Chain Of Lakes Middle

2014-15 School Improvement Plan

Chain Of Lakes Middle

8720 CONROY WINDERMERE RD, Orlando, FL 32835

[no web address on file]

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Middle	No	66%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	74%

School Grades History

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

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 the community.

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

Celebrating student success has been an ongoing activity at Chain of Lakes Middle School. Amongst numerous programs, Double O is one recognition program employed by Chain of Lakes Middle School to celebrate student success.
The Double O Award Program is an opportunity to recognize those students that have demonstrated good citizenship, academic excellence, and/or any student that goes above and beyond what is asked of them in any area of campus life.
Double O is celebrated four times during the school year. With the help of our Partners in Education, the celebration takes place in a formal setting that not only includes the Double O recipients but also teachers and parents.
The mentorship and "Girls Rock" program are two other programs that encourage positive relationships between our teachers and students. These programs are an excellent way for students to learn skills, develop self-awareness and confidence, practice new behaviors and better understand how to deal with some of the issues/concerns life presents. We have found that when we work with students in groups, they gain support from other who are experiencing similar situations or have adjusted well after experiencing a similar situation in the past. The need to understand the value of the students' senses of belonging, which can be of greater value and build self-worth are important to our school culture and that's why Black History Month and Spanish Heritage Month are also celebrated and acknowledged.

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

Chain of Lakes will continue to use the school-wide policies and procedures that have been in place to provide uniformity and consistency. The school wide supervision plan includes greeting and monitoring students throughout the school day. The Student Code of Conduct is reviewed with students on a quarterly basis and our Student Support team meets weekly to discuss specific interventions and strategies that are used. The YMCA program before and after school provides students with a safe environment encompassing various activities and enrichment programs.

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

Chain of Lakes has implemented a school wide policy and procedures platform on which student behavior and teacher expectations are based. This system has been devised in an effort to a) create

structures in and out the classroom for all students, b) minimize classroom distractions to keep students engaged, and c) provide a reflective platform for students who are encouraged to take responsibility for their behavior. During the 2014-15 school year progress monitoring will be done quarterly using student discipline data to determine if SMART goals are being met; data will be compared with the 2013-14 school year.

In a continuous effort to equip teachers with strategies they can use in their classrooms, professional development was provided during pre-planning. Administrative deans conducted training for teachers on DQ6 and 7 – Establishing Rules and Procedure & Recognizing Adherence to rules and Procedures. In a continued effort to continue supporting the COL faculty and staff, administration will provide professional development on the Ruby Payne Framework for Understanding Poverty with the goal of equipping teachers with the tools to create vital and sustaining relationships with students. This will be facilitated by the administrative Deans.

The Code of Student Conduct and School Policies and Procedures will be reviewed quarterly with each grade level to keep in clear focus behavior expectations for students.

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

-All students have access to grade level counselors. Students may set an appointment or are seen on an urgent/emergency basis. Concerns include, but are not limited to: academics/scheduling, college/ career readiness, personal/social/emotional issues, etc.
-Mentoring program which matches a screened adult (teacher or approved ADDitions volunteer) with the student in need. This program is open school-year round (no deadline for inclusion). Mentors meet with their students as needed/scheduled & also offers mentor/mentee group functions.
-Outside counseling service referrals are available; providers see students/families for groups/ individual session on campus, in-home, and/or in-office
-School Social Worker & Psychologist available

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

Chain of Lakes Middle School employs the MTSS (Multi-Tiered System of Support) as an early warning system for our "at risk" students, focusing primarily on attendance rate, discipline, below average standardized test results, and academic failure in core classes. This is a school-wide initiative coordinated by a team of administrators, resource teachers, and instructional coaches, and led by MTSS Coach, Amy Brett.

