

Orange County Public Schools

Wolf Lake Middle

students
school improvement
learning
success
teaching
leadership
relationships
instruction
growth
vision
areas of focus
relationships
teaching
striving
achievement
ambitious
analysis
college and career
Florida
mission
family and community involvement
needs assessment
strategic planning
collaboration
supportive environment
resources
growth

2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	22
Positive Culture & Environment	28
Budget to Support Goals	30

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2020-21 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%)
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	

* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	22
Title I Requirements	0
Budget to Support Goals	30

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>71%</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>66%</p>

School Grades History

	2020-21	2019-20	2018-19	2017-18
Year				
Grade		B	B	B

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SIP Authority

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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 <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 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	Position Title	Job Duties and Responsibilities
Haupt, Cynthia	Principal	<p>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.</p>
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>
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>
Six, Christina	Staffing Specialist	<p>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</p>

Name	Position Title	Job Duties and Responsibilities
		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.
Sizer, Robin	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.

Name	Position Title	Job Duties and Responsibilities
Schmidt, Danielle	Other	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.

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

Total number of students enrolled at the school

1,404

Identify the number of instructional staff who left the school during the 2020-21 school year.

Identify the number of instructional staff who joined the school during the 2021-22 school year.

Demographic Data

Early Warning Systems

2021-22

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	468	456	493	0	0	0	0	1417
Attendance below 90 percent	0	0	0	0	0	0	60	94	104	0	0	0	0	258
One or more suspensions	0	0	0	0	0	0	17	35	33	0	0	0	0	85
Course failure in ELA	0	0	0	0	0	0	28	20	65	0	0	0	0	113
Course failure in Math	0	0	0	0	0	0	20	29	62	0	0	0	0	111
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	55	50	50	0	0	0	0	155
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	68	59	58	0	0	0	0	185
Number of students with a substantial reading deficiency	0	0	0	0	0	0	55	50	50	0	0	0	0	155

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	0	0	0	0	0	0	0	0

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	2	4	8	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	1	1	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 8/31/2021

2020-21 - 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	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
	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

2020-21 - 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	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
	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				53%	52%	54%	52%	52%	53%
ELA Learning Gains				50%	52%	54%	49%	50%	54%
ELA Lowest 25th Percentile				39%	45%	47%	41%	42%	47%
Math Achievement				54%	55%	58%	55%	53%	58%
Math Learning Gains				49%	55%	57%	51%	51%	57%
Math Lowest 25th Percentile				41%	50%	51%	39%	44%	51%
Science Achievement				52%	51%	51%	52%	51%	52%
Social Studies Achievement				73%	67%	72%	75%	68%	72%

Grade Level Data Review - State Assessments

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	2021					
	2019	56%	52%	4%	54%	2%
Cohort Comparison						
07	2021					
	2019	48%	48%	0%	52%	-4%
Cohort Comparison		-56%				
08	2021					
	2019	55%	54%	1%	56%	-1%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	41%	43%	-2%	55%	-14%
Cohort Comparison						
07	2021					
	2019	51%	49%	2%	54%	-3%
Cohort Comparison		-41%				
08	2021					
	2019	36%	36%	0%	46%	-10%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	50%	49%	1%	48%	2%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	72%	66%	6%	71%	1%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	71%	63%	8%	61%	10%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	94%	53%	41%	57%	37%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress Monitoring tools include iReady diagnostic information as well as district created performance measurement assessments.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	42	41
	Economically Disadvantaged	17	14	21
	Students With Disabilities	2	2	6
	English Language Learners	8	8	14
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	39	43	
	Economically Disadvantaged	10	8	13
	Students With Disabilities	0	2	4
	English Language Learners	4	8	5
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46	45	44
	Economically Disadvantaged	4	15	15
	Students With Disabilities	0	9	4
	English Language Learners	5	6	9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15	22	21
	Economically Disadvantaged	0	1	4
	Students With Disabilities	0	5	0
	English Language Learners	1	0	5
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	52	69	70
	Economically Disadvantaged	38	51	56
	Students With Disabilities	23	35	31
	English Language Learners	16	26	42

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42	48	47
	Economically Disadvantaged	2	12	18
	Students With Disabilities	0	3	5
	English Language Learners	0	0	6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4	9	9
	Economically Disadvantaged	0	0	2
	Students With Disabilities	0	0	0
	English Language Learners	0	1	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	41	46	51
	Economically Disadvantaged	23	29	34
	Students With Disabilities	14	16	17
	English Language Learners	0	7	6

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	12	28	23	19	31	31	8	26			
ELL	23	32	27	31	33	27	7	30			
ASN	85	63		90	84						
BLK	46	45	31	46	38	35	44	59	73		
HSP	42	44	32	50	44	33	40	54	69		
MUL	55	49		59	41			75	75		
WHT	66	56	36	74	53	56	65	76	86		
FRL	35	39	29	41	42	35	29	45	58		
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		

