

2013-2014 SCHOOL IMPROVEMENT PLAN

Chain Of Lakes Middle
8720 CONROY WINDERMERE RD
Orlando, FL 32835
407-909-5400

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 66%
Alternative/ESE Center No	Charter School No	Minority Rate 74%

School Grades History

2013-14 A	2012-13 B	2011-12 A	2010-11 A	2009-10 A
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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

Chain Of Lakes Middle

Principal

Karen Furno

School Advisory Council chair

Celeste Hunter

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

Name	Title
Karen Furno	Principal
Nathalie Cumbie	Assistant Principal
Andrew Leftakis	Assistant Principal
Don McNaughton	Dean
Chris Mertz	Dean

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 membership of the Chain of Lakes School Advisory Council (SAC) reflects the demographic make up of the student and community population. Celeste Hunter and Cynthia Cardenas-Schweitzer are acting co-chairs and facilitate monthly meetings. Christine Otto is the acting secretary and records/ submits the minutes for our monthly SAC meetings.

Involvement of the SAC in the development of the SIP

The Chain of Lakes School Advisory Council reviews the School Improvement Plan (SIP) with the Principal to determine the effectiveness of strategies in place and make adjustments when needed.

Activities of the SAC for the upcoming school year

The Chain of Lakes School Advisory Council meets monthly to discuss current school data and evaluate the School Improvement Plan. The council will also discuss findings within our student, parent, and faculty school effectiveness surveys.

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

The Chain of Lakes School Advisory Council will authorize use of allotted funding on a case by case basis. Options may be professional development opportunities for teachers, programs to supplement curriculum, and additional technology.

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:

Karen Furno

Principal

Years as Administrator: 14

Years at Current School: 3

Credentials

Bachelor of Arts in Physical Education
 Master of Education in Educational Leadership
 Certifications: School Principal, Educational Leadership,
 Exceptional Student Education, and Physical Education.

Performance Record

2012-2013 - Chain of Lakes Middle. School Grade: B. FCAT % meeting high standards in reading: 61% ; math: 58%. FCAT % making learning gains in reading: 70% ; math: 64%. Lowest 25% make learning gains in reading: 72% ; math: 63%. Reading AMO was not met. Math AMO was not met.
 2011-2012 - Chain of Lakes Middle. School Grade: A. FCAT % meeting high standards in reading: 55% ; math: 53%. FCAT % making learning gains in reading: 68% ; math: 68%. Lowest 25% making learning gains in reading: 69% ; math: 64%. Reading AMO was met. Math AMO was not met.
 2010-2011 – Chain of Lakes. School Grade: A. AYP: No (72%). FCAT % meeting high standards in reading: 72; math: 68. FCAT % making learning gains in reading: 62; math: 68. Lowest 25% making learning gains in reading: 64%; math: 68%.

Nathalie Cumbie

Asst Principal

Years as Administrator: 3

Years at Current School: 3

Credentials

Bachelor of Arts in Mathematics
 Master of Education in Educational Leadership
 Certifications: Mathematics 6-12 and Educational Leadership

Performance Record

2012-2013 - Chain of Lakes Middle. School Grade: B. FCAT % meeting high standards in reading: 61% ; math: 58%. FCAT % making learning gains in reading: 70% ; math: 64%. Lowest 25% make learning gains in reading: 72% ; math: 63%. Reading AMO was not met. Math AMO was not met.
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Andrew Leftakis

Asst Principal

Years as Administrator: 1

Years at Current School: 7

Credentials

Bachelor of Science in Psychology
 Master of Social Work
 Certified in Educational Leadership

Performance Record

2012-2013 - Chain of Lakes Middle. School Grade: B. FCAT % meeting high standards in reading: 61% ; math: 58%. FCAT % making learning gains in reading: 70% ; math: 64%. Lowest 25% make learning gains in reading: 72% ; math: 63%. Reading AMO was not met. Math AMO was not met.
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Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Marsee Perkins