Attendance and discipline are monitored monthly through Enterprise Data Warehouse (EDW) and Student Management Systems (SMS), and habitual truancies and/or tardies are addressed by the appropriate school personnel. The School Social Worker, School Psychologist, and/or School Resource Officer are integral parts of the MTSS process as needed to support the intervention plan. Summer school is provided for those students who fail any core subject for the year. Students who do not complete a summer course recovery option are re-enrolled in the course the following year, while concurrently being enrolled in the grade-level appropriate course. Course recovery is provided through Edgenuity. Students who received a level 1 on the state assessment in Reading receive additional instructional support (Tier 2 MTSS) via a double block of intensive reading. Likewise, currently seated eighth grade students who received a score of Level 1 on the state assessment in Math receive additional support via intensive math.

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	48	76	65	189
One or more suspensions	40	44	41	125
Course failure in ELA or Math	16	9	9	34
Level 1 on statewide assessment	112	116	115	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	46	44	53	143

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

Chain of Lakes Middle School has identified students to participate in an innovative program. This program focuses on addressing the needs of our at-risk students. Student Owned Academic Recovery (SOAR) is a special program put in place for middle school students who are struggling or have not

successfully completed one of the four core classes and/or reading during the first marking period. Students will attend thirteen Saturday sessions from 9:00 am to 12:00 p.m. with highly qualified teachers. This thirteen week program is centered on a specialized curriculum that is designed to teach and/or strengthen the skills necessary to be successful in school.

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

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

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

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

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

The Chain of Lakes community is the heart of the school. They work hand in hand to provide valuable and needed resources. Our Partners in Education (P.I.E.) list continues to increase weekly with businesses signing up. Our PTSA works very closely with P.I.E. to bring sponsorships and donations to our school. Last year alone, PTSA was able to donate over $20,000 towards technology needs. This was done with the commitment and support of our community that continues to donate their resources as well as their time. We also host Teach-In which is an OCPS initiative that draws business partnerships into the community. These guest speakers come and talk with our students about the importance of education and how it helped them within their career. As we continue to grow and build sustainable relationships, our goal is to make sure our students are prepared and ready to be viable and productive members of our community.

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
Anderson, Cheron	Principal
Cumbie, Nathalie	Assistant Principal
Holt, Andrea	Assistant Principal

Duties

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

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

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

Chain of Lakes Middle School currently has a Staffing Specialist as well as three Exceptional Student Education (ESE) core instructional co-facilitators across all grade levels. These staff members work

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

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

Supplemental Academic Instruction (SAI) funds support intensive reading teachers and their classrooms.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Cheron Anderson	Principal
Michelle Anderson	Teacher
Cynthia Schweitzer	Parent
Stacy Tinkley	Parent
Joi Thomas	Parent
Linda Escobar	Parent
Farrah Ridgeway	Teacher
Kim Powell	Teacher
Don McNaughton	Teacher
Lavleeta Sloan Baskerville	Education Support Employee
Danielle Stokes	Teacher
Darcy Schalk	Teacher
Connie Colley	Parent
Kim Palmer	Parent
Maureen Michas	Parent
Jennifer Sienkiewicz	Parent
Keather Kreider	Parent
Candy Cole	Parent
Melanie King	Parent
Stephen Ross	Parent
Charlott Cadiz	Teacher
Celeste Hunter	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 previous year's School Improvement Plan (SIP) will be reviewed for items that can be included in the 2014-2015 SIP for further implementation or removal altogether due to ineffectiveness or non-application to this year's curriculum/students needs.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The School Advisory Council collectively reviews the budget allocations for the professional development or other action steps in the School Improvement Plan.

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

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

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
Anderson, Cheron	Principal
Cumbie, Nathalie	Assistant Principal
Holt, Andrea	Assistant Principal
Brett, Amy	Instructional Coach
Hunter, Celeste	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

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

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

Weekly Professional Learning Community (PLC) and common planning sessions will be conducted with teachers, instructional coaches, and administrators. These will include the topics of common assessments, lesson planning, and analysis of student performance data for both teacher and benchmark assessments.

