

Wolf Lake Middle



2014-15 School Improvement Plan

Wolf Lake Middle

1725 W PONKAN RD, Apopka, FL 32712

[no web address on file]

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

64%

Alternative/ESE Center

No

Charter School

No

Minority

58%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	C	C	B

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Wolf Lake Middle has embraced the notion of "being the bridge" to help facilitate student success. This mantra expresses the approach that we as an educational institution are committed to being a primary contributor in developing of our students into positive contributors to their communities and societies. With this in mind, we have determined that building relationships and learning about student cultures will be key pillars of our professional development activities, policies and procedures. Each teacher has received training in Ruby Payne and Randy Sprick's CHAMPS Positive and Proactive Approach to Classroom Management. A team of teachers, administrators, and instructional support personnel participated in the Behavioral Response to Interventions book study to enable us to develop a problem solving continuum of support to help our teachers and staff better support our students. This team also attended a two-day Interventions training through The FDLRS Network. With the knowledge gained from this training, policies and procedures were developed to help teachers build positive relationships and create a culture of success and achievement in every classroom.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Before school, students are able to congregate and socialize in our courtyard, media center, and cafeteria. We have strategically placed instructional staff members in each of these areas to ensure that students are safe. During the school day, each student is greeted and welcomed to their respective classes by their teacher as they enter their classrooms. Additionally, there is a collective commitment at WLMS to create and maintain a positive school environment. As a result, our goal is to ensure a minimum of a 3 to 1 positive to negative interaction ratio. After school, we ensure that dismissal is conducted in a structured manner to ensure student safety. Finally, being that a significant portion of our students ride buses, all of our teachers walk their bus students to the bus loop upon dismissal. They then assume a post surrounding the loop to ensure adequate supervision as the students embark on their buses to go home.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

We are implementing the CHAMPS Classroom Management System. A key tenant of this system is to ensure that school-wide expectations are clearly taught to our students to ensure student understanding. We have created clear expectations for all common areas, and they were taught through a series of PowerPoint presentations on the first day of school. Each teacher also has

created a classroom management plan which also clearly articulates class expectations. Each teacher has also listed a series of interventions that they will utilize on a regular basis to help deal with distractions as they arise. The administrative team has also created a sequence of interventions that will be used to help prevent student discipline referrals. In the event that discipline referrals are necessary, student discipline will be administered according to a discipline matrix that articulates the disciplinary actions that will be taken. Furthermore, each team has been assigned an administrator or an instructional support teacher. They will attend weekly team meetings and work with each team to troubleshoot chronic negative behavior that may be exhibited by students. It is intended that this structure will provide additional support to ensure that distractions are minimized, and instructional time is preserved.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our students are encouraged to communicate with any adult on campus regarding any challenges that they may be experiencing. Each teacher has had training in Ruby Payne to increase the awareness of the culture of students' from poverty. We have guidance counselors and grade level administrators who routinely counsel students. For our exceptional student population, we offer strategies classes which also help provide social-emotional support to students. Additionally we work with outside agencies to offer a network of professional counseling for students in need.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Wolf Lake Middle is committed to being proactive in promoting student achievement. Our early warning system is designed to help identify students who are exhibiting characteristics that are indicative of the possible need of academic , behavioral, or other interventions. It is through a deliberate sequence of analyzing data, communication among faculty and staff, and an intervention process that we hope to recognize signs of concern and intervene appropriately. We will maintain a continuous level of collaboration between our guidance counselors and our social workers to ensure that there is consistent follow up on students who are flagged by our early warning indicators. In addition to the early warning indicators, attendance, grades, and behavior considerations are also considered for students who have excessive absences. Our early warning system includes the monitoring of the following indicators:

- A. Student attendance that falls below 90 percent
 - 1. Students receive letters after 5th absence
 - 2. Counselors monitors and communicates with families regarding attendance patters
 - 3. Social Worker monitors
- B. Students who have one or more suspensions (in or out of school)
- C. Course failure in an English Language Arts or Mathematics class
- D. A score of Level 1 in English Language Arts or Mathematics on the statewide standardized assessments
- E. Students who had 15 or more absences last year will have their daily attendance monitored

