

Orange County Public Schools

Wolf Lake Middle



2020-21 Schoolwide Improvement Plan

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Wolf Lake Middle

1725 W PONKAN RD, Apopka, FL 32712

<https://wolflakems.ocps.net/>

Demographics

Principal: Cynthia Haupt

Start Date for this Principal: 6/10/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (55%) 2016-17: B (55%) 2015-16: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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<https://wolflakems.ocps.net/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2019-20 Title I School</p> <p>No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>66%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>68%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

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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

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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. 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 ensure every student has a promising and successful future.

Provide the school's vision statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Campbell, Marion	Assistant Principal	<p>Support the common vision for instruction and the use of data-based decision making; supervision, evaluation and coaching of all instructional personnel; manage and maintain all school facilities; ensure the safety and security of all staff and students; ensures implementation of intervention support and enrichment activities as well as collecting documentation; ensures adequate professional development to support core instruction and implementation of new programs or curriculum, including the use of digital devices; collaborate with the Professional Learning Communities to gain input and suggestions from the teachers as well as review lesson planning; building the master schedule and coordinating with guidance counselors on program requirements; and communicates with parents regarding school-based plans and activities.</p>
Schmidt, Danielle	Instructional Coach	<p>Develops, leads, and evaluates school core curriculum programs; works with teachers to identify systematic patterns of student need while reviewing school data to identify appropriate, evidence-based intervention strategies; assists with screening assessments that provide data; assists in the design and implementation for progress monitoring, data collection, and data analysis; supports all new teachers and serves as the instructional coach for alternative certification teachers; manages and coordinates volunteers to assist in the classrooms; participates in the design and delivery of professional development; implements the coaching cycle with teachers identified for support; conducts classroom walk-throughs and gives feedback; and provides support for monitoring of all data</p>
Sizer, Robin	Dean	<p>Develop, support and monitor our school wide discipline plan; develop a school wide student motivational program; monitor and analyze the discipline data on a regular basis; coordinate the Behavior Leadership Team; observe in classrooms in order to offer suggestions to teachers on classroom management plans; communicate with parents and students on a regular basis in regards to behavior and behavioral concerns; serve on the administrative leadership team; serve on the CHAMPS committee; uphold our district's Student Code of Conduct; conduct Restorative Justice circles; and work closely with our teacher in the PASS program.</p>
Ius, Patricia	Assistant Principal	<p>Support the common vision for instruction and the use of data-based decision making; supervision, evaluation and coaching of all instructional personnel; manage and maintain all school facilities; ensure the safety and security of all staff and students; ensures implementation of intervention support and enrichment activities as well as collecting documentation; ensures adequate professional development to support core instruction and implementation of new programs or curriculum, including the use of digital devices; collaborate with the Professional Learning Communities to gain input and suggestions from the teachers as well as review lesson planning; building the master schedule and coordinating with guidance counselors on program requirements; and communicates with parents regarding school-based plans and activities</p>