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

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

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

Our school's mentoring program has several components. The formal program for first-year teachers (protégés) includes periodic meetings with the Instructional Coach to discuss common, first-year issues such as parent conferences, grading, Open House, classroom management, etc. The program also involves frequent contact between the protégés and mentors. During these meetings, mentors assist their protégés with issues / reflective questions discussed in their Professional Learning Communities (PLCs). Finally, all of our protégés are observed monthly by resource personnel to provide feedback on their professional growth. We pair our protégés with mentors in the same subject area and grade level whenever possible so that the teacher can get advice relevant to their teaching assignment. In addition, all of our mentor teachers are master teachers who have completed a variety of coaching and mentoring courses. Our school's Instructional Coach meets with mentors as needed to help them learn how to support their protégés.

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

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

Through weekly Professional Learning Community (PLC) gatherings and common planning sessions, teachers will review student performance data based on teacher-made common assessments and district benchmark assessments. As a result of this collaboration, teachers can determine which skills need to be retaught, infused into future lessons, and reassessed. Instructional Focus Calendars for each subject will have time built in for remediation and enrichment. In addition, students will receive additional support, based on these data results, through our SOAR Saturday's program and after school tutoring program.

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: Extended School Day

Minutes added to school year: 1,633,500

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

Strategy Rationale

Enrichment opportunities provide students with the opportunity to build on their interest(s) and provide an impetus for excelling academically.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Anderson, Cheron, cheron.anderson@ocps.net

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

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

Strategy: Summer Program

Minutes added to school year: 4,800

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

Strategy Rationale

Students in need of core academic course credit are offered opportunity for remediation and credit recovery to maintain their placement within their cohort.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Anderson, Cheron, cheron.anderson@ocps.net

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

Data is collected through assessments provided within the summer program itself, and successful completion of the program.

Strategy: Weekend Program

Minutes added to school year: 2,700

Student Owned Academic Recovery (SOAR) is a special program put in place for middle school students who are struggling or have not successfully completed one of the four core classes and/or reading during the first marking period. Students will attend fifteen Saturday sessions from 9:00 am to 12:00 pm with highly qualified teachers. This fifteen week program is centered on a specialized curriculum that is designed to teach and/or strengthen the skills necessary to be successful in school.

Strategy Rationale

Students struggling to maintain proficiency in reading and/or math are able to work in small groups with teachers to hone in on foundational skills so that students are able to be more successful in their grade level English Language Arts and math classes.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Cumbie, Nathalie, nathalie.cumbie@ocps.net

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

Data is collected through assessments provided within the SOAR program. Data is closely monitored through district benchmark exams, progress reports and report cards, and teacher created, common assessments. In addition, Chain of Lakes Middle School administration will disaggregate data to determine program effectiveness by individual student growth.

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

-6th grade articulation includes: on campus visits during the school day by incoming 6th graders; evening 6th grade orientation program for students & parents; visitations to feeder elementary school by 6th grade guidance counselor & administration; open communication between middle & elementary school guidance counselors
-8th grade articulation includes: on campus presentations by feeder high school personnel to highlight academic and extracurricular programs; on campus registration for high school classes with 1:1 course selection opportunity; advertisement of all available county magnet programs

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

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

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

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. Teachers will utilize research-based strategies to increase engagement and achievement of minority students.

G2. Teachers will implement rigorous, standards-based instruction aligned to the new Florida Standards.

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. Teachers will utilize research-based strategies to increase engagement and achievement of minority students. 1a

🔑 G042696

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0

Resources Available to Support the Goal 2

- Teachers will use multiple sources of data to review student performance, identify trends, and provide accommodations and support. Resource staff will be available to support teachers and students in the classroom with academic needs. Staff development will be offered to teachers and staff including instructional strategies using the Ruby Payne Framework for Understanding Poverty. Chain of Lakes Middle School has established a Student Assistance and Family Empowerment (SAFE) Team headed by our SAFE coordinator that will focus on non academic areas to reduce disruptions to instructional time. Chain of Lakes will hold family outreach events within the community to provide support and promote parent involvement in the educational process. Title II funding will be used to support Saturday learning programs.

