FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: WOLF LAKE MIDDLE

District Name: Orange

Principal: Dr. Cathy Thornton

SAC Chair: Lora Egbers

Superintendent: Dr. Barbara Jenkins

Date of School Board Approval: PENDING

Last Modified on: 9/28/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Cathy Thornton	Degrees: B.S. - Biology and Physical Education Master - Educational Leadership Ph. D - Educational Leadership Certifications: General Science-(grades 5-9); Middle Grades, Endorsement; Physical Education-(6-12,); Physical Education, (grades K-8); School Principal, (all Levels)	6	18	2008-09 School Grade: B - Reading Proficiency-60.5%; Math Proficiency-57.2%; Science Proficiency-37.3; Writing Proficiency-88.6 AYP - 72% 2009-10 School Grade: A Reading Proficiency-66.1%; Math Proficiency-61.9%; Science Proficiency-41.3; Writing Proficiency-88.8 AYP-92%; 2010-11 School Grade: B Reading Proficiency-67.2%; Math Proficiency-60.9%; Science Proficiency-43.6; Writing Proficiency-88.8 AYP-69% 2011-2012 School Grade: C Reading Proficiency-52.9%; Math Proficiency - 49%; Science Proficiency - 45.1%; Writing Proficiency - 79%; Percent of Lowest 25% that made learning gains - Reading - 55.6, Math - 54.1.

Assis Principal	Terri Pinchevsky	Degrees: B.S. - Exceptional Education Master Education - Educational Leadership Certifications: Educational Leadership, (all Levels); Specific Learning Disabilities, (grades K-12)	6	7	2008-09 School Grade: B - Reading Proficiency-60.5%; Math Proficiency-57.2%; Science Proficiency-37.3; Writing Proficiency-88.6 AYP - 72% 2009-10 School Grade: A Reading Proficiency-66.1%; Math Proficiency-61.9%; Science Proficiency-41.3; Writing Proficiency-88.8 AYP-92% 2010-11 School Grade: B Reading Proficiency-67.2%; Math Proficiency-60.9%; Science Proficiency-43.6; Writing Proficiency-88.8 AYP-69% 2011-2012 School Grade: C Reading Proficiency-52.9%; Math Proficiency - 49%; Science Proficiency - 45.1%; Writing Proficiency - 79%; Percent of Lowest 25% that made learning gains - Reading - 55.6, Math - 54.1.
Assis Principal	Charles Jackson	Degrees: B.S. - Special Education / Behavior Disorders; Master- Business Administration; Education; Specialist - Educational Leadership Certifications: Educational Leadership (all Levels); Elementary Education (K-6); Emotionally Handicapped (K-12); Middle Grades Integrated Curriculum (5-9)	5	2	2008-09 School Grade: B - Reading Proficiency-60.5%; Math Proficiency-57.2%; Science Proficiency-37.3; Writing Proficiency-88.6 AYP - 72% 2009-10 School Grade: A Reading Proficiency-66.1%; Math Proficiency-61.9%; Science Proficiency-41.3; Writing Proficiency-88.8 AYP-92% 2010-11 School Grade: B Reading Proficiency-67.2%; Math Proficiency-60.9%; Science Proficiency-43.6; Writing Proficiency-88.8 AYP-69% 2011-2012 School Grade: C Reading Proficiency-52.9%; Math Proficiency - 49%; Science Proficiency - 45.1%; Writing Proficiency - 79%; Percent of Lowest 25% that made learning gains - Reading - 55.6, Math - 54.1.

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Instructional Coach / CRT	Carol Krause	Degrees: B.S. - Elementary Education; Masters - Reading Certifications: Elementary Education (1-6); English (5-9); Reading (k-12)	6	4.5	2008-09 School Grade: B - Reading Proficiency-60.5%; Writing Proficiency-88.6 2009-10 School Grade: A Reading Proficiency-66.1%; Writing Proficiency-88.8 2010-11 School Grade: B Reading Proficiency-67.2%; Writing Proficiency-88.8 2011-2012 School Grade: C Reading Proficiency-52.9%; Math Proficiency - 49%; Science Proficiency - 45.1%; Writing Proficiency - 79%; Percent of Lowest 25% that made learning gains - Reading - 55.6, Math - 54.1.
		Degree: B.S. Exceptional Ed.			2008-09 School Grade: B - Reading Proficiency-60.5%; Writing Proficiency-88.6 2009-10 School Grade: A Reading Proficiency-66.1%; Writing Proficiency-88.8

| Reading Coach | Danielle Schmidt | Certifications: English for Speakers of Other Languages (esol) (K-12); Reading Endorsement; Specific Learning Disabilities (K-12) | 6 | 6 | 2010-11 School Grade: B Reading Proficiency-67.2%; Writing Proficiency-88.8

2011-2012 School Grade: C Reading Proficiency-52.9%; Math Proficiency - 49%; Science Proficiency - 45.1%; Writing Proficiency - 79%; Percent of Lowest 25% that made learning gains - Reading - 55.6, Math - 54.1. |

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Maintain professional learning communities to offer a means of staff collaboration and support.	Administration, Department Chairs, Team Leaders	June 2013	
2	Establish and maintain motivation focus teams to plan activies that concentrate on staff morale.	Principal, Assistant Principals	June 2013	
3	Continued staff development efforts through Southern Regional Educational Board (SREB), Orange County Public Schools, and School-Based Coaches.	Principal and Assistant Principals	June 2013	
4	Conduct panel interviews to identify highly qualified candidates.	Administration, Department Chairs, Team Leaders	July 2012	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
67	0.0%(0)	40.3%(27)	31.3%(21)	28.4%(19)	32.8%(22)	100.0%(67)	9.0%(6)	0.0%(0)	13.4%(9)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
		Mrs. Krause has a great deal of experience	

Carol Krause	Jennifer Dangler	teaching language arts. She has also passed the clinical educator class.	Classroom coaching/visits, monthly meetings
Jeremy Kadletz	Garrett Guthrie	Mr. Kadletz has also taken and passed the clinical educator class.	Classroom coaching/visits, monthly meetings

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Laura Beall
Terri Clark
Tasha Hanna
Carol Krause
Gustavo Morales
Linda Smith
Diane West
Natalie Bell
Regina Mobley
Phyllis Stevens
Danielle Schmidt
Donna Jordan
Terri Pinchevsky

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The leadership team will meet and focus on the question: How do we develop and maintain a problem solving system that focuses on student data and ensures academic success for the full range of our students? The RTI Focus Team will meet on a bi-weekly basis to review classroom and individual student data, collaborate on instructional methodologies and interventions as well as the development of common assessments. The Leadership team will meet together on a monthly basis to review department and team progress as well as deterrence. They will identify other resources and professional development needs of their individual groups.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Members of the RTI Leadership team will meet with the School Advisory Council to help develop and monitor the School Improvement Plan. The team provides data, and helps set clear expectations for instruction (rigor, relevance and relationships). They will also facilitate the teachers in the weekly data meetings, guide them in discussions as they develop structures which will lead the teachers to an enhanced understanding and utilization of data in their decision-making process, model a more proficient approach to data analysis that drives targeted instruction, and provide coverage to allow peer coaching.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Edusoft Benchmark Assessments, School Demographic Reports, FCAT data, and Teacher recommendations. The ongoing monitoring of student progress including Baseline, Midpoint and End-Point data will be documented through the use of a variety of sources including; Reading: FCAT Reading data, FAIR, DAR for diagnostic assessment and intervention matching, and Edusoft Benchmark Assessments. Math sources include: FCAT Math data, Edusoft Benchmark Assessments, Curriculum Based Measurement and FCAT Simulation School Demographic reports and Teacher insight will also be used. The "Individualized Student Data Plan" will be used as a tool between the student and teacher in determining academic growth, student goal setting and guide dialogue in the conferencing throughout the progress monitoring process. This is a school developed document which allows the students to keep all their test scores on one sheet. This document can be found in thier planners.

Describe the plan to train staff on MTSS.

> The Leadership Team will receive professional development though ongoing PLC meetings,
> discussions, faculty and grade-level meetings, and readings and presentations. Professional development for the staff will be provided during
> the teachers' common planning time on a weekly basis as well as one Wednesday a month. These
> sessions in the Professional Learning Communities will occur throughout the year.

Describe the plan to support MTSS.

> A member of the Leadership Team will attend each PLC meeting and RTI meeting. This will allow decision makers to stay informed as to how elements of MTSS can be supported and improved. The Leadership team will meet together on a monthly basis to review department and team progress. They will identify other resources and professional development needs of their individual groups.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

> Charles Jackson, Terri Pinchevsky, Michael Cazin, Tina Galloway, Christopher Flor, Jennifer McKinney, Rogelio Santos, Hayes Schardt, Danielle Schmidt, Lorraine Shoemaker

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

> The literacy team meets on the second and fourth Monday of every month. During their meetings, the team evaluates the status of the school's literacy plan. The team also monitors the implementation of the various activities associated with the school's literacy plan.

What will be the major initiatives of the LLT this year?

> Determine the book equivalent for articles, short stories, etc; Conduct professional development for the Accelerated Reader Program, Lexiles, Cornell Notes, Interactive Notebooks, Big Six Skills, Thinking Maps, and Writing Across the Content Areas.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

> NA

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

> All teachers will undergo professional development trainings that will increase teacher knowledge in promoting literacy across the curriculum, and incorporating rigor in their content areas. All subject areas will also incorporate writing into their curriculum. Additionally, through the school wide AVID initiative, students in all content areas obtain various reading strategies. These include: Cornell
> Note-taking, Interactive Notebooks, Thinking Maps, vocabulary building and academic vocabulary focus, summarizing, Socratic Seminar, Philosophical Chairs, and tutorials.

*High Schools Only

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

NA

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

NA

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June 2013 30% (345)of all students taking the FCAT Reading test at WLMS will score at Level 3 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 27% (309) of students at WLMS achieved a level 3 on the FCAT Reading.	By June 2013 30% (345)of all students taking the FCAT Reading test at WLMS will score at Level 3 or above.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of consistency in school-wide behavior management.	Implement Randy Sprick's CHAMPS behavior management program on a school-wide basis.	Principal, Assistant Principals, Curriculum Leaders, and classroom teachers	Monitoring school-wide referral statistics	EDW Reports
2	Students have a lack of background knowledge in various content areas	Provide professional development on vocabulary strategies and building background knowledge (Marzano) that will be used across the content areas.	Principal, Assistant Principal, CRT, and Curriculum Leaders	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Teacher-made Common Assessments, mini assessments, and benchmark exams.
3	Student inability to generalize obtained skills and strategies across content areas.	Provide professional development on essential instructional strategies to be implemented across the content areas.	Principal, Assistant Principal, CRT, and Curriculum Leaders	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes ; Edusoft Benchmark Exams; and End of Course Assessments.
4	Teachers limited access to student data sources.	Teacher training in the Utilization of IMS Data System to access and evaluate student data.	Principal, Assistant Principal, IMS Champions.	Review IMS Usage Reports.	IMS Usage Reports
5	Teachers who are new to subject area, and grade level.	Weekly PLC meetings; montly departmental meetings; Use of curriculum resources (AR Reading Program, FCRR website, curriculum websites); Peer and administrative observations.	Principal, Assistant Principal, Reading and Instructional Coaches, and Instructional Teachers.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR; lesson plans.	Common Assessments; Edusoft Benchmark Test; STAR Test; student tracking forms; and FAIR Toolkit.
6	Lack of understanding of literacy across the curriculum, and the inconsistent implementation of strategies which promote literacy and rigor.	Initiate trainings with SREB on Literacy Design Collaborative; Weekly PLC meetings; montly departmental meetings; Use of curriculum resources and school-wide strategies (AR Reading Program, use of IMS, curriculum	Principal, Assistant Principal, Reading and Instructional Coaches, and Instructional Teachers	FAIR Assessment, benchmark assessment, common assessments, STAR, mini assessments; and lesson plans.	FAIR Assessment, benchmark assessment, common assessments, STAR, mini assessments; and lesson plans.

		websites); Peer and administrative observations;			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<div align="center" colspan="5">No Data Submitted</div>				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By June 2013, the students scoring at level 4 will increase to 19% (218).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 16% (180) of all students taking the FCAT 2.0 reading test achieved a level 4.	By June 2013, the students scoring at level 4 will increase to 19% (218).

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low number of students taking advantage of extra help opportunities.	Create individualized data plans; Offer Saturday Boot Camps; skill quizzes; offer extra credit for gains on benchmarks; increase parent communication.	Principal, Assistant Principal, Instructional Coach, and Classroom Teachers	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes; Edusoft Benchmark Exams; and End of Course Exams.
2	Teachers who are new to subject area, and grade level.	Weekly PLC meetings; monthly departmental meetings; Use of curriculum resources (AR Reading Program, and curriculum websites); Peer and administrative observations.	Principal, Assistant Principal, Reading and Instructional Coaches, and Instructional Teachers.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR; and lesson plans.	Common Assessments, Edusoft Benchmark Test, STAR Test, student tracking forms, FAIR Toolkit, district lesson plan template.
	Lack of proficiency in use of data to ensure rigor and enrichment.	Professional development in use of IMS; weekly PLC meetings; monthly	Principal, Assistant Principal, Reading and Instructional	FAIR Assessment, benchmark assessment, classroom progress	Common Assessments, Edusoft Benchmark

3		departmental meetings; instructional coach mentoring.	Coaches, and Instructional Teachers	monitoring, common assessments, STAR; and lesson plans.	Test, STAR Test, student tracking forms, FAIR Toolkit, district lesson plan template.
4	Lack of understanding of literacy across the curriculum, and the inconsistent implementation of strategies which promote literacy and rigor.	Initiate trainings with SREB on Literacy Design Collaborative; Weekly PLC meetings; montly departmental meetings; Use of curriculum resources and school-wide strategies (AR Reading Program, use of IMS, curriculum websites); Peer and administrative observations; faculty meetings	Principal, Assistant Principal, Reading and Instructional Coaches, and Instructional Teachers	FAIR Assessment, benchmark assessment, common assessments, STAR, mini assessments; and lesson plans.	FAIR Assessment, benchmark assessment, common assessments, STAR, mini assessments; and lesson plans.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By June 2013, 55% (575) of students at Wolf Lake Middle School will make learning gains on the FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 50% (578) of students at Wolf Lake Middle School made learning gains on the FCAT Reading.	By June 2013, 55% (575) of students at Wolf Lake Middle School will make learning gains on the FCAT Reading.