Name	Title	Job Duties and Responsibilities
Jackson, Sheila	Instructional Media	
Six, Christina	Teacher, ESE	Attend all district training and meeting for this compliance area; organize all paperwork and support services for the ESE students; monitor and coordinate the work of our paraprofessional; ensure our FTE reports are clean of any violations; support teachers with strategies and accommodations for ESE students in the classrooms; conduct meetings with parents and teachers of our students to develop specific plans for student success; and serve as a parent liaison between the school and the parents
Palmer, Marcus	Dean	Develop, support and monitor our school wide discipline plan; develop a school wide student motivational program; monitor and analyze the discipline data on a regular basis; coordinate the Behavior Leadership Team; observe in classrooms in order to offer suggestions to teachers on classroom management plans; communicate with parents and students on a regular basis in regards to behavior and behavioral concerns; serve on the administrative leadership team; serve on the CHAMPS committee; uphold our district's Student Code of Conduct; conduct Restorative Justice circles; and work closely with our teacher in the PASS program.
Plotkin, Lisa	Dean	Develop, support and monitor our school wide discipline plan; develop a school wide student motivational program; monitor and analyze the discipline data on a regular basis; coordinate the Behavior Leadership Team; observe in classrooms in order to offer suggestions to teachers on classroom management plans; communicate with parents and students on a regular basis in regards to behavior and behavioral concerns; serve on the administrative leadership team; serve on the CHAMPS committee; uphold our district's Student Code of Conduct; conduct Restorative Justice circles; and work closely with our teacher in the PASS program.
Washington, Luther	Other	Implement comprehensive mentoring programs. Coordinate and serve on the Threat Assessment team and ensure that district reporting is accurate and timely. Assist parents regularly with counseling and finding community resources as needed. Conduct Restorative Justice circles as necessary.
Haupt, Cynthia	Principal	Provide a common vision for instruction and the use of data-based decision making; supervision, evaluation and coaching of all instructional personnel; manage and maintain all school facilities; ensure the safety and security of all staff and students; ensures that the school based team is implementing MTSS; ensures implementation of intervention support and enrichment activities as well as collecting documentation; ensures adequate professional development to support core instruction and implementation of new programs or curriculum, including the use of digital devices; collaborate with the Professional Learning Communities to gain input and suggestions from the teachers as well as review lesson planning; and communicates with parents regarding school based plans and activities.

Demographic Information

Principal start date

Sunday 6/10/2018, Cynthia Haupt

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Total number of teacher positions allocated to the school

86

Demographic Data

2020-21 Status (per MSID File)	Active
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SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	430	481	439	0	0	0	0	1350
Attendance below 90 percent	0	0	0	0	0	0	36	35	49	0	0	0	0	120
One or more suspensions	0	0	0	0	0	0	4	31	70	0	0	0	0	105
Course failure in ELA	0	0	0	0	0	0	19	89	110	0	0	0	0	218
Course failure in Math	0	0	0	0	0	0	27	75	148	0	0	0	0	250
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	57	59	87	0	0	0	0	203
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	72	70	103	0	0	0	0	245
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	62	97	157	0	0	0	0	316

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 9/3/2020

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	473	441	489	0	0	0	0	1403
Attendance below 90 percent	0	0	0	0	0	0	73	69	61	0	0	0	0	203
One or more suspensions	0	0	0	0	0	0	66	49	33	0	0	0	0	148
Course failure in ELA or Math	0	0	0	0	0	0	98	141	68	0	0	0	0	307
Level 1 on statewide assessment	0	0	0	0	0	0	138	164	162	0	0	0	0	464

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	108	133	78	0	0	0	0	319

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	1	1	0	0	0	0	3

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	473	441	489	0	0	0	0	1403
Attendance below 90 percent	0	0	0	0	0	0	73	69	61	0	0	0	0	203
One or more suspensions	0	0	0	0	0	0	66	49	33	0	0	0	0	148
Course failure in ELA or Math	0	0	0	0	0	0	98	141	68	0	0	0	0	307
Level 1 on statewide assessment	0	0	0	0	0	0	138	164	162	0	0	0	0	464

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	108	133	78	0	0	0	0	319

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	1	1	0	0	0	0	3

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	53%	52%	54%	54%	52%	52%
ELA Learning Gains	50%	52%	54%	52%	53%	54%
ELA Lowest 25th Percentile	39%	45%	47%	38%	42%	44%
Math Achievement	54%	55%	58%	53%	53%	56%
Math Learning Gains	49%	55%	57%	54%	55%	57%
Math Lowest 25th Percentile	41%	50%	51%	41%	48%	50%
Science Achievement	52%	51%	51%	52%	49%	50%
Social Studies Achievement	73%	67%	72%	78%	67%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