Targeted Barriers to Achieving the Goal 3

- Teacher capacity for working with minority students

Plan to Monitor Progress Toward G1. 8

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

Person Responsible
Cheron Anderson

Schedule
Quarterly, from 12/1/2014 to 6/3/2015

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

Plan to Monitor Progress Toward G1. 8

Instructional coaches will model high yield strategies for teachers during both small group professional development and classroom modeling.

Person Responsible
Celeste Hunter

Schedule
Monthly, from 12/1/2014 to 6/3/2015

Evidence of Completion
Classroom observations will reveal high yield strategies being used with low expectancy students

G2. Teachers will implement rigorous, standards-based instruction aligned to the new Florida Standards.
1a

🔑 G042697

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	

Resources Available to Support the Goal 2

- Chain of Lakes Middle School's resource team, which includes the learning resource specialist, reading coach, and teacher leads, will conduct professional development throughout the school year to support rigorous lesson planning and instruction. A writing team, consisting of language arts and social studies teachers will be the lead facilitators in helping teachers align writing standards to all curriculum areas. Students needing reading remediation, according to previous year's FCAT 2.0, are placed in a double block of reading instruction (Level 1 students) using Read 180 or a single block of extra reading instruction (Level 2 students) using the Achieve 3000 program. Students in 6th grade, not enrolled in reading remediation will take an advanced reading course with a focus on close readings.

Targeted Barriers to Achieving the Goal 3

- Misconceptions of what rigor looks like and lack of rigor in daily lesson plans

- Lack of common academic language with the new Florida Standards Assessment

- Lack of evidence-based writing across the curriculumn

Plan to Monitor Progress Toward G2. 8

Student data on standards based assessments

Person Responsible
Cheron Anderson

Schedule
Quarterly, from 8/18/2014 to 6/3/2015

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

Action Plan for Improvement

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. Teachers will utilize research-based strategies to increase engagement and achievement of minority students. [1]

🔑 G042696

G1.B4 Teacher capacity for working with minority students [2]

🔑 B104261

G1.B4.S1 Faculty will use Ruby Payne Framework for Understanding Poverty and additional resources from Flippen Education - Capturing Kids Hearts to create vital and sustaining relationships with at risk students [4]

🔑 S115431

Strategy Rationale

Building student-teacher relationships is vital to student achievement.

Action Step 1 [5]

Provide professional development on Ruby Payne Framework for Understanding Poverty

Person Responsible

Cheron Anderson

Schedule

Monthly, from 1/5/2015 to 6/3/2015

Evidence of Completion

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

Action Step 2 `5`

Individualized instructional coaching and modeling

Person Responsible

Celeste Hunter

Schedule

Monthly, from 1/5/2015 to 6/3/2015

Evidence of Completion

Teachers identified as struggling with building relationships with minority students will receive individualized coaching.

Action Step 3 `5`

Teachers will implement strategies from the Ruby Payne Framework for Understanding Poverty in the classrooms.

Person Responsible

Celeste Hunter

Schedule

Quarterly, from 1/20/2015 to 6/3/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Faculty attendance and participation in professional development.

Person Responsible

Cheron Anderson

Schedule

Monthly, from 1/5/2015 to 6/3/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Monitor for increase in grades, benchmark achievement data, and decrease in discipline referrals.

Person Responsible

Nathalie Cumbie

Schedule

Monthly, from 1/20/2015 to 6/3/2015

Evidence of Completion

Increase in student achievement within the minority subgroups.

G1.B4.S2 Instructional coaches will model and provide professional development on effective instructional strategies to increase rigor and student engagement. `4`

🔍 S115432

Strategy Rationale

When teachers are able to see what rigor looks like in their own classroom with their own students, they are more likely to replicate the strategies.

Action Step 1 `5`

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

Person Responsible

Celeste Hunter

Schedule

Monthly, from 9/8/2014 to 6/3/2015

Evidence of Completion

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

Action Step 2 `5`

Instructional coaches will provide coaching and modeling for individual teachers.

Person Responsible

Celeste Hunter

Schedule

Biweekly, from 1/20/2015 to 6/3/2015

Evidence of Completion

Classroom observations, iObservation data and lesson plans, will provide evidence of strategies being incorporated into daily instruction.