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Low number of students	Create individualized data	Principal, Assistant	Evaluation of scores on	Common Chapter

1	taking advantage of extra help opportunities.	plans; Offer Saturday Boot Camps; skill quizzes; offer extra credit for gains on benchmarks; increase parent communication.	Principal, Math Coach, and Math Teachers	common assessments; and benchmark exams; End of Course Exams; and common grading practices.	tests and quizzes; skills quizzes; Edusoft Benchmark Exams; and End of Course Exams.
2	Lack of consistency in school-wide behavior management.	Implement Randy Sprick's CHAMPS behavior management program on a school-wide basis.	Principal, Assistant Principals, Curriculum leaders, and classroom teachers.	Monitoring school-wide referral statistics.	EDW Reports
3	Student inability to generalize skills and strategies across content areas.	Provide professional development on essential instructional strategies that are to be implemented across the content areas.	Principal, Assistant Principal, CRT, and Curriculum Leaders	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; Edusoft Benchmark Exams; and End of Course Assessments.
4	Teachers who are new to subject area, and grade level.	Weekly PLC meetings; monthly departmental meetings; use of curriculum resources (AR Reading Program, FCRR website, curriculum websites); Peer and administrative observations.	Principal, Assistant Principal, Reading and Instructional coaches, instructional teachers, and PLC leaders.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR Assessment.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR Assessment.
5	Wide variety of diversity and cultural needs within student population.	Weekly PLC meetings; monthly departmental meetings; use of curriculum resources (AR Reading Program, FCRR website, curriculum websites); Peer and administrative observations.	Principal, Assistant Principal, Reading and Instructional Coaches, instructional teachers, and PLC leaders.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR Assessment.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR Assessment.
6	Lack of implementation of RTI and intervention strategies.	Implement professional development on RTI and intervention strategies.	Principal, Assistant Principal, Reading and Instructional coaches, instructional teachers, and PLC leaders.	Lesson planning, conduct data meetings, peer and administrative observations (formal and informal), and RTI documentation.	District lesson plan template; common assessments; FAIR Assessment, benchmark assessment, classroom progress monitoring.
7	Lack of students' ability to read on grade level.	Reduce the number of students in CAR-PD courses by adding an additional reading teacher; Providing reading strategies for comprehension and vocabulary through the social studies curriculum; develop after-school book club with reading coach utilizing Nook technology.	Principal, Assistant Principal, Reading Coaches, and Social Studies Teachers.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR Assessment.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June 2013, 57% (164) of students at Wolf Lake Middle School in the lowest 25% will make learning gains on the FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 54% (151) of students at Wolf Lake Middle School in the lowest 25% will make learning gains on the FCAT Reading.	By June 2013, 57% (164) of students at Wolf Lake Middle School in the lowest 25% will make learning gains on the FCAT Reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers who are new to subject area, and grade level.	Weekly PLC meetings; monthly departmental meetings; use of curriculum resources (AR Reading Program, FCRR website, curriculum websites); Peer and administrative observations.	Principal, Assistant Principal, Reading and Instructional Coaches, instructional teachers, and PLC leaders.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR Assessment.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR Assessment.
2	Wide variety of diversity and cultural needs within student population.	Weekly PLC meetings; monthly departmental meetings; use of curriculum resources (AR Reading Program, FCRR website, curriculum websites); Peer and administrative observations; Leader of the Pack Program; Reader of the Pack.	Principal, Assistant Principal, Reading and Instructional coaches, instructional teachers, and PLC leaders.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR Assessment.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR Assessment.
3	Lack of implementation of literacy and RTI strategies in core classes.	Weekly PLC meetings; monthly departmental meetings; use of curriculum resources (AR Reading Program, FCRR website, curriculum websites); Peer and administrative observations; and student placement in reading classes.	Principal, Assistant Principal, Reading and Instructional coaches, instructional teachers, and PLC leaders.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR Assessment.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR Assessment.
4	Lack of students' ability to read on grade level.	Reduce the number of students in CAR-PD courses by adding an additional reading teacher; Providing reading strategies for comprehension and vocabulary through the social studies curriculum;	Principal, Assistant Principal, Reading Coaches, and Social Studies Teachers.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR Assessment.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR Assessment.

		develop after-school book club with reading coach utilizing Nook technology.			
5	Low number of students taking advantage of extra help opportunities.	Create individualized data plans; offer Saturday Boot Camps; provide skill quizzes; increase parent communication.	Principal, Assistant Principal, Reading Coach, and teachers.	Utilize scores from common assessments to help drive instruction; benchmark exams.	Common Chapter tests and quizzes, skill quizzes, Edusoft Benchmark Exams, and End of Course exams.
6	Lack of consistency in school-wide behavior management.	Implement Randy Sprick's CHAMPS behavior management program on a school-wide basis.	Principal, Assistant Principals, Curriculum leaders, and classroom teachers	Monitoring school-wide referral statistics	EDW Reports
7	Student inability to generalize skills and strategies across content areas.	Provide professional development on essential instructional strategies that are to be implemented across the content areas.	Principal, Assistant Principal, CRT, and Curriculum Leaders	Evaluation of scores on commons assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; Edusoft Benchmark Exams; and End of Course Assessments.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #
	By June 2017, the achievement gap in reading proficiency between minority and non-minority students will be reduced by 50% from the baseline year of 2010-2011.
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In June 2013, 67% (344 of 513) of all White, 37% (122 of 330) Black, and 49%(118 of 240)of all Hispanic students taking the FCAT Reading test at Wolf Lake Middle School will score a level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 36%(186 of 509)of all White; 64% of all Black (207 of 322); and 54% of all Hispanic (134 of 246)students at Wolf Lake Middle School did not make satisfactory progress in reading on the FCAT 2.0 Reading Test.	In June 2013, 67% (344 of 513) of all White, 37% (122 of 330) Black, and 49%(118 of 240)of all Hispanic students taking the FCAT Reading test at Wolf Lake Middle School will score a level 3 or higher.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of training in literacy across the curriculum and promoting rigor in the math classroom.	Implement school-wide instructional strategies which promote literacy and rigor (Thinking maps, Cornell Notes, Webb's DOK, and AVID Strategies, SREB Trainings, Competition Materials); and peer observations.	Principal, Assistant Principal, Instructional Coach, and Classroom Teachers.	Evaluation of scores on commons assessments; and benchmark exams; End of Course Exams; and common grading practices; participation in student competitions.	Common Chapter tests and quizzes; skills quizzes; Edusoft Benchmark Exams; and End of Course Exams.
	Teachers who are new to subject area, and grade level.	Weekly PLC meetings; montly departmental meetings; Use of	Principal, Assistant Principal, Reading and Instructional	FAIR Assessment, benchmark assessment, classroom progress	Common Assessments, Edusoft Benchmark

2		curriculum resources (AR Reading Program, FCRR website, curriculum websites); Peer and administrative observations;	Coaches, and Instructional Teachers.	monitoring, common assessments, STAR; lesson plans.	Test, STAR Test, student tracking forms, and FAIR Toolkit.
3	Wide range of diversity in student population.	Weekly PLC meetings; montly department meetings; professional development in differentiated instruction; professional development on enrichment and intervention strategies.	Principal, Assistant Principal, Reading and Instructional Coaches, and Instructional Teachers, and PLC leaders.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR.	Common Assessments, Edusoft Benchmark Test, STAR Test, student tracking forms, and FAIR Toolkit.
4	Lack of implementation in literacy across the curriculum, promoting rigor, and use of RTI.	Implement school-wide instructional strategies which promote literacy and rigor (Thinking maps, Cornell notes, Webb's DOK, AVID Strategies, SREB Training, MyAccess!).	Principal, Assistant Principal, Reading and Instructional Coaches, Instructional coaches, and Teachers.	Evaluation of scores on common assessments; benchmark exams; common grading practices; MyAccess! writing program.	Common Assessments, Edusoft Benchmark Test, STAR Test, student tracking forms, and FAIR Toolkit.
5	Lack of students' ability to read on grade level.	Reduce the number of students in CAR-PD courses by adding an additional reading teacher; Providing reading strategies for comprehension and vocabulary through the social studies curriculum; develop after-school book club with reading coach utilizing Nook technology.	Principal, Assistant Principal, Reading Coaches, and Social Studies Teachers.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR Assessment.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR Assessment.
6	Low number of students taking advantage of extra help opportunities.	Create individualized data plans; offer Saturday Boot Camps; skill quizzes; offer extra credit for gains on benchmarks; increase parent communication.	Principal, Assistant Principal, Math Coach, and Math Teachers	Evaluation of scores on commons assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes; Edusoft Benchmark Exams; and End of Course Exams.
7	Lack of consistency in school-wide behavior management.	Implement Randy Sprick's CHAMPS behavior management program on a school-wide basis.	Principal, Assistant Principals, Curriculum leaders, and classroom teachers.	Monitoring school-wide referral statistics.	EDW Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In June 2013, 28%(44 of 158)of all English Language Learner students at Wolf Lake Middle School will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 75%(84 of 112)of all English Language Learner students at Wolf Lake Middle School did not make satisfactory progress in reading.	In June 2013, 28%(44 of 158)of all English Language Learner students at Wolf Lake Middle School will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Lack of training in literacy across the curriculum and promoting	Implement school-wide instructional strategies which promote literacy	Principal, Assistant Principal, CRT, Instructional	Evaluation of scores on commons assessments; and benchmark exams;	Common Chapter tests and quizzes; skills quizzes;

1	rigor in the classroom.	and rigor (Thinking maps, Cornell Notes, Webb's DOK, and AVID Strategies, SREB Trainings, Competition Materials); and peer observations; increase books for classroom libraries; increase number of nonfictional leveled-texts in classroom libraries; requiring 15 minutes of reading daily in each class.	Coaches, and classroom teachers.	and common grading practices; participation in student competitions.	Edusoft Benchmark Exams; and End of Course Exams.
2	Teachers who are new to subject area, and grade level.	Weekly PLC meetings; montly departmental meetings; Use of curriculum resources (AR Reading Program, FCRR website, curriculum websites); Peer and administrative observations;	Principal, Assistant Principal, Reading and Instructional Coaches, and Instructional Teachers.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR; lesson plans.	Common Assessments, Edusoft Benchmark Test, STAR Test, student tracking forms, and FAIR Toolkit.
3	Lack of proficiency in the use of technology.	Professional development in use of technology; peer collaboration; weekly PLC meetings; monthly departmental meetings; instructional coach mentoring.	Principal, Assistant Principal, Reading and Instructional Coaches, and Instructional Teachers.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR.	Common Assessments, Edusoft Benchmark Test, STAR Test, student tracking forms, and FAIR Toolkit.
4	Wide range of diversity in student population.	Weekly PLC meetings; montly department meetings; professional development in differentiated instruction; professional development on enrichment and intervention strategies; Las Lobitas Club for Latina Girls.	Principal, Assistant Principal, Reading and Instructional Coaches, and Instructional Teachers, and PLC leaders.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR.	Common Assessments, Edusoft Benchmark Test, STAR Test, student tracking forms, and FAIR Toolkit.
5	Lack of implementation in literacy across the curriculum, promoting rigor, and use of RTI.	Implement school-wide instructional strategies which promote literacy and rigor (Thinking maps, Cornell notes, Webb's DOK, AVID Strategies, SREB Training, MyAccess!).	Principal, Assistant Principal, Reading and Instructional Coaches, Instructional coaches, and Teachers.	Evaluation of scores on common assessments; benchmark exams; common grading practices; MyAccess! writing program.	Common Assessments, Edusoft Benchmark Test, STAR Test, student tracking forms, and FAIR Toolkit.
6	Lack of students' ability to read on grade level.	Reduce the number of students in CAR-PD courses by adding an additional reading teacher; Providing reading strategies for comprehension and vocabulary through the social studies curriculum; develop after-school book club with reading coach utilizing Nook technology.	Principal, Assistant Principal, Reading Coaches, and Social Studies Teachers.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR Assessment.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR Assessment.
7	Lack of consistency in school-wide behavior management.	Implement Randy Sprick's CHAMPS behavior management program on a school-wide basis.	Principal, Assistant Principals, Curriculum leaders, and classroom teachers.	Monitoring school-wide referral statistics.	EDW Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In June 2013, 56% (123 of 220) of all students with disabilities at Wolf Lake Middle School will score a level 3 or higher on the FCAT Reading Test.