Full-time / District-based

Years as Coach: 15

Years at Current School: 3

Areas

Data, Other

Credentials

Bachelor of Arts in History and Education

Master of Education in Educational Leadership

Certifications: History, Social Studies 6-12, Spanish, and Educational Leadership

Performance Record

2012-2013 - Chain of Lakes Middle. School Grade: B. FCAT % meeting high standards in reading: 61% ; math: 58%. FCAT % making learning gains in reading: 70% ; math: 64%. Lowest 25% make learning gains in reading: 72% ; math: 63%. Reading AMO was not met. Math AMO was not met.

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2010-2011 – Chain of Lakes. School Grade: A. AYP: No (72%). FCAT % meeting high standards in reading: 72; math: 68. FCAT % making learning gains in reading: 62; math: 68. Lowest 25% making learning gains in reading: 64%; math: 68%.

Jimmy Say		
Part-time / District-based	Years as Coach: 2	Years at Current School: 12
Areas	Reading/Literacy, Other	
Credentials	Bachelor of Arts in English Bachelor of Arts in Communication Master of Education in Educational Leadership Certifications: Educational Leadership, English 6-12, ESOL, and Reading	
Performance Record	2012-2013 - Chain of Lakes Middle. School Grade: B. FCAT % meeting high standards in reading: 61% ; math: 58%. FCAT % making learning gains in reading: 70% ; math: 64%. Lowest 25% make learning gains in reading: 72% ; math: 63%. Reading AMO was not met. Math AMO was not met. 2011-2012 - Chain of Lakes Middle. School Grade: A. FCAT % meeting high standards in reading: 55% ; math: 53%. FCAT % making learning gains in reading: 68% ; math: 68%. Lowest 25% making learning gains in reading: 69% ; math: 64%. Reading AMO was met. Math AMO was not met. 2010-2011 – Chain of Lakes. School Grade: A. AYP: No (72%). FCAT % meeting high standards in reading: 72; math: 68. FCAT % making learning gains in reading: 62; math: 68. Lowest 25% making learning gains in reading: 64%; math: 68%.	

Celeste Hunter		
Full-time / District-based	Years as Coach: 0	Years at Current School: 8
Areas	Mathematics	
Credentials	Bachelor of Arts in Education Master of Education in Educational Leadership (as of December 2013) Certifications in Mathematics 5-9	
Performance Record	<p>2012-2013 - Chain of Lakes Middle. School Grade: B. FCAT % meeting high standards in reading: 61% ; math: 58%. FCAT % making learning gains in reading: 70% ; math: 64%. Lowest 25% make learning gains in reading: 72% ; math: 63%. Reading AMO was not met. Math AMO was not met.</p> <p>2011-2012 - Chain of Lakes Middle. School Grade: A. FCAT % meeting high standards in reading: 55% ; math: 53%. FCAT % making learning gains in reading: 68% ; math: 68%. Lowest 25% making learning gains in reading: 69% ; math: 64%. Reading AMO was met. Math AMO was not met.</p> <p>2010-2011 – Chain of Lakes. School Grade: A. AYP: No (72%). FCAT % meeting high standards in reading: 72; math: 68. FCAT % making learning gains in reading: 62; math: 68. Lowest 25% making learning gains in reading: 64%; math: 68%.</p>	

Elizabeth Fuller		
Full-time / District-based	Years as Coach: 6	Years at Current School: 2
Areas	Rtl/MTSS, Other	
Credentials	Master of Education in Exceptional Student Education, Varying Exceptionalities Specialist degree in Educational Leadership Certifications: Students with Learning Disabilities K-12; Educational Leadership; and Middle Grades Integrated Curriculum (grades 5-9).	
Performance Record	2012-2013 - Chain of Lakes Middle. School Grade: B. FCAT % meeting high standards in reading: 61% ; math: 58%. FCAT % making learning gains in reading: 70% ; math: 64%. Lowest 25% make learning gains in reading: 72% ; math: 63%. Reading AMO was not met. Math AMO was not met. 2011-2012 - Chain of Lakes Middle. School Grade: A. FCAT % meeting high standards in reading: 55% ; math: 53%. FCAT % making learning gains in reading: 68% ; math: 68%. Lowest 25% making learning gains in reading: 69% ; math: 64%. Reading AMO was met. Math AMO was not met. 2010-2011 – Freedom Middle. School Grade: A. AYP: No (69%). FCAT % meeting high standards in reading: 75; math: 74. FCAT % making learning gains in reading: 64; math: 72. Lowest 25% making learning gains in reading: 73%; math: 71%.	