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	2019	56%	52%	4%	54%	2%
	2018	50%	48%	2%	52%	-2%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	48%	48%	0%	52%	-4%
	2018	46%	48%	-2%	51%	-5%
Same Grade Comparison		2%				
Cohort Comparison		-2%				
08	2019	55%	54%	1%	56%	-1%
	2018	58%	55%	3%	58%	0%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-3%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	41%	43%	-2%	55%	-14%
	2018	32%	35%	-3%	52%	-20%
Same Grade Comparison		9%				
Cohort Comparison						
07	2019	51%	49%	2%	54%	-3%
	2018	57%	51%	6%	54%	3%
Same Grade Comparison		-6%				
Cohort Comparison		19%				
08	2019	36%	36%	0%	46%	-10%
	2018	43%	32%	11%	45%	-2%
Same Grade Comparison		-7%				
Cohort Comparison		-21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	50%	49%	1%	48%	2%
	2018	51%	49%	2%	50%	1%
Same Grade Comparison		-1%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	72%	66%	6%	71%	1%
2018	74%	66%	8%	71%	3%
Compare		-2%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	71%	63%	8%	61%	10%
2018	77%	61%	16%	62%	15%
Compare		-6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	94%	53%	41%	57%	37%
2018	86%	65%	21%	56%	30%
Compare		8%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	9	33	32	13	31	28	16	26			
ELL	23	36	32	25	37	34	19	37	57		
ASN	75	70		79	65		67		100		
BLK	45	46	43	40	38	32	39	69	67		
HSP	44	48	33	45	48	39	51	65	70		
MUL	59	39		79	68			79	80		
WHT	66	54	41	70	59	53	65	81	82		
FRL	40	45	37	41	42	38	39	66	65		
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			
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	539
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest data component during the 2018-2019 school year was the ELA lowest 25th percentile gains with only 47% of these students making learning gains. This is a two year trend with the gains being consistently the lowest data component in the school grade each year and ranging between 39% to 41%. Contributing to the low performance in this category is the increase in our Hispanic population, which is increasing our numbers of ELL students. This population of students has readers performing at as low as a first grade level, making it difficult to get them back toward grade level.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year is a three way tie. ELA lowest 25th percentile going from 41% in 2017-2018 school year to 39% in the 2018-2019 school year, Math overall learning gains going from 51% in 2017-2018 school year to 49% in 2018-2019 school year; and Civics going from 75% in the 2017-2018 school year to 73% in the 2018-2019 school year (however, this score still exceeds the state and district average). One of the contributing factors to this could be a substitute in one grade level for intensive reading due to the teacher being on medical leave for 7 months of the school year. The Math contributing factor to the decline in learning gains could be attributed to 2 of the 8th grade teachers beginning after the school year began and one of those going out on a medical leave.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Overall, learning gains in Mathematics for the lowest 25th percentile was 41%, representing the biggest gap of 10% when compared to the state average of 51%. This was also the area with the largest noted gap compared to the state average in 2018. The Math contributing factor to the decline in learning gains could be attributed to 2 of the 8th grade teachers beginning after the school year began and one of those going out on a medical leave.

Which data component showed the most improvement? What new actions did your school take in this area?

Overall, Mathematics learning gains for the lowest 25th percentile showed the most gains with a 2% increase. During the 2019-2020 school year we added intensive Math in all grade levels.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Ensuring the achievement gaps are closed among the ESSA subgroups of students with disabilities and English language learners is a major priority for the school.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA Achievement of the Lowest 25%
2. Overall Math Learning gains
3. Civics
4. Achievement of SWD
5. Achievement of ELL

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Student data from 2018-2019 shows that we are scoring proficiency percentages of 53 in language arts, 54 in mathematics, 52 in Science and 73 in Social Studies. Students received instruction that was misaligned to the intent and rigor of the grade level standard; in addition, assigned tasks were below grade level expectation. Research indicates that effective core instruction should meet the needs of 80% of the student body therefore we plan to improve the core standards based instruction that our students receive in all core content courses.

Measurable Outcome: By increasing the rigor of standards based instruction, proficiency (level 3 or above) in ELA will increase from 53% to 56%; Math will increase from 54% to 58%; Science will increase from 52% to 62% and Civics will increase from 73% to 75%. Our ESSA subgroup, Students with disabilities will increase by 10%.