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	In June 2012, 47% (96 of 203) of all students with disabilities at Wolf Lake Middle School did not make satisfactory progress on the FCAT 2.0 Reading Test.		In June 2013, 56% (123 of 220) of all students with disabilities at Wolf Lake Middle School will score a level 3 or higher on the FCAT Reading Test.		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of training in literacy across the curriculums and promoting rigor in the classroom.	Implement school-wide instructional strategies which promote literacy and rigor (Thinking maps, Cornell Notes, Webb's DOK, and AVID Strategies, SREB Trainings, Competition Materials); and peer observations.	Principal, Assistant Principal, Instructional Coach, and Classroom teachers.	Evaluation of scores on commons assessments; and benchmark exams; End of Course Exams; and common grading practices; participation in student competitions.	Common Chapter tests and quizzes; skills quizzes; Edusoft Benchmark Exams; and End of Course Exams.
2	Teachers that are new to subject area, and grade level.	Weekly PLC meetings; montly departmental meetings; Use of curriculum resources (AR Reading Program, FCRR website, curriculum websites); Peer and administrative observations;	Principal, Assistant Principal, Reading and Instructional Coaches, and Instructional Teachers.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR; lesson plans.	Common Assessments, Edusoft Benchmark Test, STAR Test, student tracking forms, and FAIR Toolkit.
3	Lack of proficiency in the use of technology.	Professional development in use of technology; Peer collaboration; weekly PLC meetings; monthly departmental meetings; instructional coach mentoring.	Principal, Assistant Principal, Reading and Instructional Coaches, and Instructional Teachers.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR.	Common Assessments, Edusoft Benchmark Test, STAR Test, student tracking forms, and FAIR Toolkit.
4	Wide range of diversity in student population.	Weekly PLC meetings; montly department meetings; professional development in differentiated instruction; professional development on enrichment and intervention strategies.	Principal, Assistant Principal, Reading and Instructional Coaches, and Instructional Teachers, and PLC leaders.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR.	Common Assessments, Edusoft Benchmark Test, STAR Test, student tracking forms, and FAIR Toolkit.
5	Lack of implementation in literacy across the curriculum, promoting rigor, and use of RTI.	Implement school-wide instructional strategies which promote literacy and rigor (Thinking maps, Cornell notes, Webb's DOK, AVID Strategies, SREB Training, MyAccess!).	Principal, Assistant Principal, Reading and Instructional Coaches, Instructional coaches, and Teachers.	Evaluation of scores on common assessments; benchmark exams; common grading practices; MyAccess! writing program; check lesson plans; SREB classroom walkthroughs.	Common Assessments, Edusoft Benchmark Test, STAR Test, student tracking forms, and FAIR Toolkit.
6	Lack of students' ability to read on grade level.	Reduce the number of students in CAR-PD courses by adding an additional reading teacher; Providing reading strategies for comprehension and vocabulary through the social studies curriculum; develop after-school book club with reading coach utilizing Nook technology.	Principal, Assistant Principal, Reading Coaches, and Social Studies Teachers.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR Assessment.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR Assessment.
7	Lack of consistency in school-wide behavior management.	Implement Randy Sprick's CHAMPS behavior management program on a school-wide basis.	Principal, Assistant Principals, Curriculum leaders, and classroom	Monitoring school-wide referral statistics.	EDW Reports

			teachers.		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In June 2013, 54% (414 of 768) of all Economically Disadvantaged students at Wolf Lake Middle School will score a level 3 or higher on the FCAT Reading Test.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
In June 2012, 49% (349 of 699) of all Economically Disadvantaged students at Wolf Lake Middle School did not make satisfactory progress on the FCAT 2.0 Reading Test.	In June 2013, 54% (414 of 768) of all Economically Disadvantaged students at Wolf Lake Middle School will score a level 3 or higher on the FCAT Reading Test.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of training in literacy across the curriculum and promoting rigor in the classroom.	Implement school wide instructional strategies which promote literacy and rigor (Thinking maps, Cornell Notes, Webb's DOK, and AVID Strategies, SREB Trainings, Competition Materials); and peer observations.	Principal, Assistant Principal, Math Coach, and Math teachers.	Evaluation of scores on commons assessments; and benchmark exams; and common grading practices; participation in student competitions.	Common Chapter tests and quizzes; skills quizzes; Edusoft Benchmark Exams; and End of Course Exams.
2	Teachers who are new to subject area, and grade level.	Weekly PLC meetings; montly departmental meetings; Use of curriculum resources (AR Reading Program, FCRR website, curriculum websites); Peer and administrative observations;	Principal, Assistant Principal, Reading and Instructional Coaches, and Instructional Teachers.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR; lesson plans.	Common Assessments, Edusoft Benchmark Test, STAR Test, student tracking forms, and FAIR Toolkit.
3	Lack of proficiency in the use of technology.	Professional development in use of technology; Peer collaboration; weekly PLC meetings; monthly departmental meetings; instructional coach mentoring.	Principal, Assistant Principal, Reading and Instructional Coaches, and Instructional Teachers.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR.	Common Assessments, Edusoft Benchmark Test, STAR Test, student tracking forms, and FAIR Toolkit.
4	Wide range of diversity in student population.	Weekly PLC meetings; montly department meetings; professional development in differentiated instruction; professional development on enrichment and intervention strategies.	Principal, Assistant Principal, Reading and Instructional Coaches, and Instructional Teachers, and PLC leaders.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR.	Common Assessments, Edusoft Benchmark Test, STAR Test, student tracking forms, and FAIR Toolkit.
5	Lack of implementation in literacy across the curriculum, promoting rigor, and use of RTI.	Implement school-wide instructional strategies which promote literacy and rigor (Thinking maps, Cornell notes, Webb's DOK, AVID Strategies, SREB Training, MyAccess!).	Principal, Assistant Principal, Reading and Instructional Coaches, Instructional coaches, and Teachers.	Evaluation of scores on common assessments; benchmark exams; common grading practices; MyAccess! writing program.	Common Assessments, Edusoft Benchmark Test, STAR Test, student tracking forms, and FAIR Toolkit.
6	Lack of students' ability to read on grade level.	Reduce the number of students in CAR-PD courses by adding an additional reading teacher; Providing reading strategies for comprehension and	Principal, Assistant Principal, Reading Coaches, and Social Studies Teachers.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments, STAR Assessment.	FAIR Assessment, benchmark assessment, classroom progress monitoring, common assessments,

						STAR Assessment.
		vocabulary through the social studies curriculum; develop after-school book club with reading coach utilizing Nook technology.				
7	Lack of consistency in school-wide behavior management.	Implement Randy Sprick's CHAMPS behavior management program on a school-wide basis.	Principal, Assistant Principals, Curriculum leaders, and classroom teachers.	Monitoring school-wide referral statistics.		EDW Reports

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
IMS Benchmark Training	All	IMS Champions	School-Wide	September 2012	Monitor IMS usage reports.	School Administration and IMS Champions.
Blooms/WEBB's Training	All	Reading and Instructional Coaches	School-Wide	October 2012	Learning strategies within lesson plans; weekly PLC Meetings	Administration through lesson plans
SMART 7 Reading Strategy	All	Reading Coach	School-Wide	September 2012	Learning strategies within lesson plans; weekly PLC Meetings	Administration through lesson plans
IMS FCAT Training	All	IMS Champions	School-Wide	Ongoing	Monitor IMS usage reports.	School Administration.
Vocabulary Strategies	All	Reading and Instructional Coaches	School-Wide	October 2012	Learning strategies within lesson plans; weekly PLC Meetings	Administration through lesson plans
IMS FAIR Training	All	IMS Champions	School-Wide	Ongoing	Monitor IMS usage reports.	School Administration and IMS Champions.
Thinking Maps	New Teachers	Reading and Instructional Coaches	School-Wide	October 2012	Learning strategies within lesson plans; weekly PLC Meetings	Administration through lesson plans
Centers for Science and Social Studies Classrooms	Science and Socials Studies Teachers - All Grades	Reading and Instructional Coaches	Science and Social Studies PLC's	October 2012	Learning strategies within lesson plans; weekly PLC Meetings	Administration through lesson plans
Advanced Thinking Maps	All	Reading and Instructional Coaches	School-Wide	February 2013	Learning strategies within lesson plans; weekly PLC Meetings	Administration through lesson plans
Book Study Introductions	All	Reading and Instructional Coaches	School-Wide	October 2012	PLC Meetings	School Administration.
CHAMPS	All	Maureen Gayle and CHAMPS Leadership	All Administrative and instructional staff	Preplanning, monthly faculty meetings, and weekly PLCs	Classroom observations, sharing at faculty and PLC meetings	Administration, CRT, and Curriculum Leaders
Writing Strategies	All	Reading and Instructional Coaches	School-Wide	November 2012	Learning strategies within lesson plans; weekly PLC Meetings	Administration through lesson plans

IMS Training - Grades and Report Cards	All	IMS Champions	School-Wide	November 2012	Monitor IMS usage reports.	School Administration and IMS Champions.
Quizdom Training	All	Reading and Instructional Coaches	School-Wide	November 2012	Learning strategies within lesson plans; weekly PLC Meetings	Administration through lesson plans
Differentiated Instruction	All	Reading and Instructional Coaches	School-Wide	December 2012	Learning strategies within lesson plans; weekly PLC Meetings	Administration through lesson plans
Florida Writes Training	All	Reading and Instructional Coaches	School-Wide	February 2013	Learning strategies within lesson plans; weekly PLC Meetings	School Administration.
FCAT Training	All	Reading and Instructional Coaches	School-Wide	April 2013	FCAT Administration	School Administration.

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Jamestown Readers Critical Reading Series	Supplemental Classroom Reading Materials	School Budget	$1,381.92
French is Fun; Spanish is Fun	Class Textbooks	School Budget	$802.16
Classroom Library Reading Material	Supplemental Classroom Reading Materials	School Budget	$1,348.62
Jr. Library Guild	Supplemental Classroom Reading Materials	School Budget	$2,124.00
			Subtotal: $5,656.70
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Safari Montage	Video Streaming Database	School Budget	$1,527.75
Renaissance Learning	Accellerated Reader	School Budget	$6,842.80
Nooks	Electronic Readers	OCPS Grant Foundation	$1,000.00
			Subtotal: $9,370.55
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Southern Regional Educational Board	Professional Development and Coaching	School Budget	$18,000.00
			Subtotal: $18,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $33,027.25

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.
1. Students scoring proficient in listening/speaking.

CELLA Goal #1:			In 2013, 85% (59) of students that took the CELLA Test at WLMS will score proficient in the listening/speaking.		

2012 Current Percent of Students Proficient in listening/speaking:					

In 2012, 82% (58) of students who took the CELLA Test at WLMS scored proficient in the listening/speaking.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students moving to WLMS from other countries.	Mentoring the lowest 25% of LY students; Bi-weekly monitoring of LY student data by CCT; Las Lobitas Club for Latina Girls.	Principal, Assistant Principal, Classroom Teachers, and CCT.	The LEP team will continuously monitor LY students' progress using standardized, fomal, and informal assessments to determine the effectiveness of the strategies that are being implemented to overcome anticipated barriers.	FAIR; Benchmark Exams; Bi-Weekly Fluency Monitoring; Quarterly S.T.A.R. Tests.
2	Students who are still learning English.	Mentoring the lowest 25% of LY students; Bi-weekly monitoring of LY student data by CCT; Las Lobitas Club for Latina Girls.	Principal, Assistant Principal, Classroom Teachers, and CCT.	The LEP team will continuously monitor LY students' progress using standardized, fomal, and informal assessments to determine the effectiveness of the strategies that are being implemented to overcome anticipated barriers.	FAIR; Benchmark Exams; Bi-Weekly Fluency Monitoring; Quarterly S.T.A.R. Tests.
3	High student mobility rate.	Mentoring the lowest 25% of LY students; Bi-weekly monitoring of LY student data by CCT; Las Lobitas Club for Latina Girls.	Principal, Assistant Principal, Classroom Teachers, and CCT.	The LEP team will continuously monitor LY students' progress using standardized, fomal, and informal assessments to determine the effectiveness of the strategies that are being implemented to overcome anticipated barriers.	FAIR; Benchmark Exams; Bi-Weekly Fluency Monitoring; Quarterly S.T.A.R. Tests.
4	Student absenteeism.	Mentoring the lowest 25% of LY students; Bi-weekly monitoring of LY student data by CCT; Las Lobitas Club for Latina Girls.	Principal, Assistant Principal, Classroom Teachers, and CCT.	The LEP team will continuously monitor LY students' progress using standardized, fomal, and informal assessments to determine the effectiveness of the strategies that are being implemented to overcome anticipated barriers.	FAIR; Benchmark Exams; Bi-Weekly Fluency Monitoring; Quarterly S.T.A.R. Tests.

Students read in English at grade level text in a manner similar to non-ELL students.					

2. Students scoring proficient in reading. **CELLA Goal #2:**			In 2013, 36% (25) of students that took the CELLA Test at WLMS scored proficient in the reading.		

