from 54% in 2017.
By subgroup, math learning gains for the lowest 25% in the White subgroup dropped 10%, from 45% in 2017 to 35% in 2018. Science achievement fell 8% for the SWD subgroup, from 18% in 2017 to 10% in 2018. Science achievement fell 10% for the ELL subgroup, from 20% in 2017 to 10% in 2018.

Which data component had the biggest gap when compared to the state average?

Overall, learning gains in Mathematics for the lowest 25% was 39%, representing the biggest gap of 11% when compared to the state average of 51%.
By grade level, 6th grade math achievement was 32%, representing the biggest gap of 20% when compared to the state average of 51%.

Which data component showed the most improvement? Is this a trend?

Overall, learning gains in ELA for the lowest 25% showed the most improvement, increasing 3% to 41% in 2018 from 38% in 2017.
By grade level, 8th grade math showed the most improvement, increasing 22% from 21% in 2017 to 43% in 2018.
By subgroup, ELA learning gains for the lowest 25% rose by 10% (from 29% to 39%) for the Black subgroup, and 9% (from 33% to 42%) for the Hispanic subgroup.
Middle school acceleration also rose for the Black subgroup (up 13% from 61% to 74%) and the Hispanic subgroup (up 12% from 72% to 84%)

Describe the actions or changes that led to the improvement in this area.

Overall, by grade levels, and in ELA learning gains for subgroups, increased collaboration in professional learning communities, alignment with standards, and use of common summative assessment to shape instruction led to improvement in this area.
By subgroup, the increase in middle school acceleration points is attributed to increased teacher emphasis on aligning content with industry certification exams.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	52%	52%	53%	54%	52%	52%
ELA Learning Gains	49%	50%	54%	54%	53%	53%
ELA Lowest 25th Percentile	41%	42%	47%	44%	44%	45%
Math Achievement	55%	53%	58%	56%	53%	55%
Math Learning Gains	51%	51%	57%	53%	53%	55%
Math Lowest 25th Percentile	39%	44%	51%	46%	46%	47%
Science Achievement	52%	51%	52%	49%	48%	50%
Social Studies Achievement	75%	68%	72%	75%	67%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	**7**	**8**	
Attendance below 90 percent	73 (68)	45 (83)	63 (76)	181 (227)
One or more suspensions	50 (67)	51 (139)	72 (46)	173 (252)
Course failure in ELA or Math	69 (112)	55 (71)	87 (113)	211 (296)
Level 1 on statewide assessment	173 (147)	141 (129)	133 (117)	447 (393)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	50%	48%	2%	52%	-2%
	2017	55%	52%	3%	52%	3%
Same Grade Comparison		-5%				
Cohort Comparison						
07	2018	46%	48%	-2%	51%	-5%
	2017	54%	52%	2%	52%	2%
Same Grade Comparison		-8%				
Cohort Comparison		-9%				
08	2018	58%	55%	3%	58%	0%
	2017	48%	52%	-4%	55%	-7%
Same Grade Comparison		10%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	32%	35%	-3%	52%	-20%
	2017	21%	43%	-22%	51%	-30%
Same Grade Comparison		11%				
Cohort Comparison						
07	2018	57%	51%	6%	54%	3%
	2017	60%	52%	8%	53%	7%
Same Grade Comparison		-3%				
Cohort Comparison		36%				
08	2018	43%	32%	11%	45%	-2%
	2017	21%	30%	-9%	46%	-25%
Same Grade Comparison		22%				
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	51%	49%	2%	50%	1%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	74%	66%	8%	71%	3%
2017	76%	67%	9%	69%	7%
Compare		-2%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	77%	61%	16%	62%	15%
2017	73%	53%	20%	60%	13%
Compare		4%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	86%	65%	21%	56%	30%
2017	88%	43%	45%	53%	35%
Compare		-2%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	10	33	34	12	36	31	10	36			
ELL	9	31	35	18	37	36	10	41			