Person responsible for monitoring outcome: Cynthia Haupt (cynthia.haupt@ocps.net)

Evidence-based Strategy: Students systematically engage in processing content to generate conclusions through collaborative interactions with other students. This strategy will be monitored by administrators through the lesson planning process at PLC meetings and also through the use of a classroom walkthrough tool to collect observable data during classroom instruction. The monitoring process will include actionable feedback given to teachers on a weekly basis and discussions at PLC meetings. Student achievement data will be monitored through formative assessments and also summative assessments at the end of every unit of instruction. School wide data will also be analyzed for trends and instructional needs areas.

Rationale for Evidence-based Strategy: In order for effective student construction of meaning to occur, learners must be actively engaged in the processing of information through a teaching and learning process that involves an interaction among the teacher, the students, and the content.

Action Steps to Implement

Plan for students to engage in accountable talk as a processing tool and then to use literacy strategies to write with evidence in response to complex texts. Teachers will be provided with professional development on using close reading strategies, writing text dependent questions, engaging students in accountable talk, and using evidence to defend a claim through writing.

Person Responsible Patricia Ius (patricia.ius@ocps.net)

Provide core subject area Professional Learning Communities time and support for planning standards based instruction. Common planning time will be scheduled by department to facilitate discussions between the grade level PLCs and provide consistency of instruction.

Person Responsible Patricia Ius (patricia.ius@ocps.net)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

Classroom observation data from 2019-2020 indicates that students are receiving instruction through whole group instruction the majority of the time in the classroom. This use of whole group instruction is not supporting the individual learning needs of our students. The 2018-2019 student FSA data shows that only 50% of our students are making learning gains in ELA and only 39% of our lowest 25% are making learning gains in reading and 41% in math. We believe when teachers implement small group instruction into their daily lessons, students will receive targeted instruction and feedback on their learning which will lead to an increase in learning gains.

Measurable Outcome:

By implementing the use of small group instruction in the classroom, learning gains for the lowest 25% in ELA will increase from 39% to 45% and the learning gains for the lowest 25% in Math will increase from 41% to 45%. The learning gains of our Students with Disabilities will increase by 10%.

Person responsible for monitoring outcome:

Cynthia Haupt (cynthia.haupt@ocps.net)

Evidence-based Strategy:

Students interact in small groups and utilize effective cognitive and conative skills while collaborating with other students to practice and deepen their knowledge. Student groups will be based on explicit learning goals and will change based on classroom data. This strategy will be monitored by administrators through the lesson planning process at PLC meetings and also through the use of a classroom walkthrough tool to collect observable data during classroom instruction. The monitoring process will include actionable feedback given to teachers on a weekly basis and discussions at PLC meetings. Student achievement data will be monitored through formative assessments and also summative assessments at the end of every unit of instruction. School wide data will also be analyzed for trends and instructional need areas.

Rationale for Evidence-based Strategy:

Student use of conative and social emotional skills necessary for understanding and interacting with others allows students to strategically extend learning by enhancing procedural skills and deepening knowledge. Assigning students to small groups based on explicit learning goals, allows the teacher to monitor peer interactions, and provide positive and corrective feedback to support productive learning. Implementing small learning groups allows the teacher to accommodate learning differences, promote in-depth academic related interactions and teach students to work collaboratively.

Action Steps to Implement

Develop and implement the use of small learning groups to assist our ESE students with processing new content. The ESE resource teachers will work collaboratively with the core content teacher to develop plans for the ESE students who are not mastering standards.

Person Responsible

Christina Six (christina.six@ocps.net)

Analyze student achievement data (summative and formative) to make instructional decisions that adjust teaching strategies and plan for small groups for the purpose of intervention/ re-teaching/ enrichment appropriate to address their students' needs.