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	49	52	61	162
One or more suspensions	56	61	62	179
Course failure in ELA or Math	18	19	12	49
Level 1 on statewide assessment	105	114	124	343

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	56	61	60	177

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The following interventions are implemented in response to the identified early warning system:

Wolf Lake Middle School's early warning system includes the following safeguards:

A. Monitoring attendance - student attendance is monitored by each grade level clerk for excessive absences. In the event that attendance falls to an unsatisfactory level, the student's parents are called to the school for a meeting that includes an administrator and the school social worker.

B. One or more suspensions - All school discipline data is monitored by the principal and assistant principal of discipline. Additionally, an administrator is assigned to every team on every grade level. The administrators will work with the classroom teachers on their respective team to help brainstorm appropriate interventions designed to help promote student achievement. Whenever a student receives a suspension of any sort, they are required to complete a behavior reflection that is intended to help the students learn from the incident which resulted in a suspension. In the event that a student receives an out of school suspension, (where appropriate) they will be re acclimated into the school environment through by being allowed to re-enter school one day early, and participate in a behavior reflection activity through the PASS program. Students who receive multiple suspensions will be referred to the MTSS process if appropriate.

C. Course failure in English Language Arts or Mathematics - Students who fail either their English Language Arts or Mathematics class will have to participate in a grade recovery program. This program will be ran through a partnership with the Boys and Girls Club. Students will work on the Edgenuity program while in attendance of the Boys and Girls Club to receive remedial instruction, and earn minimal grade credit recovery.

D. A Level 1 Score on the Statewide Standardized Assessments in English Language Arts or Mathematics - If a student receives a score of a level 1 on the statewide ELA Assessment, then they are enrolled in an intensive reading class. In most cases, the student is enrolled in a double block (two class periods) of intensive reading. The students will receive remedial instruction in either the Read 180 program, Systems 44, or Achieve 3000 program. Students in 7th grade who receive a level 1 in mathematics are enrolled into an intensive mathematics class during their 8th grade year. This class provides intensive instruction designed to support the 8th grade mathematics curriculum.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Wolf Lake Middle has made consistent efforts to build positive relationships with students, families, and all stakeholders. In doing so, we keep our parents informed with a weekly phone call home through the Connect Orange phone system. Parents are notified of the many activities that took place during that week, and are notified of upcoming events. This phone call also serves as a way of recognizing students are accomplishments, and thanking community members for their ongoing support. We also have an online seminar entitled "Lunch and Learn" which is hosted by our CRT. This serves as another means of keeping parents involved, and providing them with a means of staying informed and involved.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Wolf Lake is partnering with Americorp to help meet unique student needs, and bolster student achievement. We have also created strategic partnerships with various businesses through the Partners in Education program. Our Partners in Education liaison is Michael Stringer-Bratton. Through this program, we have been able to secure funding for our athletics program, and other financial and material benefits.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Beusse, Laura	Principal
Jackson, Charles	Assistant Principal
Pinchevsky, Terri	Assistant Principal
Bergh, Janet	Instructional Coach
Schmidt, Danielle	Instructional Coach
Lobeto, Fernando	Dean
Sizer, Robin	Dean
Crider, Sonya	Dean

Duties

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

The leadership team will focus on the development and maintenance of a problem solving system that focuses on student data and ensures academic success for the full range of our students.

Instructional leadership meetings will take place on a weekly basis to review classroom and individual student data, instructional methodologies and interventions. Leadership will also review departmental and team progress related to providing tiered instructional interventions. Through the data analysis process resources and professional development needs will be discussed and addressed.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

PLC's will every Monday morning. Through PLC's teachers will analyze data derived from common formative assessments, benchmark data, and teacher observations. Through the data analysis process, necessary instructional adjustments will be made to provide interventions that will meet student needs.