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ASN	68	64		80	77			73	100		
BLK	45	47	39	43	47	40	45	74	74		
HSP	41	44	42	48	51	40	39	69	84		
MUL	50	43		65	43		45	90			
WHT	64	53	48	66	53	35	64	79	77		
FRL	42	45	40	45	46	36	44	68	77		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	6	28	29	12	39	35	18	33			
ELL	11	30	35	16	40	33	20	41			
ASN	74	65		89	73				93		
BLK	43	43	29	40	45	38	39	73	61		
HSP	45	49	33	45	55	42	41	69	72		
MUL	60	61		53	45		82	70	75		
WHT	65	59	53	66	60	45	63	87	83		
FRL	40	45	35	40	47	39	37	68	68		

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Instruction will become increasingly standards-based, emphasizing the skills and strategies from the DPLC initiative.
Rationale	Previous increases in student performance are correlated with the fidelity of alignment between instruction and content standards.
Intended Outcome	By increasing the rigor of standards-based instruction, proficiency in ELA will increase from 52% to 56% and proficiency in math will increase from 55% to 59%.
Point Person	Cynthia Haupt (cynthia.haupt@ocps.net)

Action Step	
Description	1. Provide teachers with additional common planning time facilitated by a leadership team member (coach or administration) to build standards-based ELA lessons. (Ius) -Teachers will be provided with three common planning days designed and facilitated by the school-based leadership team. (Carter) -Teachers will be provided with three additional independent planning days, compensated by comp time during teacher workdays. (Haupt)) 2. DPLC site team members will facilitate the growth and development of teachers with the understanding and implementation of the close reading strategies using rigorous texts. (DPLC Site Team) -Provide teachers with professional development on close reading strategies. (Carter) -DPLC Site team will review professional learning from previous year to design a PD for all teachers during pre-planning. (Carter) -DPLC site team will meet monthly to conduct walks focused on the DPLC evidence of implementation to inform next steps for building teacher capacity. (Haupt) 3. Instructional monitoring, feedback and coaching will occur based on student data trends and observational data. -Leadership will create a walkthrough schedule to provide feedback regarding effective implementation of standards-based instruction. (Haupt, Campbell, Ius) -School-based leadership team members will collaborate to analyze data and tier teachers for targeted coaching support. (Schmidt) -Monitor student data weekly with a strategic focus on student subgroups. (Schmidt) -Professional development opportunities will be offered to all staff members based on areas for growth, including DPLC close reading strategies. (Carter) 4. Build small group structures for math instruction. (Haupt) -Model the use of mathematical practices for the use of math practices. -Showcase examples of use of close reading strategies in math during planning sessions. 5. Include additional sections of AVID in the master schedule, to provide students with learning strategies facilitating academic success. (Ius)
Person Responsible	Cynthia Haupt (cynthia.haupt@ocps.net)

Plan to Monitor Effectiveness	
Description	Administrators will attend PLC planning sessions weekly. During this time, lesson plan development will be monitored to ensure standards-based instruction is planned. Feedback will be provided to teachers in the moment, as lessons are being planned and when final drafts are posted. The leadership team will monitor the implementation of the lessons in the classroom by using a common walkthrough tool. The leadership team will calibrate scoring to ensure

consistent high-expectations. This calibration will take place in leadership meetings (once a month). Teachers will be provided with actionable feedback from the classroom walkthroughs that focus on the implementation of standards-based instruction and the use of DPLC strategies. Teachers will be tiered based on experience, capacity and historical data. (Tier 1-proficient teachers, Tier II-emerging teachers, Tier III- new to teaching, new to the school, teachers who need more support) Tier I teachers will receive at least one classroom walkthrough a month with feedback. Tier II teachers will receive at least two classroom walkthroughs a month with feedback. Tier III teachers will receive at least three classroom walkthroughs a week with feedback.