Action Step 3 `5`

Teachers will implement the effective instructional strategies provided to increase rigor and engagement in their classrooms.

Person Responsible

Cheron Anderson

Schedule

Biweekly, from 1/20/2015 to 6/3/2015

Evidence of Completion

Classroom observations, iObservation data and lesson plans, will provide evidence of strategies being incorporated into daily instruction.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 `6`

Lesson plans will be monitored for engaging and rigorous activities and walkthroughs and observations will reveal increased rigor in classrooms.

Person Responsible

Cheron Anderson

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 `7`

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

Person Responsible

Cheron Anderson

Schedule

Monthly, from 9/8/2014 to 6/3/2015

Evidence of Completion

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

G2. Teachers will implement rigorous, standards-based instruction aligned to the new Florida Standards. `1`

🔑 G042697

G2.B1 Misconceptions of what rigor looks like and lack of rigor in daily lesson plans `2`

🔑 B104262

G2.B1.S1 Increase the amount of rigor in classroom activities `4`

🔑 S115434

Strategy Rationale

Increasing rigor in classroom activities will increase performance in reading.

Action Step 1 `5`

Coaches will use data from iObservation to form teams of teachers to participate in instructional observational rounds and identify instructional modeling and professional development needs.

Person Responsible

Nathalie Cumbie

Schedule

Every 6 Weeks, from 8/11/2014 to 6/3/2015

Evidence of Completion

Instructional observational rounds, coach modeling, and professional development will be planned from data collected from iObservation.

Action Step 2 `5`

Instructional coaches will coach and model what rigor looks like for individual teachers with the focus on specific content.

Person Responsible

Celeste Hunter

Schedule

Quarterly, from 1/5/2015 to 6/3/2015

Evidence of Completion

Classroom observations and lesson plans, will provide evidence of strategies being incorporated into daily instruction.

Action Step 3 `5`

Teachers will implement strategies to increase rigor within their classrooms.

Person Responsible

Cheron Anderson

Schedule

Biweekly, from 1/5/2015 to 6/3/2015

Evidence of Completion

Classroom observations and lesson plans, iObservation data, and student benchmark data will provide evidence that students are engaged in rigorous learning.

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

The Chain of Lakes leadership team will give feedback to teachers using iObservation.

Person Responsible

Nathalie Cumbie

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

An increase in rigorous activities in teacher lesson plans.

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

iObservation data will be analyzed to ensure coded elements align with rigorous instruction.

Person Responsible

Nathalie Cumbie

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Increased coding on DQ2 and DQ3 that is at the developing or applying level as well as lesson plans that include rigorous activities. Increased student achievement on benchmark exams and common assessments.

G2.B2 Lack of common academic language with the new Florida Standards Assessment `2`

🔧 B122319

G2.B2.S1 Use common academic vocabulary in delivery of instruction, activities and assessments. `4`

🔧 S134398

Strategy Rationale

By developing a common academic language among teachers, students will be better prepared for the new Florida Standards Assessment.

Action Step 1 `5`

Chain of Lakes Middle School will develop academic vocabulary lists for each ELA strand assessed on the Florida Standards Assessment.

Person Responsible

Andrea Holt

Schedule

On 10/24/2014

Evidence of Completion

Academic Vocabulary Lists for all teachers, FSA vocabulary section in monthly school newsletters, FSA word of the week on the morning announcements.

Action Step 2 5

Teachers will consistently use common academic language in all classes.

> **Person Responsible**
>
> Andrea Holt
>
> **Schedule**
>
> Monthly, from 11/4/2014 to 6/3/2015
>
> *Evidence of Completion*
>
> Classroom observations will yield data indicative of common academic vocabulary being used in all classrooms.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Continued monitoring of academic vocabulary through observations and providing feedback. Continued monitoring of lesson plans and teacher created assessments to include academic vocabulary.