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

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Laura Beusse	Principal
Laura Egbers	Parent
Heather Baker	Business/Community
Brian Smalley	Parent
Rudolph Saint Cyr	Parent
Jennifer McKinney	Teacher
Donna Jordan	Teacher
Kristin Brown	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC team will review the previous year's SIP to ascertain the final status of the previous year's goals.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

SAC will have an opportunity to provide input the school's annual budget.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

SAC funds will be used for teacher mini grants to enhance classroom projects. - \$500. The SAC will also participate in the determination of how A+ funds will be utilized.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Beusse, Laura	Principal
Jackson, Charles	Assistant Principal
Pinchevsky, Terri	Assistant Principal
Bergh, Janet	Instructional Coach
Schmidt, Danielle	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The master schedule was planned in a manner that affords each PLC a common planning period. During this common planning time, teachers are able to collaborate on lessons, assessments, interventions and extension of learning activities. It is intended that the common planning period will promote cohesion and a collaborative culture among the members of each respective PLC.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

We will offer extensive support through extensive on-campus professional development, peer mentoring, instructional support from coaches, and administrative support. Teachers will be afforded collaboration opportunities through designated PLC times which will occur during their common planning periods. On occasion, substitute teachers will be utilized to allow teachers to pursue off-campus professional development activities. We will create common planning periods for all core teachers enabling them

additional planning time. Teachers will also be placed in cross-curricular teams allowing them cross-curricular planning and behavior management opportunities. We consistently provide leadership opportunities to help build capacity among teacher leaders. Lastly, the Principal will attend a talent acquisition event in December.

Responsible parties for the successful implementation of these strategies are the Principal, Assistant Principals, Instructional Coach, and Reading Coach.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

We have several teachers who are in their second year of teaching. Danielle Schmidt and Janet Bergh are working as mentors for these teachers. They were chosen as they are instructional coaches, and are well versed in teaching pedagogy. They meet regularly to provide teachers with advice and coaching in matters related to being successful teachers. Additionally, these teachers will participate in a host of professional development activities that are designated for their respective departments and the faculty at large. Finally, they will be allotted time to go and observe other teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data is used to determine appropriate class placement for all core classes. Students in all grade levels are also placed in reading classes according to how they have scored on the previous year's ELA State Assessment (FCAT). If a student received a score of 1 then they are placed in a double block (2 periods) of reading. Students who score a level 2 received a single block of reading. With regards to math, students who score a level 1 on the 7th grade state assessment will be placed in an intensive mathematics class during their 8th grade year. Student data is also used to place students in all advanced level classes.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 6,120

After school tutoring for Algebra I students.

Strategy Rationale

To provide additional support to ensure successful completion of the Algebra I EOC.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Pinchevsky, Terri, terri.pinchevsky@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected by analyzing student grades, benchmark exams, common assessments, and EOC results.

Strategy: Summer Program

Minutes added to school year: 3,840

Summer School Recovery Program

Strategy Rationale

Students will work in the Edgenuity program to receive course recovery for classes not passed during the school year.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jackson, Charles, charles.jackson@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data derived from the Edgenuity program.

Strategy: After School Program

Minutes added to school year: 24,000

After school tutoring and grade-level recovery through Boys and Girls Club.

Strategy Rationale

Students will receive academic support through the after school tutoring program through the Boys and Girls Club. Students will also have opportunities to work in the Edgenuity Program to receive grade level course recovery.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Strategy: Summer Program

Minutes added to school year: 480

Jump Start is a two-day ESE orientation program for incoming sixth grade students.

Strategy Rationale

Incoming exceptional education students will participate in a Jump Start program to introduce them to the middle school environment.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lobeto, Fernando, fernando.lobeto@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

- Jump Start - ESE Camp - is an orientation to middle school for rising 6th grade ESE students.
- Summer School - a program in which students have the opportunity to earn grade level recovery for courses not passed during the school year.
- 6th Grade Orientation - an evening where incoming 6th grade students and parents are invited to WLMS for an orientation about Wolf Lake Middle.
- AVID College Visitations - AVID students and a limited number of seventh and eighth grades students will have an opportunity to take a field trip to several colleges and universities.
- Participate in the North Learning Community Consortium on working on algebra skills (Vertical articulation).
- Collaborate with high school counselors for scheduling of our outgoing 8th graders.
- Participate in Behavior Leadership Consortium to help establish positive behavior structure for middle and high school students.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