2012 Current Percent of Students Proficient in reading:

In 2012, 32% (22) of students who took the CELLA Test at WLMS scored proficient in the reading.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students moving to WLMS from other countries.	Mentoring the lowest 25% of LY students; Bi-weekly monitoring of LY student data by CCT; Las Lobitas Club for Latina Girls.	Principal, Assistant Principal, Classroom Teachers, and CCT.	The LEP team will continuously monitor LY students' progress using standardized, fomal, and informal assessments to determine the effectiveness of the strategies that are being implemented to overcome anticipated barriers.	FAIR; Benchmark Exams; Bi-Weekly Fluency Monitoring; Quarterly S.T.A.R. Tests.
2	Students who are still learning English.	Mentoring the lowest 25% of LY students; Bi-weekly monitoring of LY student data by CCT; Las Lobitas Club for Latina Girls.	Principal, Assistant Principal, Classroom Teachers, and CCT.	The LEP team will continuously monitor LY students' progress using standardized, fomal, and informal assessments to determine the effectiveness of the strategies that are being implemented to overcome anticipated barriers.	FAIR; Benchmark Exams; Bi-Weekly Fluency Monitoring; Quarterly S.T.A.R. Tests.
3	High student mobility rate.	Mentoring the lowest 25% of LY students; Bi-weekly monitoring of LY student data by CCT; Las Lobitas Club for Latina Girls.	Principal, Assistant Principal, Classroom Teachers, and CCT.	The LEP team will continuously monitor LY students' progress using standardized, fomal, and informal assessments to determine the effectiveness of the strategies that are being implemented to overcome anticipated barriers.	FAIR; Benchmark Exams; Bi-Weekly Fluency Monitoring; Quarterly S.T.A.R. Tests.
4	Student absenteeism.	Mentoring the lowest 25% of LY students; Bi-weekly monitoring of LY student data by CCT; Las Lobitas Club for Latina Girls.	Principal, Assistant Principal, Classroom Teachers, and CCT.	The LEP team will continuously monitor LY students' progress using standardized, fomal, and informal assessments to determine the effectiveness of the strategies that are being implemented to overcome anticipated barriers.	FAIR; Benchmark Exams; Bi-Weekly Fluency Monitoring; Quarterly S.T.A.R. Tests.

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	In 2013, 36% (25) of students that took the CELLA Test at WLMS will score proficient in writing.

2012 Current Percent of Students Proficient in writing:

In 2012, 33% (24) of students who took the CELLA Test at WLMS scored proficient in the listening/speaking.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			Problem-Solving Process to Increase Student Achievement		
1	Students moving to WLMS from other countries.	Mentoring the lowest 25% of LY students; Bi-weekly monitoring of LY student data by CCT; Las Lobitas Club for Latina Girls.	Principal, Assistant Principal, Classroom Teachers, and CCT.	The LEP team will continuously monitor LY students' progress using standardized, fomal, and informal assessments to determine the effectiveness of the strategies that are being implemented to overcome anticipated barriers.	FAIR; Benchmark Exams; Bi-Weekly Fluency Monitoring; Quarterly S.T.A.R. Tests.
2	Students who are still learning English.	Mentoring the lowest 25% of LY students; Bi-weekly monitoring of LY student data by CCT; Las Lobitas Club for Latina Girls.	Principal, Assistant Principal, Classroom Teachers, and CCT.	The LEP team will continuously monitor LY students' progress using standardized, fomal, and informal assessments to determine the effectiveness of the strategies that are being implemented to overcome anticipated barriers.	FAIR; Benchmark Exams; Bi-Weekly Fluency Monitoring; Quarterly S.T.A.R. Tests.
3	High student mobility rate.	Mentoring the lowest 25% of LY students; Bi-weekly monitoring of LY student data by CCT; Las Lobitas Club for Latina Girls.	Principal, Assistant Principal, Classroom Teachers, and CCT.	The LEP team will continuously monitor LY students' progress using standardized, fomal, and informal assessments to determine the effectiveness of the strategies that are being implemented to overcome anticipated barriers.	FAIR; Benchmark Exams; Bi-Weekly Fluency Monitoring; Quarterly S.T.A.R. Tests.
4	Student absenteeism.	Mentoring the lowest 25% of LY students; Bi-weekly monitoring of LY student data by CCT; Las Lobitas Club for Latina Girls.	Principal, Assistant Principal, Classroom Teachers, and CCT.	The LEP team will continuously monitor LY students' progress using standardized, fomal, and informal assessments to determine the effectiveness of the strategies that are being implemented to overcome anticipated barriers.	FAIR; Benchmark Exams; Bi-Weekly Fluency Monitoring; Quarterly S.T.A.R. Tests.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Middle School Mathematics Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	In June 2013, 28% (322)of all students taking the FCAT Math test at Wolf Lake Middle School will score a level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 25%(289)of all students taking the FCAT Math test at Wolf Lake Middle School scored a level 3.	In June 2013, 28% (322)of all students taking the FCAT Math test at Wolf Lake Middle School will score a level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers who teach more than one math course. This results in the teacher having to prep for multiple classes.	Weekly PLC meetings; montly departmental meetings; district level trainings; use of techology (ST Math, FCAT Explorer, and Tabula Digita, online textbook resources); peer and administrative observations (formal and informal).	Principal, Assistant Principal, CRT, and Curriculum Leaders	Evaluation of scores on common assessments; benchmark exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes ; Edusoft Benchmark Exams; and End of Course Assessments.
2	Low number of students taking advantage of extra help opportunities due to proximity of school to student residences.	Offer opportunites to re-test for grade improvement; individualized data plans; Saturday Boot Camps; skills quizzes (Big 25, etc.)	Principal, Assistant Principal, CRT, and Curriculum Leaders	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes ; Edusoft Benchmark Exams; and End of Course Assessments.
3	Lack of consistency in school-wide behavior management.	Implement Randy Sprick's CHAMPS behavior management program on a school-wide basis.	Principal, Assistant Principals, Curriculum Leaders, and classroom teachers	Monitoring school-wide referral statistics	EDW Reports
4	Lack of basic math skills.	Assigning students who scored less than proficient on FCAT math in grades 7 and 8 to intensive math class.	Principal, Assistant Principal, Guidance	Examination of FCAT scores.	FCAT Scores
5	Students have a lack of background knowledge in various content areas	Provide professional development on vocabulary strategies and building background knowledge (Marzano) that will be used across the content areas.	Principal, Assistant Principal, CRT, and Curriculum Leaders	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Teacher-made Common Assessments, mini assessments, and benchmark exams.
6	Student inability to generalize obtained skills and strategies across content areas.	Provide professional development on essential instructional strategies to be implemented across the content areas.	Principal, Assistant Principal, CRT, and Curriculum Leaders	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes ; Edusoft Benchmark Exams; and End of Course Assessments.
7	Teachers limited access to student data sources.	Teacher training in the Utilization of IMS Data System to access and	Principal, Assistant Principal, IMS Champions.	Review IMS Usage Reports.	IMS Usage Reports

				evaluate student data.	
8	Block Schedule format which causes math teachers to occasionally teach multiple concepts during one class period.	Offer after school tutoring; Partner with Boys and Girls Club to offer tutoring and recovery; Provide professional development through SREB on content delivery Methodologies.	Principal, Assistant Principal, Guidance Councelor, and Math Teachers.	Benchmark Exams and mini assessments.	Benchmark and mini assessment
9	Recovery efforts do not ensure student mastery of skills	Offer after school tutoring; Partner with Boys and Girls Club to offer tutoring and recovery; offer Recovery Cafe during lunches.	Principal, Assistant Principal, Guidance Councelor, and Math Teachers	Benchmark Exams and mini assessments.	Benchmark and mini assessment .
10	Limited family and community support.	Conduct math family nights	Principal, Assistant Principal, and Math Teachers	Review ADDitions reports	ADDitions reports.
11	Need for professional development in differentiation methods and techniques.	Provide professional development in differentiated instruction.	Principal, Assistant Principal, Instructional Coach, Reading Coach.	Benchmark Exams and mini assessments.	Benchmark and mini assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In June 2013, 23%(264)of all students taking the FCAT Math test at Wolf Lake Middle School will score a level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 20%(234)of all students taking the FCAT Math test at Wolf Lake Middle School scored at level 4 or above.	In June 2013, 23%(264)of all students taking the FCAT Math test at Wolf Lake Middle School will score a level 4 or 5.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Teachers who teach more than one math course. This results in the teacher having to prep for multiple classes.	Weekly PLC meetings; montly departmental meetings; district level trainings; use of techology (ST Math, FCAT Explorer, and Tabula Digita, online textbook resources); peer and administrative observations (formal and informal).	Principal, Assistant Principal, Math Coach, and Grade level teachers	Evaluation of scores on common assessments; benchmark exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes (Big 25); Edusoft Benchmark Exams; and End of Course Exams.
2	Lack of training in literacy across the curriculums and promoting rigor in the math classroom.	Implement school wide instructional strategies which promote literacy and rigor (Thinking maps, Cornell Notes, Webb's DOK, and AVID Strategies, SREB Trainings, Competition Materials); and peer observations.	Principal, Assistant Principal, Math Coach, and Math teachers.	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices; participation in student competitions.	Common Chapter tests and quizzes; skills quizzes (Big 25); Edusoft Benchmark Exams; and End of Course Exams.
3	Low number of students taking advantage of extra help opportunities.	Create individualized data plans; Offer Saturday Boot Camps; skill quizzes; offer extra credit for gains on benchmarks; increase parent communication.	Principal, Assistant Principal, Instructional Coach, and Classroom Teachers	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes; Edusoft Benchmark Exams; and End of Course Exams.
4	Teachers who are new to respective grade levels.	Weekly PLC meetings; montly departmental meetings; use of technology (ST Math, FCAT Explorer, online textbook resources, and Tabula Digita), peer and administrative observation (formal and informal).	Principal, Assistant Principal, Math Coach, and Grade level teachers.	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes (Big 25); Edusoft Benchmark Exams; and End of Course Exams.
5	Students lacking in basic math skills.	Assigning students that scored less than proficient on FCAT math in grades 7 and 8 to intensive math class; Allocate remedial math teachers for all level 1's and 2's in math in the 7th and 8th grades.	Principal, Assistant Principal, Guidance	Examination of FCAT scores.	FCAT Scores
6	Recovery efforts do not ensure student mastery of skills	Offer after school tutoring; Partner with Boys and Girls Club to offer tutoring and recovery; Create math clubs.	Principal, Assistant Principal, Guidance Councelor, and Math Teachers, and Boys and Girls Club Coordinator	Benchmark Exams and mini assessments.	Benchmark and mini assessment
7	Block Schedule format which causes math teachers to occasionally teach multiple concepts during one class period.	Offer after school tutoring; Partner with Boys and Girls Club to offer tutoring and recovery; Provide professional development through SREB on content delivery Methodologies.	Principal, Assistant Principal, Guidance Councelor, and Math Teachers, and Boys and Girls Club Coordinator	Benchmark Exams and mini assessments.	Benchmark and mini assessment
8	Negative student behavior interfering with class lessons	Implement Randy Sprick's CHAMPS behavior management program on a school-wide basis.	Principal, Assistant Principals, Curriculum leaders, and classroom teachers	Monitoring school-wide referral statistics	EDW Reports
9	Teachers limited access to student data sources.	Teacher training in the Utilization of IMS Data System to access and evaluate student data.	Principal, Assistant Principal, IMS Champions.	Review IMS Usage Reports.	IMS Usage Reports
10	Student inability to generalize obtained skills and strategies across content areas.	Provide professional development on essential instructional strategies to be implemented across	Principal, Assistant Principal, CRT, and Curriculum Leaders	Evaluation of scores on commons assessments; and benchmark exams; End of Course Exams;	Common Chapter tests and quizzes; skills quizzes ; Edusoft Benchmark

		the content areas.		and common grading practices.	Exams; and End of Course Assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By June 2012, 67%(751)of all students taking the FCAT Math test at Wolf Lake Middle School will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 49%(565)of all students taking the FCAT Math test at Wolf Lake Middle School made learning gains.	In June 2012, 67%(751) of all students taking the FCAT Math test at Wolf Lake Middle School will make learning gains.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low number of students taking advantage of extra help opportunities.	Create individualized data plans; Offer Saturday Boot Camps; skill quizzes; offer extra credit for gains on benchmarks; increase parent communication.	Principal, Assistant Principal, Math Coach, and Math Teachers	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes; Edusoft Benchmark Exams; and End of Course Exams.
2	Lack of consistency in school-wide behavior management.	Implement Randy Sprick's CHAMPS behavior management program on a school-wide basis.	Principal, Assistant Principals, Curriculum leaders, and classroom teachers.	Monitoring school-wide referral statistics.	EDW Reports
3	Student inability to generalize skills and strategies across content areas.	Provide professional development on essential instructional strategies that are to be implemented across the content areas.	Principal, Assistant Principal, CRT, and Curriculum Leaders	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; Edusoft Benchmark Exams; and End of Course Assessments.
	Teachers who are new to	Weekly PLC meetings;	Principal, Assistant	Evaluation of scores on	Common Chapter