> **Person Responsible**
>
> Amy Brett
>
> **Schedule**
>
> Biweekly, from 10/27/2014 to 6/3/2015
>
> *Evidence of Completion*
>
> Academic vocabulary check-list for observations and evidence of incorporating academic vocabulary in lesson plans and teacher created assessments.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Analysis of vocabulary checklists completed in observations and lesson plan feedback

> **Person Responsible**
>
> Andrea Holt
>
> **Schedule**
>
> Quarterly, from 10/24/2014 to 6/3/2015
>
> *Evidence of Completion*
>
> Analysis of teacher-data collected will monitor the increase in a common academic language.

G2.B3 Lack of evidence-based writing across the curriculumn 2

G2.B3.S1 Teachers will participate in professional development and PLC's. 4

Strategy Rationale

An increase in teacher training and collaboration as it relates to evidence-based writing will increase student achivement in reading.

Action Step 1 5

Chain of Lakes leadership and writing teams will collaborate and deliver professional development on evidence-based writing.

Person Responsible

Andrea Holt

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Professional development presentations, student work samples, and exit tickets.

Action Step 2 5

Instructional coaches will coach and model the strategies provided through Core Connections trainings and school wide staff development.

Person Responsible

Celeste Hunter

Schedule

Monthly, from 9/15/2014 to 6/3/2015

Evidence of Completion

Classroom observations, lesson plans, Orange County Writes Assessment data, and/or exemplars will provide evidence of strategies being incorporated into daily instruction.

Action Step 3 5

Teachers will implement evidence-based writing strategies in classes.

Person Responsible

Amy Brett

Schedule

Biweekly, from 1/5/2015 to 6/3/2015

Evidence of Completion

Classroom observations, lesson plans, Orange County Writes Assessment data, and/or exemplars will provide evidence of strategies being incorporated into daily instruction.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Monitor through observations and lesson plans

Person Responsible

Andrea Holt

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

An increase in evidence-based writing as activities in lesson plans.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Data wll be collected from Orange County Writes and common assesments.

Person Responsible

Andrea Holt

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

An increase in student achievment on district and common writing assessments.