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	507
Total Components for the Federal Index	10
Percent Tested	93%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	27
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
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%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Overall, our lowest 25% of students in both reading and Math have scored below the district and state scores for both 2018 and 2019. Learning gains for all students are also lower than the state and district scores. Our Civics scores have remained above the district and state scores. Science scores are about even with both district and state scores. Algebra and Geometry are both above state and district scores. According to progress monitoring data from 2021, our proficiency levels are lower in progress monitoring when compared to FSA scores in proficiency. ELA scored an average of proficiency and FSA scores were 53% proficiency which is the same score as in 2019. Our lowest 25% of scores for ELA was 33% receiving learning gains which is down 6% compared to 2019. Overall Mathematics achievement increased from 54% in 2019 to 58% in 2021. However, the learning gains for the lowest 25% decreased from 41% in 2019 to 38% in 2021. Science FCAT decreased from 52% in 201 to a 50% in 2021. One of our biggest losses was in Civics which decreased from 73% in 2019 to 65% in 2021.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement by far is learning gains in our lowest 25% of students as well as Civics. Although our Civics scores are overall above the state and district scores, they dropped by 8% between 2019 and 2021. Our lowest 25% of students have been consistently trending low for the last few years. This is where a majority of our ESE, ELL and 504 students are scoring. The lowest 25% for ELA only scored 33% learning gains. The lowest 25% of Mathematics only scored 38% learning gains.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

A contributing factor to the Lowest 25% of students having low achievement is the lack of differentiated instruction taking place in the classroom. This factor is evident as we analyzed the classroom walkthrough data collected throughout the year. We believe that offering professional development and coaching teachers to analyze data and structure the classroom to allow for small group instruction will provide the opportunity to strategically target specific students' academic areas of need.

We believe that focusing on Social Emotional Learning school wide will also help to close the achievement gap, increase positive relationships between students and teachers, and will increase the opportunities that students will have to be part of these targeted small group interventions.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Achievement in Mathematics proficiency showed the most improvement in the 2021 FSA scores. In 2019 the Math proficiency was 54% and in 2021 the proficiency is 58%. This is a 4% increase in overall Math proficiency.

The only other component that showed improvement was Middle School Acceleration. In 2019, our math acceleration score was 76% and in 2021 we increased to a 79% which is a 3% gain.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Our growth in math learning gains were due to several specific actions taken by our math department and administrators. The math PLCs met on a weekly basis with an instructional coach and assessing administrator to plan weekly lessons. Teachers attended district content specific professional development to dive deeper into the standards. We implemented an intensive math elective for our level 1 students to receive specific support in the standards. The math PLCs progress monitored tested standards throughout the year tracking student progress and conferencing with students on their data and goals. The Math team also continues the process of data analysis of each common summative assessment, then determined a time to reteach and reassess each standard to those students that needed it.

What strategies will need to be implemented in order to accelerate learning?

This school year, differentiated instruction and small group interventions within the classroom will be critical to accelerate learning. Careful attention to lesson planning to ensure the rigor of the standards and analysis of formative data to drive the small group instruction will be essential to ensure that teachers can fill in gaps while addressing current standards. Attention to our ESSA subgroup of students with disabilities and tracking their learning in each unit of instruction will also be a critical step. There will also be a focus on accommodated students to ensure that they are receiving everything they need in order to be successful and attain the content.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Both of the strategies identified to accelerate learning are the areas of focus for this year's school improvement plan. Professional development in data literacy in order to differentiate instruction will be done in small group common planning meetings, one-on-one during quarterly teacher data meetings, as well as coaching cycles for specific individual teachers as needed. Professional development in analyzing and using data will be critical for both grouping students for intervention as well as determining the gaps in learning. Professional development in standards aligned instruction including determining new learning as well as gaps from previous year standards will be done during common planning meetings and for specific teachers in individual teacher coaching cycles. The mechanics of setting up and managing small groups as well as using small group structures will also be a focus for teachers this school year.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

After school tutoring focused on key standards in the content areas will be provided for targeted students. Interventionists will be working with small groups in each grade level of ELA and Math. Having two teachers in the rooms working with targeted students will help get the extra support to our students with accommodations. Support Facilitators will be in the

classrooms as well pulling small groups of ESE students to work on the concepts and skills they need for intervention. Student data meetings will take place in order to help students set goals and participate in their own learning. Frequent monitoring of student data will ensure a quicker response to intervention needs and the MTSS committee will meet to review student progress regularly.

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 2020-2021 shows that less than half of our students are proficient in language arts (49%). Only one third of our students in the lowest 25% of ELA achieved learning gains. Only 38% of students in the lowest 25% in Math achieved a learning gain. 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 49% to 55%; in Math from 58% to 63%; in Science from 50% to 55%; and in Civics from 65% to 73%.

Monitoring: 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

Person responsible for monitoring outcome: Patricia Ius (patricia.ius@ocps.net)

Evidence-based Strategy: Students systematically engage in processing content to generate conclusions through collaborative interactions with other students

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)

Engage teachers in a variety of cross-curricular peer observation opportunities. Administrative team and instructional coaches will develop a list of teachers willing to be observed for specific instructional strategies. Teachers will be given time to observe peers

during the school day to improve their own practice and/or provide feedback

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

Conduct weekly classroom walkthroughs to gather data on the use of instructional strategies that help students process content. Instructional monitoring, feedback and coaching will occur based on student data trends and observational data that has been collected. Targeted professional development sessions will be offered based on areas of need identified through classroom walkthrough data.