The principal will monitor the frequency of classroom walkthroughs for to ensure the data being collected is a fair representation of classroom instruction in core subjects. The principal will also monitor the feedback being provided to teachers by the leadership team to ensure consistent expectations are being communicated in a specific and actionable format.

i-Ready diagnostic data will analyzed three times (BOY, MOY, EOY) throughout the school year. Teachers and members of the leadership team will analyze this data for predicted proficiency and student growth.

Agendas and sign-in sheets during professional development and PLCs.

The distribution and use of digital devices will be monitored to ensure that access to a rigorous curriculum is ensured for all students.

Person Responsible   Cynthia Haupt (cynthia.haupt@ocps.net)

Activity #2	
Title	Increasing student engagement will serve as a focus to improve student achievement.
Rationale	Student engagement is critical to ensure student achievement gains, since students who are not engaged do not learn.
Intended Outcome	By increasing the level of student engagement, proficiency in ELA will increase from 52% to 56% and proficiency in math will increase from 55% to 59%.
Point Person	Cynthia Haupt (cynthia.haupt@ocps.net)

Action Step	
Description	1. The Renaissance Program will facilitate positive behavior support by recognizing students showing academic improvement and achievement. (Ius) - Students achieving honor roll status will be recognized with select privileges during the school day. (Jackson) - Students demonstrating academic improvement will be recognized with special events and rewards. (Deans) - Students testing out of iReady will be recognized with special treats and positive parent contact. (Price) 2. DCTL site team members will facilitate the growth and development of the school community as technology-rich strategies are implemented into the curriculum. (DCTL Site Team) - Provide teachers with professional development on integrating technology into curricula. (Carter) - DCTL Site team will review professional learning from previous year to design a digital learning PD for all teachers before pre-planning. (Carter, Jackson) - DCTL site team will meet weekly to address curricular and logistical issues related to the implementation of one-to-one student devices. (Ius) - Training will be provided for parents on helping their students be successful in a one-to-one digital environment. (DCTL Site Team) 3. Culturally responsive pedagogy will be examined and addressed to ensure that student achievement gaps are minimized among subgroups, by exploring cultural identities, race, and privilege. (Campbell) - Plans and strategies will be developed to assist struggling students. (C. Six) - Provide teachers with professional development on Culturally Responsive Pedagogy. (Carter) - Facilitate learning opportunities embracing the school's diversity. (Campbell) 4. Strategies from the Ron Clark Academy will be implemented to enhance the school's culture and climate. (Haupt) - A house system will be implemented to develop learning communities, addressing the specific social and emotion needs of middle grades students. (Haupt) - Monthly house meetings will incorporate social skills, relationship building, goal setting, and study skills. (Haupt) - School-wide behavior expectations will be taught in house meetings. (Deans) - Positive reinforcement will be earned through the house system. (Deans)
Person Responsible	Cynthia Haupt (cynthia.haupt@ocps.net)

Plan to Monitor Effectiveness	
Description	The leadership team will monitor the number of students on honor roll, and the number of students failing courses twice each quarter, in conjunction with report cards and progress reports. Data will be analyzed to track the performance of students in subgroups, by

identifying and discussing achievement gaps with teachers.
Students needing assistance will be referred for tutoring. Students failing courses will be scheduled for course recovery.

The leadership team will monitor iReady results and participation weekly, intervening with any students not progressing or participating for the required number of minutes.

The leadership team will monitor the implementation of the lessons in the classroom by using a common walkthrough tool. This toll will be used to provide coaching and feedback regarding the implementation of student digital devices and to ensure that the curricula are culturally responsive.

The leadership team will monitor discipline, attendance, and Restorative Justice data to ensure that student time in class is maximized.

Agendas and sign-in sheets during professional development and PLCs.

Person Responsible   Cynthia Haupt (cynthia.haupt@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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 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.

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

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.

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.

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.

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.

Part V: Budget

Total:	**$96,256.00**