Person Responsible

Cynthia Haupt (cynthia.haupt@ocps.net)

Classroom walkthrough and observation data will include actionable feedback to teachers to improve the implementation of small group strategies in the classroom.

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

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Build and establish a culture for social and emotional learning at our school with adults and students. Integrating social and emotional learning into lessons will enhance academic learning through giving students opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, we will decrease the percentage of students not on grade level on their academic achievement and start closing our achievement gaps between subgroups. WLMS has 47% of students below grade level in Reading and 46% of students below grade level in Math. The gap between white and Hispanic students is 1% in reading.

Measurable Outcome: By implementing the use of social and emotional learning skills into daily lessons, we will decrease the number of students scoring a level 1 on the reading FSA by 10%

Person responsible for monitoring outcome: Cynthia Haupt (cynthia.haupt@ocps.net)

Evidence-based Strategy: Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students. Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, course failure rates and school environment observations. We will modify our plan of action as indicated by data, student needs and adult needs.

Rationale for Evidence-based Strategy: In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational improvement and change. Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement

Conduct professional development for teachers and staff to understand how social and emotional learning is connected to instructional strategies and how professional learning communities can integrate these skills into daily lesson plans.

Person Responsible Luther Washington (luther.washington@ocps.net)

Establish a common language to support a culture of social and emotional learning at our school with adults and students.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

By focusing on strengthening the delivery of standards aligned instruction, implementing small group instruction and integrating social and emotional learning, all of our academic improvement priorities will be addressed. Our Early Warning System data shows a need to look at how we are focusing on our students who are failing ELA and/or Math courses and those students with high suspensions and/or attendance issues. We will use our Multi-Tiered Systems of Support committee to review our student data each month and work with teachers to develop academic or behavioral plans for students who are struggling in these areas. Our resource teachers and deans will have students they will mentor and they will meet with these students on a regular basis to review their progress toward goals they will set together. Our discipline deans will continue to focus on alternatives to suspension like using Restorative Justice circles and after school detentions. Teachers will be focusing on those struggling students by offering opportunities to retake tests and turn in missing work as well as holding small groups for support within the classroom. We will also work on making parents a bigger part of the problem solving process when putting together the plans for improvement by using our Parent Engagement Liaison to engage their participation.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

In order to establish a positive school culture and climate, Wolf Lake Middle School engages in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, we use social and emotional learning to strengthen Professional Learning Community communication and collaboration in order to build academic expertise in all students. Through this professional learning, our school will use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators will attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for our teachers, based on school and community needs. School leadership teams collaborate with stakeholders, through processes such as School Advisory Council (SAC), to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through district programs such as the Parent Academy. Parents are encouraged to get involved with the school and support their child's education however they can. We offer parent committees to join, parent workshops, school wide events and activities, teacher conferences, and volunteer opportunities. We believe when students know their parents are involved and care deeply about their education, they will achieve at higher

levels. We have the following activities and opportunities for parents to be involved with our school and their child's education: report cards and assessments data discussed at parent conferences; FSA Parent Information Night; Open House; Curriculum Night; School Advisory Committee; Parent, Teacher, Student Association; Future Farmers of America Meetings; weekly announcements and reminders (phone, email, newsletter and text); Restorative Justice circles to address behavioral concerns; access to Skyward, Canvas, and other websites; a variety of parent workshops on different topics of interest; and child study team meetings or intervention meetings with the Multi-tiered Systems of Support (MTSS) team. We will continue to improve our communication through media outlets (Twitter, Remind 101, Facebook, Connect Orange and PTSA emails) as well as through Canvas classrooms. Our SAFE Coordinator and our school social worker collaborate with local organizations to provide assistance to families when they need it: food pantry, clothes, presents at the holidays, holiday meals, bus passes, and other help as needed. Our school is a member of the Apopka Area Chamber of Commerce and their members are responsive to needs we may have as well. Our Partners in Education Coordinator works to establish new community partnerships and maintain the ones we currently have in place. Our school is also rented by many of the local community members through facility rental agreements

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00