Classroom Teachers

# of classroom teachers	76
# receiving effective rating or higher	0%
# Highly Qualified Teachers	100%
# certified in-field	76, 100%
# ESOL endorsed	14, 18%
# reading endorsed	12, 16%
# with advanced degrees	23, 30%

National Board Certified

0, 0%

first-year teachers

2, 3%

with 1-5 years of experience

50, 66%

with 6-14 years of experience

20, 26%

with 15 or more years of experience

3, 4%

Education Paraprofessionals**# of paraprofessionals**

2

Highly Qualified

2, 100%

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

0

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

Chain of Lakes Middle School works with the Orange County Public Schools Human Resource Department to find information on highly qualified teachers, as well as contact references, and conduct in-depth team interviews. We retain highly qualified teachers by providing them with ongoing instructional support, the latest technology for their classrooms, and professional development to help them foster educational growth. Teachers are also provided with leadership opportunities within their instructional discipline.

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

Our school's mentoring program has several components. The formal program for first-year teachers (protégés) includes periodic meetings with the Instructional Coach to discuss common, first-year issues such as parent conferences, grading, Open House, classroom management, etc. The program also involves frequent contact between the protégés and mentors. During these meetings, mentors assist their protégés with issues / reflective questions discussed in their Professional Learning Communities (PLCs). Finally, all of our protégés are observed monthly by resource personnel to

provide feedback on their professional growth. We pair our protégés with mentors in the same subject area and grade level whenever possible so that the teacher can get advice relevant to their teaching assignment. In addition, all of our mentor teachers are master teachers who have completed a variety of coaching and mentoring courses. Our school's Instructional Coach meets with mentors as needed to help them learn how to support their protégés.

We also have an informal mentoring program called the Buddy System in which we pair teachers who are new to our school, but who have prior teaching experience, with a veteran teacher who has been at our school for a few years to help the new teachers make a smooth transition to our school.

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

Chain of Lakes Middle School currently has a Staffing Specialist as well as three Exceptional Student Education (ESE) core instructional co-facilitators across all grade levels. These staff members work with teachers to write Individual Education Plans (IEP) and behavior intervention plans that provide support using the Multi-Tiered system of Supports (MTSS) model. Teachers are provided with behavior tracking forms and intervention strategies that range from global to individually student-focused. Our teachers use the data collection forms to determine best practice strategies for working with students as well as to determine if additional interventions and levels of support are necessary. Chain of Lakes Middle School will also utilize resources available at the Southwest Learning Community including the Behavior Specialist and the ESE support team.

For academic support, data is collected through common assessments, accommodated tests, as well as district issued benchmark testing. Academic data is used to determine proper class placement as well as student need for individual academic support.

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

The school based leadership team monitors and reviews the implementation and effectiveness of the MTSS process. The school based leadership team meets on a weekly basis to discuss best practice strategies in order to fully utilize the system and provide teachers and students the highest level of support.

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

The leadership team meets weekly with the MTSS team to review progress, behavioral tracking sheets, and student performance data on common assessments and district issued benchmark tests.

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

The school based leadership team as well as the MTSS team utilizes the data provided through Performance Matters in connection with standards based, teacher created common assessments. Behavior data is collected through teacher tracking forms and frequency charts and is then monitored over time electronically via a shared spreadsheet that is used to determine behavioral trends.