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.B4.S1.A1	Provide professional development on Ruby Payne Framework for Understanding Poverty	Anderson, Cheron	1/5/2015	Administrative classroom walk throughs, iObservation teacher evaluations, discipline data,	6/3/2015 monthly
G1.B4.S2.A1	Increase rigor and student engagement by offering professional development to instructional staff.	Hunter, Celeste	9/8/2014	Increased student engagement as evidenced by Marzano iObservation walk-throughs and teacher reflection activities during professional development.	6/3/2015 monthly
G2.B1.S1.A1	Coaches will use data from iObservation to form teams of teachers to participate in instructional observational rounds and identify instructional modeling and professional development needs.	Cumbie, Nathalie	8/11/2014	Instructional observational rounds, coach modeling, and professional development will be planned from data collected from iObservation.	6/3/2015 every-6-weeks
G2.B2.S1.A1	Chain of Lakes Middle School will develop academic vocabulary lists for each ELA strand assessed on the Florida Standards Assessment.	Holt, Andrea	8/18/2014	Academic Vocabulary Lists for all teachers, FSA vocabulary section in monthly school newsletters, FSA word of the week on the morning announcements.	10/24/2014 one-time
G2.B3.S1.A1	Chain of Lakes leadership and writing teams will collaborate and deliver professional development on evidence-based writing.	Holt, Andrea	8/18/2014	Professional development presentations, student work samples, and exit tickets.	6/3/2015 quarterly
G2.B2.S1.A2	Teachers will consistently use common academic language in all classes.	Holt, Andrea	11/4/2014	Classroom observations will yield data indicative of common academic vocabulary being used in all classrooms.	6/3/2015 monthly
G2.B3.S1.A2	Instructional coaches will coach and model the strategies provided through Core Connections trainings and school wide staff development.	Hunter, Celeste	9/15/2014	Classroom observations, lesson plans, Orange County Writes Assessment data, and/or exemplars will provide evidence of strategies being incorporated into daily instruction.	6/3/2015 monthly
G1.B4.S1.A2	Individualized instructional coaching and modeling	Hunter, Celeste	1/5/2015	Teachers identified as struggling with building relationships with minority students will receive individualized coaching.	6/3/2015 monthly
G2.B1.S1.A2	Instructional coaches will coach and model what rigor looks like for individual teachers with the focus on specific content.	Hunter, Celeste	1/5/2015	Classroom observations and lesson plans, will provide evidence of strategies being incorporated into daily instruction.	6/3/2015 quarterly
G1.B4.S2.A2	Instructional coaches will provide coaching and modeling for individual teachers.	Hunter, Celeste	1/20/2015	Classroom observations, iObservation data and lesson plans, will provide evidence of strategies being incorporated into daily instruction.	6/3/2015 biweekly
G1.B4.S1.A3	Teachers will implement strategies from the Ruby Payne Framework for Understanding Poverty in the classrooms.	Hunter, Celeste	1/20/2015	Administrative classroom walk throughs, iObservation teacher evaluations, discipline data,	6/3/2015 quarterly
G2.B3.S1.A3	Teachers will implement evidence-based writing strategies in classes.	Brett, Amy	1/5/2015	Classroom observations, lesson plans, Orange County Writes Assessment data, and/or exemplars will provide evidence of strategies being incorporated into daily instruction.	6/3/2015 biweekly
G2.B1.S1.A3	Teachers will implement strategies to increase rigor within their classrooms.	Anderson, Cheron	1/5/2015	Classroom observations and lesson plans, iObservation data, and student benchmark data will provide evidence that students are engaged in rigorous learning.	6/3/2015 biweekly
G1.B4.S2.A3	Teachers will implement the effective instructional strategies provided to increase rigor and engagement in their classrooms.	Anderson, Cheron	1/20/2015	Classroom observations, iObservation data and lesson plans, will provide evidence of strategies being incorporated into daily instruction.	6/3/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	County assessed benchmark data, school created subject-area common assessments, and school-wide discipline data.	Anderson, Cheron	12/1/2014	Increase in student achievement in academic classes, on county issued benchmark exams, and a decrease in behavioral infractions within the Black/African American sub-group.	6/3/2015 quarterly
G1.MA2	Instructional coaches will model high yield strategies for teachers during both small group professional development and classroom modeling.	Hunter, Celeste	12/1/2014	Classroom observations will reveal high yield strategies being used with low expectancy students	6/3/2015 monthly
G1.B4.S1.MA1	Monitor for increase in grades, benchmark achievement data, and decrease in discipline referrals.	Cumbie, Nathalie	1/20/2015	Increase in student achievement within the minority subgroups.	6/3/2015 monthly
G1.B4.S1.MA1	Faculty attendance and participation in professional development.	Anderson, Cheron	1/5/2015	Professional development sign in sheets, Marzano iObservations, classroom walk throughs	6/3/2015 monthly
G1.B4.S2.MA1	Informal and formal observations as well as pre/post conferences with teachers. Monitor district benchmark and subject area common assessment data.	Anderson, Cheron	9/8/2014	Teacher feedback, observation completion, and student achievement data (district benchmark exams and subject area common assessments).	6/3/2015 monthly
G1.B4.S2.MA1	Lesson plans will be monitored for engaging and rigorous activities and walkthroughs and observations will reveal increased rigor in classrooms.	Anderson, Cheron	8/18/2014	Effective lesson planning, delivery of instruction, and Marzano iObservation walk-throughs.	6/3/2015 biweekly
G2.MA1	Student data on standards based assessments	Anderson, Cheron	8/18/2014	Data analysis from common assessments, data wall in staff development room, and minutes/reflections recorded from PLC meetings	6/3/2015 quarterly
G2.B1.S1.MA1	iObservation data will be analyzed to ensure coded elements align with rigorous instruction.	Cumbie, Nathalie	8/18/2014	Increased coding on DQ2 and DQ3 that is at the developing or applying level as well as lesson plans that include rigorous activities. Increased student achievement on benchmark exams and common assessments.	6/3/2015 quarterly
G2.B1.S1.MA1	The Chain of Lakes leadership team will give feedback to teachers using iObservation.	Cumbie, Nathalie	8/18/2014	An increase in rigorous activities in teacher lesson plans.	6/3/2015 biweekly
G2.B2.S1.MA1	Analysis of vocabulary checklists completed in observations and lesson plan feedback	Holt, Andrea	10/24/2014	Analysis of teacher-data collected will monitor the increase in a common academic language.	6/3/2015 quarterly
G2.B2.S1.MA1	Continued monitoring of academic vocabulary through observations and providing feedback. Continued monitoring of lesson plans and teacher created assessments to include academic vocabulary.	Brett, Amy	10/27/2014	Academic vocabulary check-list for observations and evidence of incorporating academic vocabulary in lesson plans and teacher created assessments.	6/3/2015 biweekly
G2.B3.S1.MA1	Data wll be collected from Orange County Writes and common assesments.	Holt, Andrea	8/18/2014	An increase in student achievment on district and common writing assessments.	6/3/2015 quarterly
G2.B3.S1.MA1	Monitor through observations and lesson plans	Holt, Andrea	8/18/2014	An increase in evidence-based writing as activities in lesson plans.	6/3/2015 biweekly