We incorporate a career planning component into the 7th grade social studies curriculum. Students are also exposed to a variety of career and technical related careers through the Project Lead the Way classes, and the agriculture related classes. Seventh and eighth grade students will have the opportunity to visit some colleges and universities through the AVID program. Finally, guidance counselors provide college and career choice advice and assistance.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

WLMS applied for and received a grant to fund Project Lead the Way, an engaging and thought-provoking series of courses, where students develop critical thinking skills through hands-on project-based learning, preparing them to take on real-world challenges. We have expanded this program during the 2014-2015 school year to now include a Medical Detectives and Green Architecture elective class for our 8th grade students. We also offer AVID to help many students who may come from homes in which their parents may not have attended college. Additionally, the use of AVID strategies are also incorporated in some non-AVID classes.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

We have increased the number of students enrolled in high school classes. All eighth grade students who score a level 3 on the FCAT are enrolled in Algebra I. Algebra II Honors is also available for students who took Algebra I as a 7th grader. We also offer Physical Science Honors as a high school science option.

WLMS also participates in the Duke Talent Program, and the Orange TIPS initiative. Through both of these programs, students have the opportunity to take the SAT while in middle school.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. Improve school-wide reading achievement by grade-level.

G2. Improve school-wide math achievement by grade-level.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Improve school-wide reading achievement by grade-level. 1a

G038677

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	69.0

Resources Available to Support the Goal 2

- Achieve 3000
- Read 180
- School-wide CHAMPS initiative
- Reading Counts incentive program.
- Marzano resource library
- Comprehensive professional development plan.
- Springboard Language Arts Curriculum
- Student response systems in all classrooms
- Implementation of Core Connections Text Mapping Strategies
- Professional development in the implementation of WICOR

Targeted Barriers to Achieving the Goal 3

- Inconsistent implementation of strategies which promote literacy and rigor for all students.

Plan to Monitor Progress Toward G1. 8

Monitor data through iObservation, Scholastic Reports, benchmark data, and Achieve 3000 reports.

Person Responsible

Laura Beusse

Schedule

Biweekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

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

G2. Improve school-wide math achievement by grade-level. 1a

G038678

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	65.0

Resources Available to Support the Goal 2

- School-wide CHAMPS initiative
- Marzano resource library
- Comprehensive professional development plan.
- Digital Resources
- After School Tutoring
- Work with North Learning Community Math Consortium

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 8

We will monitor benchmark, common assessment, and performance matters data.

Person Responsible

Terri Pinchevsky

Schedule

Biweekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Benchmark Results and common assessments, and Performance Matters data.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Improve school-wide reading achievement by grade-level. **1**

 G038677

G1.B1 Inconsistent implementation of strategies which promote literacy and rigor for all students. **2**

 B092898

G1.B1.S1 Master schedule has been redesigned to provide all content teachers with daily common planning. **4**

 S103876

Strategy Rationale

Daily common planning within the school day provides time for mutual support in planning and delivery of rigorous instruction.

Action Step 1 **5**

Collaboration throughout summer to create a master schedule that affords teachers a common planning period.

Person Responsible

Charles Jackson

Schedule

Weekly, from 3/31/2014 to 10/17/2014

Evidence of Completion

Master Schedule

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Master schedule will be monitored through PLC notes, observations, and lesson plans.

Person Responsible

Charles Jackson

Schedule

Weekly, from 8/18/2014 to 9/24/2014

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

We will monitor benchmark, common assessment, and performance matters data.

Person Responsible

Janet Bergh


Schedule

Biweekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

PLC Minutes and benchmark data.

G1.B1.S2 Provide and monitor professional development activities that will help teachers develop and implement strategies which promote literacy and rigor. 4

 S103877

Strategy Rationale

Ongoing professional development and coaching feedback with teams and PLCs will help teachers deepen knowledge of new standards and build expertise in strategy implementation.