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

Utilizing the systems mentioned above, the MTSS team works with teachers to create behavioral modification strategies as well as academic accommodations within the classroom. Staff members are also provided with professional development on how to effectively implement the MTSS process in their classrooms. The staffing specialist and ESE support teachers meet with parents on a regular basis to report student progress, set goals, celebrate successes, and discuss areas for improvement.

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: 1,633,500

Students are provided enrichment opportunities where they can explore science, technology, engineering, and mathematics through the SeaPerch underwater robotics program. Students are also provided athletics, arts and music. Students can join various organizations such as Beta club, Math Counts, Student Council, National Junior Honor Society and Science Olympiad.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Student performance data is disaggregated by club/organization and compared with students that are not involved with the Chain of Lakes before and after school program. Data is pulled from district benchmark exams and subject area common assessments through Performance Matters and The Florida Comprehensive Assessment Test 2.0 data.

Who is responsible for monitoring implementation of this strategy?

Andrew Leftakis (Assistant Principal) oversees before and after school enrichment programs.

Strategy: Summer Program**Minutes added to school year: 4,800**

Chain of Lakes Middle School has identified students in need of additional academic support to participate in a summer program. This program focuses on addressing the needs of our at-risk students. This is a special program put in place for middle school students who are struggling or have not successfully completed one of the four core classes and/or reading during the academic school year. Students will attend a 5 week summer program, 4 days a week. This summer program is centered on a specialized curriculum that is designed to remediate the skills necessary to be successful in school.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected through assessments provided within the summer program such as Compass Learning, FCAT Explorer/Focus, and successful completion of the program.

Who is responsible for monitoring implementation of this strategy?

Nathalie Cumbie (Assistant Principal of Instruction) is responsible for the summer learning program.

Strategy: Weekend Program**Minutes added to school year: 2,700**

Chain of Lakes Middle School has identified students to participate in an innovative program. This program focuses on addressing the needs of our at-risk students. Student Owned Academic Recovery (SOAR) is a special program put in place for middle school students who are struggling or have not successfully completed one of the four core classes and/or reading during the first marking period. Students will attend fifteen Saturday sessions from 9:00 am to 12:00 p.m. with highly qualified teachers. This fifteen week program is centered on a specialized curriculum that is designed to teach and/or strengthen the skills necessary to be successful in school.

Strategy Purpose(s)

""

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

Data is collected through assessments provided within the SOAR program such as Compass Learning and FCAT Explorer/Focus. Data is closely monitored through district benchmark exams, progress reports and report cards, as well as on going, teachers created, common assessments.

Who is responsible for monitoring implementation of this strategy?

Nathalie Cumbie (Assistant Principal of Instruction) oversees the SOAR program.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Jimmy Say	Reading Coach
Amy Brett	Reading Teacher
Rosie Becker	Media Specialist
Andrew Leftakis	Assistant Principal
Jeannette Griffith	Social Studies teacher
Celeste Hunter	Math Coach
Marsee Perkins	Learning Resource Specialist
Clinton Anderson	Science Teacher
Kellie Chambers	Language Arts Teacher

How the school-based LLT functions

The Literacy Leadership Team (LLT) meets monthly and is facilitated by Mr. Say and Ms. Furno. The primary role of the LLT is to discuss reading initiatives, cross curricular reading strategies, and discover ways to promote literacy as essential elements in the lives of our students.

Major initiatives of the LLT

The LLT's primary focus is to increase reading achievement through collective collaboration across all subjects at Chain of Lakes Middle School. Careful attention will be paid to increasing teachers' working knowledge of the Language Arts common core instructional shifts. The LLT also promotes Accelerated Reader (AR) through a reward system for students who have accumulated a certain percentage of their points based on individual reading abilities. Students will be provided opportunities to take the AR tests with the aid of new computers placed in all language arts classes. These students are provided time for enrichment activities on a pre-selected Friday every six weeks. Additionally, each year the LLT organizes the Read and Feed program, which is a school-wide reading initiative that rewards students for reading the school's selected book.