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

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:

Classroom observation data from 2019-2020 reveals 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 2021 student FSA data shows that no more than half of our students are making learning gains in the lowest 25% in reading (33%) and math (38%). 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 differentiated instruction in the classroom, learning gains for the lowest 25% in ELA will increase from 33% to 45% and learning gains for the lowest 25% in Math will increase from 38% to 45%. By implementing the use of small group instruction in the classroom, learning gains in ELA will increase from 49% to 55% and learning gains in Math will increase from 50% to 53%.

Monitoring:

41% and in Math from 25% to 41%. 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.

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.

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.

Rationale for Evidence-based Strategy:

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)

Support for the Professional Learning Communities and classroom monitoring will be conducted by the school based leadership team. Classroom walk through and observation data will include actionable feedback to teachers to improve the implementation of small group strategies in the classroom.

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

Conduct professional development learning opportunities for teachers on implementing small group rotational models, centers and how to plan for a teacher led station using classroom and schoolwide data.

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

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

Area of Focus Description and Rationale: Our school will integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs as identified in our 2021 Panorama survey data: 39% of students responded favorably to a sense of belonging, 43% of students responded to there being cultural awareness, 47% of teachers responded positively to a sense of belonging. The Alex Incident Rate is in the "high" category at 5.7 incidents per 100 students.

Measurable Outcome: By implementing the use of social and emotional learning skills into daily lessons, we will increase the favorable responses by students in their sense of belonging and cultural awareness. The teacher positivity rate for sense of belonging will also increase. This will put us at or above the district average. Social and emotional implementation will also contribute a 5% reduction in students on the early warning indicator and lower the Alex Incident Rate from 5.7 incidents per 100 students to 4 incidents per 100 students.

Monitoring: Wolf Lake Middle School will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.

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

Evidence-based Strategy: Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families.

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, including its families. To strengthen a culture of social and emotional learning with families, staff, 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 integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change.

Action Steps to Implement

Conduct professional learning opportunities 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 Cynthia Haupt (cynthia.haupt@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)

Review data collected from our partnership with Character Lab and school climate surveys. Share this data with stakeholder groups and make adjustments to our plans as needed based on the data.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the Safe Schools data provided, Wolf Lake Middle School has reduced our suspension rates from 2018-19 to 2019-20, however, our number of incidences reported increased dramatically in that same time period.

Our school ranks as high with 5.7 incidences per 100 students when compared to the state with 4.2 incidences per 100 students. The primary areas of concern are with fighting, physical attacks and threats. Wolf Lake Middle School has put in place a discipline matrix, behavior intervention plans, will implement a positive behavior system (PBS) initiative and implement lessons to teach expected behaviors. These actions will be monitored through discipline data, Restorative Justices practices, MTSS, and PACK incentive tracking. We will also be monitoring through the data collected in our Character Education partnership survey results three times a year.

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.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district 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 from each school, which includes a mental health designee, 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 staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

Our school has created a Positive Behavior Support System that includes clear expectations in all areas of the campus connected with rewards for following school expectations. Teachers mirror these expectations in their classrooms so that there is a common language. We also have established a school wide House system by grade level for year long competitions and activities. Restorative practices are put into place to resolve conflict between student peers and between students and teachers. The school has a social emotional learning site team that monitors the school climate data and can address any issues as they arise. Intentional recognition and celebrations for students and faculty are planned in advance that reward a variety of strengths so that all students and faculty can be recognized for their contributions to our school's success as well as their individual successes

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The Student Support team is responsible for creating school wide expectations and for training the faculty and staff in using the system effectively.

Deans are primarily responsible for following the discipline matrix and providing professional development in individual classrooms as needed. Additionally, deans, guidance counselors, and the SAFE coordinator are responsible for facilitating Restorative Justice circles between students as well as between teachers and students. Counselors and SAFE are responsible for providing individual, small group, as well as whole class lessons on mental health issues. Our PTSA recognizes students on a monthly basis in addition to holding academic and honor roll celebrations. The school has initiated a "Cheer" committee tasked with celebrating and recognizing the adults on campus. There will be monthly celebrations as well as a system for continuously recognizing the hard work of our staff. We have instituted a Staffuly member of the week as well as a PAW faculty member of the week. The school also has a social emotional learning team that attends district training on social and emotional learning and the CASEL Core Competencies. This team of teachers and administrators collects and monitors school climate data in order to modify school wide practices that will improve the culture of the school. The Principal and Assistant Principals are responsible for ensuring all stakeholders are aware of the resources available at the school as well as events and curriculum being provided to faculty, staff, students and families. The administrative team is responsible for monitoring the collection of data and modifications that need to take place.

Our School Advisory Council and the PTSA work to implement positive activities and recognition for students and staff. All adults on campus are tasked with promoting a positive culture and environment. Teachers and staff will both be focused on building relationships with students, encouraging students to take learning risks and celebrating student growth.

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: Differentiation	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00