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4	respective grade levels.	montly departmental meetings; use of technology (ST Math, FCAT Explorer, online textbook resources, and Tabula Digita), peer and administrative observation (formal and informal).	Principal, Math Coach, and Grade level teachers.	commons assessments; and benchmark exams; End of Course Exams; and common grading practices.	tests and quizzes; skills quizzes (Big 25); Edusoft Benchmark Exams; and End of Course Exams.
5	Teachers who teach more than one math course. This results in the teacher having to prep for multiple classes.	Weekly PLC meetings; montly departmental meetings; district level trainings; use of techology (ST Math, FCAT Explorer, and Tabula Digita, online textbook resources); peer and administrative observations (formal and informal).	Principal, Assistant Principal, Math Coach, and Grade level teachers	Evaluation of scores on commons assessments; benchmark exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes (Big 25); Edusoft Benchmark Exams; and End of Course Exams.
6	Lack of training in literacy across the curriculums and promoting rigor in the math classroom.	Implement school-wide instructional strategies which promote literacy and rigor (Thinking maps, Cornell Notes, Webb's DOK, and AVID Strategies, SREB Trainings, Competition Materials); and peer observations.	Principal, Assistant Principal, Math Coach, and Math teachers.	Evaluation of scores on commons assessments; and benchmark exams; End of Course Exams; and common grading practices; participation in student competitions.	Common Chapter tests and quizzes; skills quizzes (Big 25); Edusoft Benchmark Exams; and End of Course Exams.
7	Limited family and community support.	Conduct quarterly family nights	Principal, Assistant Principal, and Math Teachers	Review ADDitions reports	ADDitions reports.
8	Teachers limited access to student data sources.	Teacher training in the Utilization of IMS Data System to access and evaluate student data.	Principal, Assistant Principal, IMS Champions.	Review IMS Usage Reports.	IMS Usage Reports
9	Block Schedule format which causes math teachers to occasionally teach multiple concepts during one class period.	Offer after school tutoring; Partner with Boys and Girls Club to offer tutoring and recovery; Provide professional development through SREB on content delivery Methodologies.	Principal, Assistant Principal, Guidance Councelor, and Math Teachers.	Benchmark Exams and mini assessments.	Benchmark and mini assessment
10	Teaching of multiple grade levels within same course (i.e. Algebra I).	Monthly departmental meetings; FCAT Boot Camp; Individualized data plans; daily FCAT practice for appropriate grade level; use of technology (online textbook resources); and peer observations.	Principal, Assistant Principal, Math Coach, and Algebra I teacher.	Benchmark exams; Countdown to FCAT/EOC at respective grade levels	Textbook resources; Daily FCAT/EOC review.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In 2013, 56%(161) of students in the Lowest 25% taking the FCAT at Wolf Lake Middle School will make Learning Gains in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 53%(145) of students in the Lowest 25% taking the FCAT at Wolf Lake Middle School made Learning Gains in Math.	In 2013, 56%(161) of students in the Lowest 25% taking the FCAT at Wolf Lake Middle School will make Learning Gains in Math.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers who are new to respective grade levels.	Weekly PLC meetings; montly departmental meetings; use of technology (ST Math, FCAT Explorer, online textbook resources, and Tabula Digita), peer and administrative observation (formal and informal).	Principal, Assistant Principal, Math Coach, and Grade level teachers.	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes (Big 25); Edusoft Benchmark Exams; and End of Course Exams.
2	Teachers who teach more than one math course. This results in the teacher having to prep for multiple classes.	Weekly PLC meetings; montly departmental meetings; district level trainings; use of techology (ST Math, FCAT Explorer, and Tabula Digita, online textbook resources); peer and administrative observations (formal and informal).	Principal, Assistant Principal, Math Coach, and Grade level teachers	Evaluation of scores on common assessments; benchmark exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes (Big 25); Edusoft Benchmark Exams; and End of Course Exams.
3	Lack of training in literacy across the curriculum and promoting rigor in the math classroom.	Implement school-wide instructional strategies which promote literacy and rigor (Thinking maps, Cornell Notes, Webb's DOK, and AVID Strategies, SREB Trainings, Competition Materials); and peer observations.	Principal, Assistant Principal, Math Coach, and Math teachers.	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices; participation in student competitions.	Common Chapter tests and quizzes; skills quizzes (Big 25); Edusoft Benchmark Exams; and End of Course Exams.
4	Low number of students taking advantage of extra help opportunities due to proximity of school to student residences.	Offer opportunites to re-test for grade improvement; individualized data plans; Saturday Boot Camps; skills quizzes (Big 25, etc.)	Principal, Assistant Principal, Math Coach, and Math Teachers	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes (Big 25); Edusoft Benchmark Exams; and End of Course Exams.
5	Lack of consistency in school-wide behavior management.	Implement Randy Sprick's CHAMPS behavior management program on a school-wide basis.	Principal, Assistant Principals, Curriculum leaders, and classroom teachers	Monitoring school-wide referral statistics	EDW Reports

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6	Lack of basic math skills.	Assigning students who scored less than proficient on FCAT math in grades 7 and 8 to intensive math class.	Principal, Assistant Principal, Guidance	Examination of FCAT scores.	FCAT Scores
7	Students have a lack of background knowledge in various content areas	Provide professional development on vocabulary strategies that will be used across the content areas.	Principal, Assistant Principal, CRT, and Curriculum Leaders	Evaluation of scores on commons assessments; and benchmark exams; End of Course Exams; and common grading practices.	Teacher-made Common Assessments, mini assessments, and benchmark exams.
8	Student inability to generalize obtained skills and strategies across content areas.	Provide professional development on essential instructional strategies to be implemented across the content areas.	Principal, Assistant Principal, CRT, and Curriculum Leaders	Evaluation of scores on commons assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes ; Edusoft Benchmark Exams; and End of Course Assessments.
9	Teachers limited access to student data sources.	Teacher training in the Utilization of IMS Data System to access and evaluate student data.	Principal, Assistant Principal, IMS Champions.	Review IMS Usage Reports.	IMS Usage Reports
10	Block Schedule format which causes math teachers to occasionally teach multiple concepts during one class period.	Offer after school tutoring; Partner with Boys and Girls Club to offer tutoring and recovery; Provide professional development through SREB on content delivery Methodologies.	Principal, Assistant Principal, Guidance Councelor, and Math Teachers.	Benchmark Exams and mini assessments.	Benchmark and mini assessment .
11	Recovery efforts do not ensure student mastery of skills	Offer after school tutoring; Partner with Boys and Girls Club to offer tutoring and recovery; offer Recovery Cafe during lunches.	Principal, Assistant Principal, Guidance Councelor, and Math Teachers	Benchmark Exams and mini assessments.	Benchmark and mini assessment.
12	Limited family and community support.	Conduct quarterly family nights	Principal, Assistant Principal, and Math Teachers	Review ADDitions reports	ADDitions reports.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal #
	By June 2017, the achievement gap in math proficiency between minority and non-minority students will be reduced by 50% from the baseline year of 2010-2011.
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By June 2013, 62% of all White (372), 30%(134)of all Black and 42%(101) of all the Hispanic students taking the FCAT Math test at Wolf Lake Middle School will score a level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, only 58.7%(297)of all White, 26.2%B(85)of all Black, and 38.6%(95)of all Hispanic students at Wolf Lake Middle School scored a level 3 or higher on the FCAT Math Test.	By June 2013, 62% of all White (372), 30%(134)of all Black and 42%(101) of all the Hispanic students taking the FCAT Math test at Wolf Lake Middle School will score a level 3 or higher.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers who are new to respective grade levels.	Weekly PLC meetings; montly departmental meetings; use of technology (ST Math, FCAT Explorer, online textbook resources, and Tabula Digita), peer and administrative observation (formal and informal).	Principal, Assistant Principal, Math Coach, and Grade level teachers.	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes (Big 25); Edusoft Benchmark Exams; and End of Course Exams.
2	Teachers who teach more than one math course. This results in the teacher having to prep for multiple classes.	Weekly PLC meetings; montly departmental meetings; district level trainings; use of techology (ST Math, FCAT Explorer, and Tabula Digita, online textbook resources); peer and administrative observations (formal and informal).	Principal, Assistant Principal, Math Coach, and Grade level teachers	Evaluation of scores on common assessments; benchmark exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes (Big 25); Edusoft Benchmark Exams; and End of Course Exams.
3	Lack of training in literacy across the curriculum and promoting rigor in the math classroom.	Implement school-wide instructional strategies which promote literacy and rigor (Thinking maps, Cornell Notes, Webb's DOK, and AVID Strategies, SREB Trainings, Competition Materials); and peer observations.	Principal, Assistant Principal, Math Coach, and Math teachers.	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices; participation in student competitions.	Common Chapter tests and quizzes; skills quizzes (Big 25); Edusoft Benchmark Exams; and End of Course Exams.
4	Low number of students taking advantage of extra help opportunities due to proximity of school to student residences.	Offer opportunites to re-test for grade improvement; individualized data plans; Saturday Boot Camps; skills quizzes (Big 25, etc.)	Principal, Assistant Principal, Math Coach, and Math Teachers	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes (Big 25); Edusoft Benchmark Exams; and End of Course Exams.
5	Lack of basic math skills.	Assigning students that scored less than proficient on FCAT math in grades 7 and 8 to intensive math class.	Principal, Assistant Principal, Guidance	ination of FCAT scores.	FCAT Scores
6	Students have a lack of background knowledge in various content areas.	Provide professional development on vocabulary strategies that will be used across the content areas.	Principal, Assistant Principal, CRT, and Curriculum Leaders.	Evaluation of scores on commons assessments; and benchmark exams; End of Course Exams; and common grading practices.	Teacher-made Common Assessments, mini assessments, and benchmark exams.
7	Teachers limited access to student data sources.	Teacher training in the Utilization of IMS Data System to access and evaluate student data.	Principal, Assistant Principal, IMS Champions.	iew IMS Usage Reports.	IMS Usage Reports
8	Block Schedule format which causes math teachers to occasionally teach multiple concepts during one class period.	Offer after school tutoring; Partner with Boys and Girls Club to offer tutoring and recovery; Provide professional development through SREB on content delivery Methodologies.	Principal, Assistant Principal, Guidance Councelor, and Math Teachers.	Benchmark Exams and mini assessments.	Benchmark and mini assessment
9	Recovery efforts do not ensure student mastery of skills	Offer after school tutoring; Partner with Boys and Girls Club to offer tutoring and recovery; offer Recovery Cafe during lunches.	Principal, Assistant Principal, Guidance Councelor, and Math Teachers.	Benchmark Exams and mini assessments.	Benchmark and mini assessment.
10	Limited family and community support.	Conduct quarterly family nights.	Principal, Assistant Principal, and Math	Review ADDitions reports.	ADDitions reports.

			Teachers.		
11	Need for professional development in differentiation methods and techniques.	Provide professional development in differentiated instruction	Principal, Assistant Principal, Instructional Coach, Reading Coach.	Benchmark Exams and mini assessments.	Benchmark and mini assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In June 2013, 68% (69) of all English Language Learner students at Wolf Lake Middle School will score a level 3 or higher on the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 71%(80 of 112)of all English Language Learner students at Wolf Lake Middle School scored below a level 3 on the FCAT Math Test.	In June 2013, 68% (69) of all English Language Learner students at Wolf Lake Middle School will score a level 3 or higher on the FCAT Math Test.

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>Teachers who are new to respective grade levels.</td><td>Weekly PLC meetings; montly departmental meetings; use of technology (ST Math, FCAT Explorer, online textbook resources, and Tabula Digita), peer and administrative observation (formal and informal).</td><td>Principal, Assistant Principal, Math Coach, and Grade level teachers.</td><td>Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.</td><td>Common Chapter tests and quizzes; skills quizzes (Big 25); Edusoft Benchmark Exams; and End of Course Exams.</td></tr>
<tr><td>2</td><td>Teachers who teach more than one math course. This results in the teacher having to prep for multiple classes.</td><td>Weekly PLC meetings; montly departmental meetings; district level trainings; use of techology (ST Math, FCAT Explorer, and Tabula Digita, online textbook resources); peer and administrative observations (formal and informal).</td><td>Principal, Assistant Principal, Math Coach, and Grade level teachers</td><td>Evaluation of scores on common assessments; benchmark exams; and common grading practices.</td><td>Common Chapter tests and quizzes; skills quizzes (Big 25); Edusoft Benchmark Exams; and End of Course Exams.</td></tr>
<tr><td>3</td><td>Low number of students taking advantage of extra help opportunities due to proximity of school to student residences.</td><td>Offer opportunites to re-test for grade improvement; individualized data plans; Saturday Boot Camps; skills quizzes (Big 25, etc.)</td><td>Principal, Assistant Principal, Math Coach, and Math Teachers</td><td>Evaluation of scores on common assessments; benchmark exams; and common grading practices.</td><td>Common Chapter tests and quizzes; skills quizzes (Big 25); Edusoft Benchmark Exams; and End of Course Exams.</td></tr>
<tr><td>4</td><td>Lack of training in literacy across the curriculum and promoting rigor in the math classroom.</td><td>Implement school-wide instructional strategies which promote literacy and rigor (Thinking maps, Cornell Notes, Webb's DOK, and AVID Strategies, SREB Trainings, Competition Materials); and peer observations.</td><td>Principal, Assistant Principal, Math Coach, and Math teachers.</td><td>Evaluation of scores on commons assessments; and benchmark exams; End of Course Exams; and common grading practices; participation in student competitions.</td><td>Common Chapter tests and quizzes; skills quizzes (Big 25); Edusoft Benchmark Exams; and End of Course Exams.</td></tr>
<tr><td>5</td><td>Lack of basic math skills.</td><td>Assigning students that scored less than proficient on FCAT math in grades 7 and 8 to intensive math class.</td><td>Principal, Assistant Principal, CRT, and Curriculum Leaders</td><td>Examination of FCAT scores.</td><td>FCAT Scores</td></tr>
<tr><td></td><td>Students have a lack of</td><td>Provide professional</td><td>Principal, Assistant</td><td>Evaluation of scores on</td><td>Teacher-made</td></tr>
</table>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
6	background knowledge in various content areas	development on vocabulary strategies that will be used across the content areas.	Principal, CRT, and Curriculum Leaders	commons assessments; and benchmark exams; End of Course Exams; and common grading practices; participation in student competitions.	Common Assessments, mini assessments, and benchmark exams.
7	Student inability to generalize obtained skills and strategies across content areas.	Provide professional development on essential instructional strategies to be implemented across the content areas.	Principal, Assistant Principal, CRT, and Curriculum Leaders	Evaluation of scores on common assessments; benchmark exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes ; Edusoft Benchmark Exams; and End of Course Assessments.
8	Teachers limited access to student data sources.	Teacher training in the Utilization of IMS Data System to access and evaluate student data.	Principal, Assistant Principal, IMS Champions.	Review IMS Usage Reports.	IMS Usage Reports
9	Block Schedule format which causes math teachers to occasionally teach multiple concepts during one class period.	Offer after school tutoring; Partner with Boys and Girls Club to offer tutoring and recovery; Provide professional development through SREB on content delivery Methodologies.	Principal, Assistant Principal, Guidance Councelor, and Math Teachers.	Benchmark Exams and mini assessments.	Benchmark and mini assessment
10	Recovery efforts do not ensure student mastery of skills	Offer after school tutoring; Partner with Boys and Girls Club to offer tutoring and recovery; offer Recovery Cafe during lunches.	Principal, Assistant Principal, Guidance Councelor, and Math Teachers	Benchmark Exams and mini assessments.	Benchmark and mini assessment .
11	Limited family and community support.	Conduct quarterly family nights	Principal, Assistant Principal, and Math Teachers	Review ADDitions reports	ADDitions reports.
12	Need for professional development in differentiation methods and techniques.	Provide professional development in differentiated instruction.	Principal, Assistant Principal, Instructional Coach, Reading Coach.	Benchmark Exams and mini assessments.	Benchmark and mini assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In June 2013, 46% (97 of 212) of all Students with Disabilities at Wolf Lake Middle School will score a level 3 or higher on the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 57% (117 of 205) of all students with disabilities at Wolf Lake Middle School scored below a level 3 on the FCAT Math Test.	In June 2013, 46% (97 of 212) of all English Language Learner students at Wolf Lake Middle School will score a level 3 or higher on the FCAT Math Test.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers who teach more than one math course. This results in the teacher having to prep for multiple classes.	Weekly PLC meetings; montly departmental meetings; district level trainings; use of techology (ST Math, FCAT Explorer, and Tabula Digita, online textbook resources); peer and administrative observations (formal and informal).	Principal, Assistant Principal, Math Coach, and Grade level teachers	Evaluation of scores on common assessments; benchmark exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes (Big 25); Edusoft Benchmark Exams; and End of Course Exams.