Every Teacher Contributes to Reading Instruction

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

Chain of Lakes Middle School will continue to implement, through the media center, Accelerated Reader (AR), a school-wide program designed to increase reading achievement. Teachers will promote reading strategies and skills in their classrooms by incorporating AR within their curriculum plans. In addition, staff will receive professional development and training designed to promote reading across the curriculum, including mini lessons on strategies (before, during, and after reading). At Chain of Lakes Middle School, it is the responsibility of each teacher to embed reading strategies within their lessons, and document implementation in their lesson plans. The school-wide implementation of the Cornell Note taking system will encourage students to apply effective reading strategies in every class, for example finding the main idea or essential question, summarizing, and identifying author's purpose. The continuation of reading classes for all sixth grade students will help build critical reading skills, ensuring that students at all achievement levels are receiving instruction to build reading and critical thinking skills, encourage independent reading, and foster a life long appreciation of reading. Finally, we will continue to promote programs and provide incentives that encourage students to read, such as the Read and Feed, book talks via the announcements, and prizes for checking out books from the media center, to name a few.

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

Chain of Lakes Middle School offers a computer based Science, Technology, Engineering, and Mathematics (STEM) elective for students that focuses on 21st century skills and other skills necessary to compete in a global job market. Teachers also relate their subject matter to real world scenarios and relevance to life outside of school.

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

Guidance counselors provide career counseling and utilize programs such as the Duke Talent Identification Program and the Electronic Personal Education Planner (ePEP) program that helps students plan their high school courses based on their chosen career interests. Chain of Lakes Middle School utilizes Advancement Via Individual Determination (AVID), which helps promote the importance of attending and completing college. Chain of Lakes Middle School also hosts a Teach-In day where professionals from the community are invited to speak with students and provide insight into their careers.

Strategies for improving student readiness for the public postsecondary level

Chain of Lakes Middle School utilizes the Duke Talent Identification Program (TIP) and Orange TIP to prepare students for college entrance exams, and give them the opportunity to take the Pre Scholastic Aptitude Test (PSAT). Parent information sessions are hosted at the school and weekly tutoring is offered to students involved in these programs.

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	66%	61%	No	69%
American Indian				
Asian	83%	74%	No	85%
Black/African American	51%	47%	No	56%
Hispanic	62%	62%	Yes	66%
White	81%	77%	No	83%
English language learners	43%	37%	No	49%
Students with disabilities	41%	30%	No	47%
Economically disadvantaged	56%	53%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	380	30%	32%
Students scoring at or above Achievement Level 4	407	31%	33%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	987	70%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	1015	72%	78%

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)	55	42%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	33	25%	30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	28	21%	25%

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	235	50%	60%
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	64%	58%	No	68%
American Indian				
Asian	91%	82%	No	92%
Black/African American	48%	42%	No	54%
Hispanic	63%	54%	No	67%
White	78%	82%	Yes	81%
English language learners	48%	35%	No	53%
Students with disabilities	39%	29%	No	45%
Economically disadvantaged	55%	47%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	351	27%	29%
Students scoring at or above Achievement Level 4	365	28%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	901	70%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	927	72%	78%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	265	98%	100%
Middle school performance on high school EOC and industry certifications	233	88%	96%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	129	49%	54%
Students scoring at or above Achievement Level 4	100	38%	42%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	109	23%	26%
Students scoring at or above Achievement Level 4	118	25%	27%

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)	4		7
Participation in STEM-related experiences provided for students	507	36%	50%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	219	15%	10%
Students who fail a mathematics course	19	1%	0%
Students who fail an English Language Arts course	9	1%	0%
Students who fail two or more courses in any subject	16	1%	0%
Students who receive two or more behavior referrals	244	17%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	195	14%	4%