Action Step 1 5

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

Person Responsible

Laura Beusse

Schedule

Biweekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

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

Action Step 2 5

Provide modeling and support for Language Arts and Social Studies and Science classes.

Person Responsible

Janet Bergh

Schedule

Quarterly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Lesson plans which show the implementation of strategies which promote literacy and rigor that are conducive to the successful implementation of the common core state standards. PLC minutes will also show collaborative efforts to implement suggested instructional methods.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

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

Person Responsible

Charles Jackson

Schedule

Biweekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

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

Person Responsible

Charles Jackson


Schedule

Biweekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

PLC Minutes, common assessments, and benchmark data.


G2. Improve school-wide math achievement by grade-level. 1

 G038678

G2.B1 Lack of understanding of the Florida State Standards including the eight mathematical practices which promote rigor. 2

 B092901

G2.B1.S1 Provide math department with ongoing professional development. 4

 S103881

Strategy Rationale

Teachers are in need of continued professional development to fully understand how to plan for the new standards and increased rigor.

Action Step 1 5

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

Person Responsible

Terri Pinchevsky

Schedule

Biweekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

PLC Agenda and Minutes, Lesson Plans, Common Assessment Protocol

Action Step 2 5

Professional development will be provided through UCF for the math department.

Person Responsible

Terri Pinchevsky

Schedule

Evidence of Completion

Lesson plans which indicate vertical articulation of Algebra skills, and lessons which demonstrate teacher understanding of foundational algebraic concepts.

Action Step 3 5

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

Person Responsible

Terri Pinchevsky

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitor for evidence of the implementation of the Florida State Standards and the 8 mathematical practices

Person Responsible

Terri Pinchevsky

Schedule

Biweekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Unit/Lesson Plans, Observation Data, PLC Minutes, Formative Assessments from Digital Resources

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monitor for evidence of the implementation of the Florida State Standards and the 8 mathematical practices

Person Responsible

Terri Pinchevsky

Schedule

Biweekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Use of Progress Monitoring of common assessments, benchmarks and FALs (SREB)

G2.B1.S2 Closely monitor the implementation of strategies and methods that promote the eight mathematical practices. 4

 S103882

Strategy Rationale

New assessment calls for students to be able to think strategically when responding to multi-step application of math skills.

Action Step 1 5

Revise data analysis protocol to include more data points thereby so that there can be an increase of monitoring of data through data meetings; Dis aggregating and examining highly tested item specifications from second benchmark exam.

Person Responsible

Schedule

Evidence of Completion

Routine examination of data management protocols

Action Step 2 5

Increase monitoring of implementation of various instructional processes, strategies, and procedures (Document Based Questioning; Math Design Collaborative Initiative; Documentation of Learning Goals and Scales (with evidence).