2	Teachers who are new to respective grade levels.	Weekly PLC meetings; montly departmental meetings; use of technology (ST Math, FCAT Explorer, online textbook resources, and Tabula Digita), peer and administrative observation (formal and informal).	Principal, Assistant Principal, Math Coach, and Grade level teachers.	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes (Big 25); Edusoft Benchmark Exams; and End of Course Exams.
3	Lack of training in literacy across the curriculums and promoting rigor in the math classroom.	Implement school wide instructional strategies which promote literacy and rigor (Thinking maps, Cornell Notes, Webb's DOK, and AVID Strategies, SREB Trainings, Competition Materials); and peer observations.	Principal, Assistant Principal, Math Coach, and Math teachers.	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices; participation in student competitions.	Common Chapter tests and quizzes; skills quizzes (Big 25); Edusoft Benchmark Exams; and End of Course Exams.
4	Low number of students taking advantage of extra help opportunities due to proximity of school to student residences.	Offer opportunites to re-test for grade improvement; individualized data plans; Saturday Boot Camps; skills quizzes (Big 25, etc.)	Principal, Assistant Principal, Math Coach, and Math Teachers	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes (Big 25); Edusoft Benchmark Exams; and End of Course Exams.
5	Negative student behavior interfering with class lessons	Implement Randy Sprick's CHAMPS behavior management program on a school-wide basis.	Principal, Assistant Principals, Curriculum leaders, and classroom teachers	Monitoring school-wide referral statistics	EDW Reports
6	Lack of basic math skills.	Assigning students that scored less than proficient on FCAT math in grades 7 and 8 to intensive math class.	Principal, Assistant Principal, Guidance	Examination of FCAT scores.	FCAT Scores
7	Students have a lack of background knowledge in various content areas	Provide professional development on vocabulary strategies that will be used across the content areas.	Principal, Assistant Principal, CRT, and Curriculum Leaders	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Teacher-made Common Assessments, mini assessments, and benchmark exams.
8	Teachers limited access to student data sources.	Teacher training in the Utilization of IMS Data System to access and evaluate student data.	Principal, Assistant Principal, IMS Champions.	Review IMS Usage Reports.	IMS Usage Reports
9	Block Schedule format which causes math teachers to occasionally teach multiple concepts during one class period.	Offer after school tutoring; Partner with Boys and Girls Club to offer tutoring and recovery; Provide professional development through SREB on content delivery Methodologies.	Principal, Assistant Principal, Guidance Councelor, and Math Teachers.	Benchmark Exams and mini assessments.	Benchmark and mini assessment
10	Recovery efforts do not ensure student mastery of skills	Offer after school tutoring; Partner with Boys and Girls Club to offer tutoring and recovery; offer Recovery Cafe during lunches.	Principal, Assistant Principal, Guidance Councelor, and Math Teachers	Benchmark Exams and mini assessments.	Benchmark and mini assessment .
11	Limited family and community support.	Conduct quarterly family nights	Principal, Assistant Principal, and Math Teachers	Review ADDitions reports	ADDitions reports.
12	Need for professional development in differentiation methods and techniques.	Provide professional development in differentiated instruction.	Principal, Assistant Principal, Instructional Coach, Reading Coach.	Benchmark Exams and mini assessments.	Benchmark and mini assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In June 2013, 37% (284) of all Economically Disadvantaged students at Wolf Lake Middle School will score a level 3 or higher on the FCAT Math Test.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
In June 2012, 66% (461 of 697) of all Economically Disadvantaged students at Wolf Lake Middle School scored below a level 3 on the FCAT Math Test.	In June 2013, 37% (284) of all Economically Disadvantaged students at Wolf Lake Middle School will score a level 3 or higher on the FCAT Math Test.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low number of students taking advantage of extra help opportunities due to proximity of school to student residences.	Offer opportunites to re-test for grade improvement; individualized data plans; Saturday Boot Camps; skills quizzes (Big 25, etc.)	Principal, Assistant Principal, Math Coach, and Math Teachers	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes (Big 25); Edusoft Benchmark Exams; and End of Course Exams.
2	Lack of training in literacy across the curriculum and promoting rigor in the math classroom.	Implement school-wide instructional strategies which promote literacy and rigor (Thinking maps, Cornell Notes, Webb's DOK, and AVID Strategies, SREB Trainings, Competition Materials); and peer observations.	Principal, Assistant Principal, Math Coach, and Math teachers.	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices; participation in student competitions.	Common Chapter tests and quizzes; skills quizzes (Big 25); Edusoft Benchmark Exams; and End of Course Exams.
3	Teachers who are new to respective grade levels.	Weekly PLC meetings; montly departmental meetings; use of technology (ST Math, FCAT Explorer, online textbook resources, and Tabula Digita), peer and administrative observation (formal and informal).	Principal, Assistant Principal, Math Coach, and Grade level teachers.	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes (Big 25); Edusoft Benchmark Exams; and End of Course Exams.
4	Teachers who teach more than one math course. This results in the teacher having to prep for multiple classes.	Weekly PLC meetings; montly departmental meetings; district level trainings; use of techology (ST Math, FCAT Explorer, and , online textbook resources); peer and administrative observations (formal and informal).	Principal, Assistant Principal, Math Coach, and Grade level teachers	Evaluation of scores on common assessments; benchmark exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes (Big 25); Edusoft Benchmark Exams; and End of Course Exams.
5	Lack of consistency in school-wide behavior management.	Implement Randy Sprick's CHAMPS behavior management program on a school-wide basis.	Principal, Assistant Principals, Curriculum leaders, and classroom teachers	Monitoring school-wide referral statistics	EDW Reports
6	Lack of basic math skills.	Assigning students that scored less than proficient on FCAT math in grades 7 and 8 to intensive math class; Allocate remedial math teachers for all level 1's and 2's in math in the 7th and 8th grades.	Principal, Assistant Principal, Guidance	Examination of FCAT scores.	FCAT Scores
	Students have a lack of background knowledge in	Provide professional development on	Principal, Assistant Principal, CRT, and	Evaluation of scores on common assessments;	Teacher-made Common

7	various content areas	vocabulary strategies that will be used across the content areas.	Curriculum Leaders	and benchmark exams; End of Course Exams; and common grading practices.	Assessments, mini assessments, and benchmark exams.
8	Student inability to generalize obtained skills and strategies across content areas.	Provide professional development on essential instructional strategies to be implemented across the content areas.	Principal, Assistant Principal, CRT, and Curriculum Leaders	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes ; Edusoft Benchmark Exams; and End of Course Assessments.
9	Teachers limited access to student data sources.	Teacher training in the Utilization of IMS Data System to access and evaluate student data.	Principal, Assistant Principal, IMS Champions.	Review IMS Usage Reports.	IMS Usage Reports
10	Block Schedule format which causes math teachers to occasionally teach multiple concepts during one class period.	Offer after school tutoring; Partner with Boys and Girls Club to offer tutoring and recovery; Provide professional development through SREB on content delivery Methodologies.	Principal, Assistant Principal, Guidance Councelor, and Math Teachers.	Benchmark Exams and mini assessments.	Benchmark and mini assessment
11	Recovery efforts do not ensure student mastery of skills	Offer after school tutoring; Partner with Boys and Girls Club to offer tutoring and recovery; offer Recovery Cafe during lunches.	Principal, Assistant Principal, Guidance Councelor, and Math Teachers	Benchmark Exams and mini assessments.	Benchmark and mini assessment.
12	Limited family and community support.	Conduct quarterly family nights	Principal, Assistant Principal, and Math Teachers	Review ADDitions reports	ADDitions reports.
13	Need for professional development in differentiation methods and techniques.	Provide professional development in differentiated instruction.	Principal, Assistant Principal, Instructional Coach, Reading Coach.	Benchmark Exams and mini assessments.	Benchmark and mini assessment.

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	In June 2013, 95%(209 of 221)of all students taking the Algebra End-of-Course Exam at Wolf Lake Middle School will score a level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 26%(25 of 95)of all students taking the Algebra End-of-Course Exam at Wolf Lake Middle School scored a level 3.	In June 2013, 95%(209 of 221)of all students taking the Algebra End-of-Course Exam at Wolf Lake Middle School will score a level 3 or higher.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of consistency in school-wide behavior management.	Implement Randy Sprick's CHAMPS behavior management program on a school-wide basis.	Principal, Assistant Principals, Curriculum Leaders, and classroom teachers	Monitoring school-wide referral statistics	EDW Reports
	Student inability to	Provide professional	Principal, Assistant	Evaluation of scores on	Common Chapter

2	generalize obtained skills and strategies across content areas.	development on essential instructional strategies to be implemented across the content areas.	Principal, CRT, and Curriculum Leaders	common assessments; and benchmark exams; End of Course Exams; and common grading practices.	tests and quizzes; skills quizzes ; Edusoft Benchmark Exams; and End of Course Assessments.
3	Teachers limited access to student data sources.	Teacher training in the Utilization of IMS Data System to access and evaluate student data.	Principal, Assistant Principal, IMS Champions.	Review IMS Usage Reports.	IMS Usage Reports
4	New 8th grade course progression for Algebra.	Monthly departmental meetings; FCAT Boot Camp; Individualized data plans; daily FCAT practice for appropriate grade level; use of technology (online textbook resources); and peer observations; Offer after school tutoring; Partner with Boys and Girls Club to offer tutoring and recovery; offer Recovery Cafe during lunches.	Principal, Assistant Principal, Guidance Councelor, and Math Teachers.	Evaluation of scores on commons assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes ; Edusoft Benchmark Exams; mini assessments; and End of Course Assessments.
5	Block Schedule format which causes math teachers to occasionally teach multiple concepts during one class period.	Offer after school tutoring; Partner with Boys and Girls Club to offer tutoring and recovery; Provide professional development through SREB on content delivery Methodologies.	Principal, Assistant Principal, Guidance Councelor, and Math Teachers.	Evaluation of scores on commons assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; mini assessments ; Edusoft Benchmark Exams; and End of Course Assessments.
6	Recovery efforts do not ensure student mastery of skills	Conduct quarterly family nights	Principal, Assistant Principal, and Math Teachers	Review ADDitions reports	ADDitions reports.
7	Low number of students taking advantage of extra help opportunities due to proximity of school to student residences.	Offer opportunites to re-test for grade improvement; individualized data plans; Saturday Boot Camps; skills quizzes (Big 25, etc.)	Principal, Assistant Principal, CRT, and Curriculum Leaders	Evaluation of scores on commons assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes ; Edusoft Benchmark Exams; and End of Course Assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	In June 2013, 95%(209 of 221)of all students taking the Algebra End-of-Course Exam at Wolf Lake Middle School will score a level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 39%(37 of 95)of all students taking the Algebra End-of-Course Exam at Wolf Lake Middle School scored a level 3.	In June 2013, 95%(209 of 221)of all students taking the Algebra End-of-Course Exam at Wolf Lake Middle School will score a level 3 or higher.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low number of students taking advantage of extra help opportunities.	Create individualized data plans; Offer Saturday Boot Camps; skill quizzes; offer extra credit for gains on benchmarks; increase parent communication.	Principal, Assistant Principal, Instructional Coach, and Classroom Teachers	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes; Edusoft Benchmark Exams; and End of Course Exams.