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

Chain of Lakes Middle School has a highly active Parent Teacher Student Association (PTSA) who meet monthly. Along with PTSA, we hold the following parent/community involvement activities: 5k Fun Run and Walk, Teach-In, Spring Fling end of year event, Outstanding Osprey (student recognition program), Reflections program, and fall community fundraiser. Chain of Lakes also hosts school wide orientation, Night of Excellence, and community out-reach meetings with feeder pattern elementary schools.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parental attendance at School Advisory Council meetings	6	1%	2%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Decrease the achievement gap between White and Black students
- G2.** Chain of Lakes Middle School will increase math performance scores on FCAT 2.0

Goals Detail

G1. Decrease the achievement gap between White and Black students**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Teachers will use multiple sources of data to review student performance, identify trends, and provide accommodations and support. Resource staff will be available to support teachers and students in the classroom with academic needs. Staff development will be offered to teachers and staff including instructional strategies using the Ruby Payne Framework for Understanding Poverty. Chain of Lakes Middle School has established a Student Assistance and Family Empowerment (SAFE) Team headed by our SAFE coordinator that will focus on non academic

areas to reduce disruptions to institutional time. Chain of Lakes will hold family outreach events within the community to provide support and promote parent involvement in the educational process. Title II funding will be used to support Saturday learning programs.

Targeted Barriers to Achieving the Goal

- Teacher capacity for working with minority students

Plan to Monitor Progress Toward the Goal

County assessed benchmark data, school created subject-area common assessments, and school-wide discipline data.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increase in student achievement in academic classes, on county issued benchmark exams, and a decrease in behavioral infractions within the Black/African American sub-group.

G2. Chain of Lakes Middle School will increase math performance scores on FCAT 2.0

Targets Supported

- STEM

Resources Available to Support the Goal

- Chain of Lakes Middle School has added a math coach to its resource team and will conduct professional development throughout the school year on Common Core State Standards (CCSS) as it relates to mathematical practices and Marzano's Instructional Framework. Chain of Lakes has blocked the intensive math classes along with the pre-algebra classes for those students scoring 1 or 2 on previous year's FCAT 2.0 assessment. Centers based instruction will also be implemented in all intensive math classes with the incorporation of computer based learning. FCAT Explorer and FCAT Focus will also be utilized in all math classes.

Targeted Barriers to Achieving the Goal

- Teachers lack knowledge and skills on how to implement Common Core State Standards (CCSS) mathematical practices and rigor within their lessons.

Plan to Monitor Progress Toward the Goal

Student data on standards based assessments

Person or Persons Responsible

Math teachers, administration, and resource team

Target Dates or Schedule:

September (baseline data) January (mid year data) monthly (progress monitoring through FCAT explorer and focus)

Evidence of Completion:

Data analysis from common assessments, data wall in staff development room, and minutes/reflections recorded from PLC meetings

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Decrease the achievement gap between White and Black students

G1.B4 Teacher capacity for working with minority students

G1.B4.S1 Faculty will use Ruby Payne Framework for Understanding Poverty to create vital and sustaining relationships with at risk students

Action Step 1

Provide professional development on Ruby Payne Framework for Understanding Poverty

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

Monthly

Evidence of Completion

Administrative classroom walk throughs, iObservation teacher evaluations, discipline data,

Facilitator:

Andrew Leftakis - Assistant Principal

Participants:

Instructional staff

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Faculty attendance and participation in professional development

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Professional development sign in sheets, Marzano iObservations, classroom walk throughs

Plan to Monitor Effectiveness of G1.B4.S1

Monitor for increase in grades and decrease in discipline referrals

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly administration meetings and weekly instructional leadership meetings

Evidence of Completion

Increase in student achievement within the Black/African American Subgroup.

G1.B4.S2 Instructional coaches will model and provide professional development on effective instructional strategies to increase rigor and student engagement.

Action Step 1

Increase rigor and student engagement by offering professional development to instructional staff.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Increased student engagement as evidenced by Marzano iObservation walk-throughs and teacher reflection activities during professional development.