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 Opportuntities

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

G1. Teachers will utilize research-based strategies to increase engagement and achievement of minority students.

G1.B4 Teacher capacity for working with minority students

G1.B4.S1 Faculty will use Ruby Payne Framework for Understanding Poverty and additional resources from Flippen Education - Capturing Kids Hearts to create vital and sustaining relationships with at risk students

PD Opportunity 1

Provide professional development on Ruby Payne Framework for Understanding Poverty

Facilitator

Cheron Anderson- Principal

Participants

Instructional staff

Schedule

Monthly, from 1/5/2015 to 6/3/2015

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

PD Opportunity 1

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

Facilitator

Amy Brett and Celeste Hunter

Participants

Instructional staff

Schedule

Monthly, from 9/8/2014 to 6/3/2015

G2. Teachers will implement rigorous, standards-based instruction aligned to the new Florida Standards.

G2.B1 Misconceptions of what rigor looks like and lack of rigor in daily lesson plans

G2.B1.S1 Increase the amount of rigor in classroom activities

PD Opportunity 1

Coaches will use data from iObservation to form teams of teachers to participate in instructional observational rounds and identify instructional modeling and professional development needs.

Facilitator

Natalie Cumbie and Andrea Holt (Assistant Principals), Celeste Hunter (Learning Resource Specialist), and Amy Brett (Reading Coach)

Participants

ELA, Reading and Social Studies Teachers

Schedule

Every 6 Weeks, from 8/11/2014 to 6/3/2015

G2.B3 Lack of evidence-based writing across the curriculumn

G2.B3.S1 Teachers will participate in professional development and PLC's.

PD Opportunity 1

Chain of Lakes leadership and writing teams will collaborate and deliver professional development on evidence-based writing.

Facilitator

Andrea Holt (Assistant Principal), Celeste Hunter (Learning Resource Specialist), Amy Brett (Reading Coach), Elana Eskeli (teacher lead), Thomas Hale (teacher lead).

Participants

ELA, Reading, Elective, Science and Social Studies teachers

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Technical Assistance Items

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

G2. Teachers will implement rigorous, standards-based instruction aligned to the new Florida Standards.

G2.B2 Lack of common academic language with the new Florida Standards Assessment

G2.B2.S1 Use common academic vocabulary in delivery of instruction, activities and assessments.

PD Opportunity 1

Chain of Lakes Middle School will develop academic vocabulary lists for each ELA strand assessed on the Florida Standards Assessment.

Facilitator

Amy Brett (Reading Coach), Celeste Hunter (Learning Resource Specialist), Elana Eskeli (Teacher Lead), Wendy Lawhorn (Teacher Lead), Rosie Becker (Media Specialist)

Participants

School Administration, Resource and Instructional Staff

Schedule

On 10/24/2014

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**