2	Lack of consistency in school-wide behavior management.	Implement Randy Sprick's CHAMPS behavior management program on a school-wide basis.	Principal, Assistant Principals, Curriculum leaders, and classroom teachers	Monitoring school-wide referral statistics	EDW Reports
3	Student inability to generalize obtained skills and strategies across content areas.	Provide professional development on essential instructional strategies to be implemented across the content areas.	Principal, Assistant Principal, CRT, and Curriculum Leaders	Evaluation of scores on commons assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes ; Edusoft Benchmark Exams; and End of Course Assessments.
4	Teachers limited access to student data sources.	Teacher training in the Utilization of IMS Data System to access and evaluate student data.	Principal, Assistant Principal, IMS Champions.	Review IMS Usage Reports.	IMS Usage Reports
5	New 8th grade course progression for Algebra.	Monthly departmental meetings; FCAT Boot Camp; Individualized data plans; daily FCAT practice for appropriate grade level; use of technology (online textbook resources); and peer observations; Offer after school tutoring; Partner with Boys and Girls Club to offer tutoring and recovery; offer Recovery Cafe during lunches.	Principal, Assistant Principal, Guidance Councelor, and Math Teachers.	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading	Common Chapter tests and quizzes; skills quizzes ; Edusoft Benchmark Exams; mini assessments; and End of Course Assessments.
6	Teachers limited access to student data sources.	Teacher training in the Utilization of IMS Data System to access and evaluate student data.	Principal, Assistant Principal, IMS Champions.	Review IMS Usage Reports.	IMS Usage Reports
7	Block Schedule format which causes math teachers to occasionally teach multiple concepts during one class period.	Offer after school tutoring; Partner with Boys and Girls Club to offer tutoring and recovery; Provide professional development through SREB on content delivery Methodologies.	Principal, Assistant Principal, Guidance Councelor, and Math Teachers.	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; mini assessments ; Edusoft Benchmark Exams; and End of Course Assessments.
8	Recovery efforts do not ensure student mastery of skills	Conduct family nights	Principal, Assistant Principal, and Math Teachers	Review ADDitions reports	ADDitions reports.
9	Low number of students taking advantage of extra help opportunities due to proximity of school to student residences.	Offer opportunities to re-test for grade improvement; individualized data plans; Saturday Boot Camps; skills quizzes (Big 25, etc.)	Principal, Assistant Principal, CRT, and Curriculum Leaders	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes ; Edusoft Benchmark Exams; and End of Course Assessments.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #
	By June 2017, the achievement gap in math proficiency between minority and non-minority students will be reduced by 50% from the baseline year of 2010-2011.
	3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black,

| | | | | In June 2013, 100%(127 of 127)of all White; 96% of all Black (33 of 35); and 97% (40 of 42) of all Hispanic students at Wolf Lake Middle School will score a level 3 or above on the Algebra End-of-Course Exam. |

Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.

Algebra Goal #3B:

2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 0%(0 of 56)of all White; 7% of all Black (1 of 13); and 6% (1 of 15) of all Hispanic students at Wolf Lake Middle School scored below a level 3 on the Algebra End-of-Course Exam.	In June 2013, 100%(127 of 127)of all White; 96% of all Black (33 of 35); and 97% (40 of 42) of all Hispanic students at Wolf Lake Middle School will score a level 3 or above on the Algebra End-of-Course Exam.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of consistency in school-wide behavior management.	Implement Randy Sprick's CHAMPS behavior management program on a school-wide basis.	Principal, Assistant Principals, Curriculum leaders, and classroom teachers	Monitoring school-wide referral statistics	EDW Reports
2	Student inability to generalize obtained skills and strategies across content areas.	Provide professional development on essential instructional strategies to be implemented across the content areas.	Principal, Assistant Principal, CRT, and Curriculum Leaders	Evaluation of scores on commons assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes ; Edusoft Benchmark Exams; and End of Course Assessments.
3	Teachers limited access to student data sources.	Teacher training in the Utilization of IMS Data System to access and evaluate student data.	Principal, Assistant Principal, IMS Champions.	Review IMS Usage Reports.	IMS Usage Reports
4	New 8th grade course progression for Algebra.	Monthly departmental meetings; FCAT Boot Camp; Individualized data plans; daily FCAT practice for appropriate grade level; use of technology (online textbook resources); and peer observations; Offer after school tutoring; Partner with Boys and Girls Club to offer tutoring and recovery; offer Recovery Cafe during lunches.	Principal, Assistant Principal, Guidance Councelor, and Math Teachers.	Evaluation of scores on commons assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes ; Edusoft Benchmark Exams; mini assessments; and End of Course Assessments.
5	Block Schedule format which causes math teachers to occasionally teach multiple concepts during one class period.	Offer after school tutoring; Partner with Boys and Girls Club to offer tutoring and recovery; Provide professional development through SREB on content delivery Methodologies.	Principal, Assistant Principal, Guidance Councelor, and Math Teachers.	Evaluation of scores on commons assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; mini assessments ; Edusoft Benchmark Exams; and End of Course Assessments.
6	Recovery efforts do not ensure student mastery of skills	Conduct quarterly family nights	Principal, Assistant Principal, and Math Teachers	Review ADDitions reports	ADDitions reports.
7	Low number of students taking advantage of extra help opportunities due to proximity of school to student residences.	Offer opportunites to re-test for grade improvement; individualized data plans; Saturday Boot Camps; skills quizzes (Big 25, etc.)	Principal, Assistant Principal, CRT, and Curriculum Leaders	Evaluation of scores on commons assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes ; Edusoft Benchmark Exams; and End of Course Assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making

	satisfactory progress in Algebra. Algebra Goal #3C:			In June 2013, 100%(11 of 11)of all English Language Learners taking the Algebra End-of-Course Exam at Wolf Lake Middle School will score a level 3 or higher.	

2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 0% (0 of 0)of all English Language Learners that took the Algebra End-of-Course Exam at Wolf Lake Middle School received a score of level 3 or higher.	In June 2013, 100%(11 of 11)of all English Language Learners taking the Algebra End-of-Course Exam at Wolf Lake Middle School will score a level 3 or higher.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low number of students taking advantage of extra help opportunities.	Create individualized data plans; Offer Saturday Boot Camps; skill quizzes; offer extra credit for gains on benchmarks; increase parent communication.	Principal, Assistant Principal, Instructional Coach, and Classroom Teachers	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes; Edusoft Benchmark Exams; and End of Course Exams.
2	Lack of consistency in school-wide behavior management.	Implement Randy Sprick's CHAMPS behavior management program on a school-wide basis.	Principal, Assistant Principals, Curriculum leaders, and classroom teachers	Monitoring school-wide referral statistics	EDW Reports
3	Student inability to generalize obtained skills and strategies across content areas.	Provide professional development on essential instructional strategies to be implemented across the content areas.	Principal, Assistant Principal, CRT, and Curriculum Leaders	Evaluation of scores on commons assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes ; Edusoft Benchmark Exams; and End of Course Assessments.
4	Teachers limited access to student data sources.	Teacher training in the Utilization of IMS Data System to access and evaluate student data.	Principal, Assistant Principal, IMS Champions.	Review IMS Usage Reports.	IMS Usage Reports
5	New 8th grade course progression for Algebra.	Monthly departmental meetings; FCAT Boot Camp; Individualized data plans; daily FCAT practice for appropriate grade level; use of technology (online textbook resources); and peer observations; Offer after school tutoring; Partner with Boys and Girls Club to offer tutoring and recovery; offer Recovery Cafe during lunches.	Principal, Assistant Principal, Guidance Councelor, and Math Teachers.	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading	Common Chapter tests and quizzes; skills quizzes ; Edusoft Benchmark Exams; mini assessments; and End of Course Assessments.
6	Teachers limited access to student data sources.	Teacher training in the Utilization of IMS Data System to access and evaluate student data.	Principal, Assistant Principal, IMS Champions.	Review IMS Usage Reports.	IMS Usage Reports
7	Block Schedule format which causes math teachers to occasionally teach multiple concepts during one class period.	Offer after school tutoring; Partner with Boys and Girls Club to offer tutoring and recovery; Provide professional development through SREB on content delivery Methodologies.	Principal, Assistant Principal, Guidance Councelor, and Math Teachers.	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; mini assessments ; Edusoft Benchmark Exams; and End of Course Assessments.
8	Recovery efforts do not ensure student mastery of skills	Conduct family nights	Principal, Assistant Principal, and Math Teachers	Review ADDitions reports	ADDitions reports.
	Low number of students taking advantage of	Offer opportunites to re-test for grade	Principal, Assistant Principal, CRT, and	Evaluation of scores on common assessments;	Common Chapter tests and quizzes;

| | 9 | extra help opportunities due to proximity of school to student residences. | improvement; individualized data plans; Saturday Boot Camps; skills quizzes (Big 25, etc.) | Curriculum Leaders | and benchmark exams; End of Course Exams; and common grading practices. | skills quizzes ; Edusoft Benchmark Exams; and End of Course Assessments. |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	In June 2013, 80%(30 of 38)of all Students with Disabilities taking the Algebra End-of-Course Exam at Wolf Lake Middle School will score a level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 100%(1 of 1)of all Students with Disabilities that took the Algebra End-of-Course Exam at Wolf Lake Middle School scored a level 3 or higher.	In June 2013, 80%(30 of 38)of all Students with Disabilities taking the Algebra End-of-Course Exam at Wolf Lake Middle School will score a level 3 or higher.

		Problem-Solving Process to Increase Student Achievement				

		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1	Low number of students taking advantage of extra help opportunities.	Create individualized data plans; Offer Saturday Boot Camps; skill quizzes; offer extra credit for gains on benchmarks; increase parent communication.	Principal, Assistant Principal, Instructional Coach, and Classroom Teachers	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes; Edusoft Benchmark Exams; and End of Course Exams.
	2	Lack of consistency in school-wide behavior management.	Implement Randy Sprick's CHAMPS behavior management program on a school-wide basis.	Principal, Assistant Principals, Curriculum leaders, and classroom teachers	Monitoring school-wide referral statistics	EDW Reports
	3	Student inability to generalize obtained skills and strategies across content areas.	Provide professional development on essential instructional strategies to be implemented across the content areas.	Principal, Assistant Principal, CRT, and Curriculum Leaders	Evaluation of scores on commons assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes ; Edusoft Benchmark Exams; and End of Course Assessments.
	4	Teachers limited access to student data sources.	Teacher training in the Utilization of IMS Data System to access and evaluate student data.	Principal, Assistant Principal, IMS Champions.	Review IMS Usage Reports.	IMS Usage Reports
	5	New 8th grade course progression for Algebra.	Monthly departmental meetings; FCAT Boot Camp; Individualized data plans; daily FCAT practice for appropriate grade level; use of technology (online textbook resources); and peer observations; Offer after school tutoring; Partner with Boys and Girls Club to offer tutoring and recovery; offer Recovery Cafe during lunches.	Principal, Assistant Principal, Guidance Councelor, and Math Teachers.	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading	Common Chapter tests and quizzes; skills quizzes ; Edusoft Benchmark Exams; mini assessments; and End of Course Assessments.
	6	Teachers limited access to student data sources.	Teacher training in the Utilization of IMS Data System to access and evaluate student data.	Principal, Assistant Principal, IMS Champions.	Review IMS Usage Reports.	IMS Usage Reports
		Block Schedule format which causes math teachers to occasionally	Offer after school tutoring; Partner with Boys and Girls Club to	Principal, Assistant Principal, Guidance Councelor, and	Evaluation of scores on common assessments; and benchmark exams;	Common Chapter tests and quizzes; mini assessments ;

7	teach multiple concepts during one class period.	offer tutoring and recovery; Provide professional development through SREB on content delivery Methodologies.	Math Teachers.	End of Course Exams; and common grading practices.	Edusoft Benchmark Exams; and End of Course Assessments.
8	Recovery efforts do not ensure student mastery of skills	Conduct family nights	Principal, Assistant Principal, and Math Teachers	Review ADDitions reports	ADDitions reports.
9	Low number of students taking advantage of extra help opportunities due to proximity of school to student residences.	Offer opportunites to re-test for grade improvement; individualized data plans; Saturday Boot Camps; skills quizzes (Big 25, etc.)	Principal, Assistant Principal, CRT, and Curriculum Leaders	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; skills quizzes ; Edusoft Benchmark Exams; and End of Course Assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	In June 2012, 80%(82 of 103)of all of the Economically Disadvantaged students taking the Algebra End-of-Course Exam at Wolf Lake Middle School will score a level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 100%(34 of 34)of all of the Economically Disadvantaged students taking the Algebra End-of-Course Exam at Wolf Lake Middle School will score a level 3 or higher.	In June 2012, 80%(82 of 103)of all of the Economically Disadvantaged students taking the Algebra End-of-Course Exam at Wolf Lake Middle School will score a level 3 or higher.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Lack of consistency in school-wide behavior management.</td><td>Implement Randy Sprick's CHAMPS behavior management program on a school-wide basis.</td><td>Principal, Assistant Principals, Curriculum leaders, and classroom teachers</td><td>Monitoring school-wide referral statistics</td><td>EDW Reports</td></tr>
<tr><td>2</td><td>Student inability to generalize obtained skills and strategies across content areas.</td><td>Provide professional development on essential instructional strategies to be implemented across the content areas.</td><td>Principal, Assistant Principal, CRT, and Curriculum Leaders</td><td>Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.</td><td>Common Chapter tests and quizzes; skills quizzes ; Edusoft Benchmark Exams; and End of Course Assessments.</td></tr>
<tr><td>3</td><td>Teachers limited access to student data sources.</td><td>Teacher training in the Utilization of IMS Data System to access and evaluate student data.</td><td>Principal, Assistant Principal, IMS Champions.</td><td>Review IMS Usage Reports.</td><td>IMS Usage Reports</td></tr>
<tr><td>4</td><td>New 8th grade course progression for Algebra.</td><td>Monthly departmental meetings; FCAT Boot Camp; Individualized data plans; daily FCAT practice for appropriate grade level; use of technology (online textbook resources); and peer observations; Offer after school tutoring; Partner with Boys and Girls Club to offer tutoring and recovery; offer Recovery Cafe during lunches.</td><td>Principal, Assistant Principal, Guidance Councelor, and Math Teachers.</td><td>Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.</td><td>Common Chapter tests and quizzes; skills quizzes ; Edusoft Benchmark Exams; mini assessments; and End of Course Assessments.</td></tr>
<tr><td></td><td>Block Schedule format which causes math teachers to occasionally</td><td>Offer after school tutoring; Partner with Boys and Girls Club to</td><td>Principal, Assistant Principal, Guidance Councelor, and</td><td>Evaluation of scores on common assessments; and benchmark exams;</td><td>Common Chapter tests and quizzes; mini assessments ;</td></tr>
</table>