Person Responsible

Schedule

Evidence of Completion

Routine examination of data management protocols and PLC notes and minutes.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Collaboration throughout summer to create a master schedule that affords teachers a common planning period.	Jackson, Charles	3/31/2014	Master Schedule	10/17/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1	Evidence based writing will be modeled and implemented across the curriculum.	Beusse, Laura	9/1/2014	Lesson plans and unit plans which convey the use of evidence based writing activities.	6/5/2015 biweekly
G2.B1.S1.A1	Through PLC's teachers will collaboratively plan common assessments and progress monitor student data to promote rigor.	Pinchevsky, Terri	9/1/2014	PLC Agenda and Minutes, Lesson Plans, Common Assessment Protocol	6/5/2015 biweekly
G2.B1.S2.A1	Revise data analysis protocol to include more data points thereby so that there can be an increase of monitoring of data through data meetings; Dis aggregating and examining highly tested item specifications from second benchmark exam.		Routine examination of data management protocols	once	
G1.B1.S2.A2	Provide modeling and support for Language Arts and Social Studies and Science classes.	Bergh, Janet	10/1/2014	Lesson plans which show the implementation of strategies which promote literacy and rigor that are conducive to the successful implementation of the common core state standards. PLC minutes will also show collaborative efforts to implement suggested instructional methods.	6/5/2015 quarterly
G2.B1.S1.A2	Professional development will be provided through UCF for the math department.	Pinchevsky, Terri	11/3/2014	Lesson plans which indicate vertical articulation of Algebra skills, and lessons which demonstrate teacher understanding of foundational algebraic concepts.	one-time
G2.B1.S2.A2	Increase monitoring of implementation of various instructional processes, strategies, and procedures (Document Based Questioning; Math Design Collaborative Initiative; Documentation of Learning Goals and Scales (with evidence).		Routine examination of data management protocols and PLC notes and minutes.	once	
G2.B1.S1.A3	Provide ongoing professional development using the Math Design Collaborative approach (SREB) and other resources.	Pinchevsky, Terri	10/1/2014	Observe for evidence of the implementation of the 8 Mathematical Practices in lesson presentation and student performance. The MDC Math Coach will work with the four trained math teachers as they expand the practices of the MDC within the Department. Lesson plans, observation data, and comparison of pre and post data will be used as evidence.	6/5/2015 monthly
G1.MA1	Monitor data through iObservation, Scholastic Reports, benchmark data, and Achieve 3000 reports.	Beusse, Laura	9/1/2014	Data monitoring protocols, Performance Matters reports, Unit Lesson Plans, monitoring of lesson segments addressing content through i-observation.	6/5/2015 biweekly
G1.B1.S1.MA1	We will monitor benchmark, common assessment, and performance matters data.	Bergh, Janet	9/1/2014	PLC Minutes and benchmark data.	6/5/2015 biweekly
G1.B1.S1.MA1	Master schedule will be monitored through PLC notes, observations, and lesson plans.	Jackson, Charles	8/18/2014	Lesson Plans	9/24/2014 weekly
G1.B1.S2.MA1	Commence in progress monitoring efforts which will be documented through PLC minutes, and analysis of benchmark and common assessment data.	Jackson, Charles	9/1/2014	PLC Minutes, common assessments, and benchmark data.	6/5/2015 biweekly
G1.B1.S2.MA1	Lesson plans will be loaded onto SharePoint and will be monitored for	Jackson, Charles	9/1/2014	Lesson Plans	6/5/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	consistency in implementation of strategies which promote literacy and rigor.				
G2.MA1	We will monitor benchmark, common assessment, and performance matters data.	Pinchevsky, Terri	9/1/2014	Benchmark Results and common assessments, and Performance Matters data.	6/5/2015 biweekly
G2.B1.S1.MA1	Monitor for evidence of the implementation of the Florida State Standards and the 8 mathematical practices	Pinchevsky, Terri	9/1/2014	Use of Progress Monitoring of common assessments, benchmarks and FALs (SREB)	6/5/2015 biweekly
G2.B1.S1.MA1	Monitor for evidence of the implementation of the Florida State Standards and the 8 mathematical practices	Pinchevsky, Terri	9/1/2014	Unit/Lesson Plans, Observation Data, PLC Minutes, Formative Assessments from Digital Resources	6/5/2015 biweekly
G2.B1.S2.MA1	[no content entered]			once	
G2.B1.S2.MA1	[no content entered]			once	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Improve school-wide reading achievement by grade-level.

G1.B1 Inconsistent implementation of strategies which promote literacy and rigor for all students.

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

PD Opportunity 1

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

Facilitator

Janet Bergh, Instructional Coach; Danielle Schmidt, Reading Coach

Participants

Classroom teachers

Schedule

Biweekly, from 9/1/2014 to 6/5/2015

G2. Improve school-wide math achievement by grade-level.

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

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

PD Opportunity 1

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

Facilitator

Terri Pinchevsky

Participants

Teachers in the math department.

Schedule

Biweekly, from 9/1/2014 to 6/5/2015

PD Opportunity 2

Professional development will be provided through UCF for the math department.

Facilitator

UCF Math Professor

Participants

Math Department

Schedule

PD Opportunity 3

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

Facilitator

Southern Regional Education Board

Participants

Math Department

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0