Facilitator:

Marsee Perkins and Celeste Hunter

Participants:

Instructional staff

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Lesson plans will be monitored for engaging and rigorous activities.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Effective lesson planning, delivery of instruction, and Marzano iObservation walk-throughs.

Plan to Monitor Effectiveness of G1.B4.S2

Informal and formal observations as well as pre/post conferences with teachers. Monitor district benchmark and subject area common assessment data.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher feedback, observation completion, and student achievement data (district benchmark exams and subject area common assessments).

G2. Chain of Lakes Middle School will increase math performance scores on FCAT 2.0

G2.B1 Teachers lack knowledge and skills on how to implement Common Core State Standards (CCSS) mathematical practices and rigor within their lessons.

G2.B1.S1 Chain of Lakes Middle School will provide on going professional development in addition to Professional Learning Community (PLC) time to support math teachers in creating high quality lessons for their students.

Action Step 1

Take inventory of math teachers on their knowledge of CCSS mathematical practices as it relates to increasing rigor in the classroom

Person or Persons Responsible

Celeste Hunter - Math Coach

Target Dates or Schedule

September

Evidence of Completion

Completion and analysis of inventory data

Facilitator:

Celeste Hunter (Math Coach) and Marsee Perkins (Learning Resource Specialist)

Participants:

Math teacher

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

Review of lesson plans and classroom walk throughs

Person or Persons Responsible

Administration and resource team

Target Dates or Schedule

Weekly

Evidence of Completion

Feedback to teachers from walk throughs and lesson plans

Plan to Monitor Effectiveness of G2.B1.S1

Increased rigor and student engagement in math classes

Person or Persons Responsible

Administration and resource team

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased achievement scores on district issued benchmark exams, teacher-created common assessments, and Marzano iObservation walk throughs.

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 are used to support academic improvement including our after school tutoring program beginning in February which targets students receiving a level 1 in reading. This program provides snacks for students, 1.5 hours of instructional time with a highly qualified teacher, and transportation home. Supplemental Academic Instruction (SAI) funds support intensive reading teachers and their classrooms.

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. Decrease the achievement gap between White and Black students

G1.B4 Teacher capacity for working with minority students

G1.B4.S1 Faculty will use Ruby Payne Framework for Understanding Poverty to create vital and sustaining relationships with at risk students

PD Opportunity 1

Provide professional development on Ruby Payne Framework for Understanding Poverty

Facilitator

Andrew Leftakis - Assistant Principal

Participants

Instructional staff

Target Dates or Schedule

Monthly

Evidence of Completion

Administrative classroom walk throughs, iObservation teacher evaluations, discipline data,

G1.B4.S2 Instructional coaches will model and provide professional development on effective instructional strategies to increase rigor and student engagement.

PD Opportunity 1

Increase rigor and student engagement by offering professional development to instructional staff.

Facilitator

Marsee Perkins and Celeste Hunter

Participants

Instructional staff

Target Dates or Schedule

Monthly

Evidence of Completion

Increased student engagement as evidenced by Marzano iObservation walk-throughs and teacher reflection activities during professional development.

G2. Chain of Lakes Middle School will increase math performance scores on FCAT 2.0

G2.B1 Teachers lack knowledge and skills on how to implement Common Core State Standards (CCSS) mathematical practices and rigor within their lessons.

G2.B1.S1 Chain of Lakes Middle School will provide on going professional development in addition to Professional Learning Community (PLC) time to support math teachers in creating high quality lessons for their students.

PD Opportunity 1

Take inventory of math teachers on their knowledge of CCSS mathematical practices as it relates to increasing rigor in the classroom

Facilitator

Celeste Hunter (Math Coach) and Marsee Perkins (Learning Resource Specialist)

Participants

Math teacher

Target Dates or Schedule

September

Evidence of Completion

Completion and analysis of inventory data

Appendix 2: Budget to Support School Improvement Goals