5	teach multiple concepts during one class period.	offer tutoring and recovery; Provide professional development through SREB on content delivery Methodologies.	Math Teachers.	End of Course Exams; and common grading practices.	Edusoft Benchmark Exams; and End of Course Assessments.
6	Recovery efforts do not ensure student mastery of skills	Offer after school tutoring; Partner with Boys and Girls Club to offer tutoring and recovery; offer Recovery Cafe during lunches.	Principal, Assistant Principal, Guidance Councelor, and Math Teachers	Benchmark Exams and mini assessments.	Benchmark and mini assessment .
7	Limited family and community support and involvement.	Conduct math family nights.	Principal, Assistant Principal, and Math Teachers	Review ADDitions reports	ADDitions reports.
8	Need for professional development in differentiation methods and techniques.	Provide professional development in differentiated instruction.	Principal, Assistant Principal, Instructional Coach, Reading Coach.	Benchmark Exams and mini assessments.	Benchmark and mini assessment.

Geometry End-of-Course (EOC) Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	In June 2013, 98%(32 of 33)of all students taking the Geometry End-of-Course Exam at Wolf Lake Middle School will score a level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 95%(20 of 21)of all students taking the Geometry End-of-Course Exam at Wolf Lake Middle School scored a level 3.	In June 2013, 98%(32 of 33)of all students taking the Geometry End-of-Course Exam at Wolf Lake Middle School will score a level 3 or higher.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers limited access to student data sources.	Teacher training in the Utilization of IMS Data System to access and evaluate student data.	Principal, Assistant Principal, IMS Champions.	Review IMS Usage Reports.	IMS Usage Reports
2	Block Schedule format which causes math teachers to occasionally teach multiple concepts during one class period.	Offer after school tutoring; Partner with Boys and Girls Club to offer tutoring and recovery; Provide professional development through SREB on content delivery Methodologies.	Principal, Assistant Principal, Guidance Councelor, and Math Teachers.	Benchmark Exams and mini assessments.	Benchmark and mini assessment
3	Limited family and community support.	Conduct math family nights	Principal, Assistant Principal, and Math Teachers	Review ADDitions reports	ADDitions reports.
4	Need for professional development in differentiation methods and techniques.	Provide professional development in differentiated instruction.	Principal, Assistant Principal, Instructional Coach, Reading Coach.	Benchmark Exams and mini assessments.	Benchmark and mini assessment.

| | Lack of consistency in school-wide behavior management. | Implement Randy Sprick's CHAMPS behavior management program on a school-wide basis. | Principal, Assistant Principals, Curriculum leaders, and classroom teachers | Monitoring school-wide referral statistics | EDW Reports |
| 5 | | | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	In June 2013, 2%(1 of 33)of all students taking the Geometry End-of-Course Exam at Wolf Lake Middle School will score a level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2013, 0%(0 of 21)of all students taking the Geometry End-of-Course Exam at Wolf Lake Middle School will score a level 3 or higher.	In June 2013, 2%(1 of 33)of all students taking the Geometry End-of-Course Exam at Wolf Lake Middle School will score a level 3 or higher.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Low number of students taking advantage of extra help opportunities.</td><td>Create individualized data plans; Offer Saturday Boot Camps; skill quizzes; offer extra credit for gains on benchmarks; increase parent communication.</td><td>Principal, Assistant Principal, Instructional Coach, and Classroom Teachers</td><td>Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.</td><td>Common Chapter tests and quizzes; skills quizzes; Edusoft Benchmark Exams; and End of Course Exams.</td></tr>
<tr><td>2</td><td>Teachers limited access to student data sources.</td><td>Teacher training in the Utilization of IMS Data System to access and evaluate student data.</td><td>Principal, Assistant Principal, IMS Champions.</td><td>Review IMS Usage Reports.</td><td>IMS Usage Reports</td></tr>
<tr><td>3</td><td>Block Schedule format which causes math teachers to occasionally teach multiple concepts during one class period.</td><td>Offer after school tutoring; Partner with Boys and Girls Club to offer tutoring and recovery; Provide professional development through SREB on content delivery Methodologies.</td><td>Principal, Assistant Principal, Guidance Councelor, and Math Teachers.</td><td>Benchmark Exams and mini assessments.</td><td>Benchmark and mini assessment</td></tr>
<tr><td>4</td><td>Limited family and community support.</td><td>Conduct math family nights</td><td>Principal, Assistant Principal, and Math Teachers</td><td>Review ADDitions reports</td><td>ADDitions reports.</td></tr>
<tr><td>5</td><td>Need for professional development in differentiation methods and techniques.</td><td>Provide professional development in differentiated instruction.</td><td>Principal, Assistant Principal, Instructional Coach, Reading Coach.</td><td>Benchmark Exams and mini assessments.</td><td>Benchmark and mini assessment.</td></tr>
<tr><td>6</td><td>Lack of consistency in school-wide behavior management.</td><td>Implement Randy Sprick's CHAMPS behavior management program on a school-wide basis.</td><td>Principal, Assistant Principals, Curriculum leaders, and classroom teachers</td><td>Monitoring school-wide referral statistics</td><td>EDW Reports</td></tr>
</table>

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable	Geometry Goal #

Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	3A :	By June 2017, the achievement gap in math proficiency between minority and non-minority students will be reduced by 50% from the baseline year of 2010-2011.

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	In June 2013, 100%(20 of 20)of all White; 100% of all Black (4 of 4); and 100% (4 of 4) of all Hispanic students at Wolf Lake Middle School will score a level 3 or above on the Geometry End-of-Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 7%(1 of 14)of all White; 0% of all Black (0 of 2); and 0% (0 of 2) of all Hispanic students at Wolf Lake Middle School scored below a level 3 on the Geometry End-of-Course Exam.	In June 2013, 100%(20 of 20)of all White; 100% of all Black (4 of 4); and 100% (4 of 4) of all Hispanic students at Wolf Lake Middle School will score a level 3 or above on the Geometry End-of-Course Exam.

<table>
<tr><td colspan="6">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

<table>
<tr><td colspan="6">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	NA

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	NA	NA

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	In June 2013, 95%(14 of 15)of all of all Economically Disadvantaged students at Wolf Lake Middle School will score a level 3 or above on the Geometry End-of-Course Exam.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
In June 2012, 11%(1 of 9)of all Economically Disadvantaged students at Wolf Lake Middle School will scored below a level 3 or above on the Geometry End-of-Course Exam.	In June 2013, 95%(14 of 15)of all of all Economically Disadvantaged students at Wolf Lake Middle School will score a level 3 or above on the Geometry End-of-Course Exam.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of consistency in school-wide behavior management.	Implement Randy Sprick's CHAMPS behavior management program on a school-wide basis.	Principal, Assistant Principals, Curriculum leaders, and classroom teachers	Monitoring school-wide referral statistics	EDW Reports
2	Teachers limited access to student data sources.	Teacher training in the Utilization of IMS Data System to access and evaluate student data.	Principal, Assistant Principal, IMS Champions.	Review IMS Usage Reports.	IMS Usage Reports
3	Block Schedule format which causes math teachers to occasionally teach multiple concepts during one class period.	Offer after school tutoring; Partner with Boys and Girls Club to offer tutoring and recovery; Provide professional development through SREB on content delivery Methodologies.	Principal, Assistant Principal, Guidance Councelor, and Math Teachers.	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; mini assessments ; Edusoft Benchmark Exams; and End of Course Assessments.
4	Need for professional development in differentiation methods and techniques.	Provide professional development in differentiated instruction.	Principal, Assistant Principal, Instructional Coach, Reading Coach.	Benchmark Exams and mini assessments.	Benchmark and mini assessment.
5	Limited family and community support.	Conduct math family nights	Principal, Assistant Principal, and Math Teachers	Review ADDitions reports	ADDitions reports.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS	All	Maureen Gayle and CHAMPS Leadership	All administration and instructional staff	Preplanning, monthly faculty and weekly PLC meetings	Classroom observations, sharing at faculty and PLC meetings	Administration, CRT, and Curriculum Leaders
Vocabulary Strategies	All	Reading and Instructional Coaches	School-Wide	October 2012	Learning strategies within lesson plans; weekly PLC Meetings	Administration through lesson plans
Thinking Maps	New Teachers	Reading and Instructional Coaches	School-Wide	October 2012	Learning strategies within lesson plans; weekly PLC Meetings	Administration through lesson plans
Blooms/WEBB's Training	All	Reading and Instructional Coaches	School-Wide	October 2012	Learning strategies within lesson plans; weekly PLC Meetings	Administration through lesson plans
Book Study Introductions	All	Reading and Instructional Coaches	School-Wide	October 2012	PLC Meetings	School Administration.
Quizdom Training	All	Reading and Instructional Coaches	School-Wide	November 2012	Learning strategies within lesson plans; weekly PLC Meetings	Administration through lesson plans
FCAT Training	All	Reading and Instructional Coaches	School-Wide	April 2013	FCAT Administration	School Administration.
IMS Benchmark Training	All	IMS Champions	School-Wide	September 2012	Monitor IMS usage reports.	School Administration and IMS Champions.
Writing Strategies	All	Reading and Instructional Coaches	School-Wide	November 2012	Learning strategies within lesson plans; weekly PLC Meetings	Administration through lesson plans
IMS Training - Grades and Report Cards	All	IMS Champions	School-Wide	November 2012	Monitor IMS usage reports.	School Administration and IMS Champions.
DifferentiatedInstru	All	Reading and Instructional Coaches	School-Wide	December 2012	Learning strategies within lesson plans; weekly PLC Meetings	Administration through lesson plans

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Scholastic Magazine	Supplemental Reading Material	School Budget	$3,731.10
			Subtotal: $3,731.10
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Brain Pop	Supplemental Technology Resources	School Budget	$190.00

Smart Board	Supplemental Classroom Technology Resources	School Budget	$13,670.00
MIND Research	Supplemental Classroom Technology Resources	School Budget	$3,500.00
			Subtotal: $17,360.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $21,091.10

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By June 2013, 32.4% (125) of the 385 8th grade students at WLMS will achieve a level 3 on the FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 29.4% (107) of the 364 8th grade students at WLMS achieved a level 3 on the FCAT Science.	By June 2013, 32.4% (125) of the 385 8th grade students at WLMS will achieve a level 3 on the FCAT Science.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of consistency in school-wide behavior management.	Implement Randy Sprick's CHAMPS behavior management program on a school-wide basis.	Principal, Assistant Principals, Curriculum Leaders, and classroom teachers	Monitoring school-wide referral statistics	EDW Reports
2	Teachers limited access to student data sources.	Teacher training in the Utilization of IMS Data System to access and evaluate student data.	Principal, Assistant Principal, IMS Champions.	Review IMS Usage Reports.	IMS Usage Reports
3	Students' ability to understand scientific processes	Implement inquiry-based learning strategies; review process in in all units, labs and FCAT SCAT.	Principal, Assistant Principal, and Curriculum Leader, and Science Teachers	Benchmark and mini assessments, classroom observations, and lesson plans.	Evaluation of scores on common, mini, quarterly, and FCAT assessments; lesson plans, and student feedback on their participation in the SCAT.
	Students' lack of	Provide professional	Principal, Assistant	Evaluation of scores	Evaluation of

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4	motivation and background knowledge	development and ensure fidelity of implementation of vocabulary instruction and the use of Centers Recognize student achievement and improvement within the content	Principal, CRT, Curriculum Leader	on common, mini, quarterly and FCAT assessments and lesson plans.	scores on common, mini, quarterly,and FCAT assessments and lesson plans.
5	Providing interventions in a timely manner for those that fall behind.	Monitoring data at weekly PLC meetings and monthly departmental meetings; use of curriculum resources (curriculum websites),and providing Differentiated Instruction.	Principal, Assistant Principal,Instructional Coaches, PLC participants, and RTI Team.	RTI process, teacher lesson plans, and progress monitoring of various assessment data.	Lesson plans, teacher observation (peer and administrative, and the use of collected progress monitoring data from District and classroom performance.
6	Lack of teacher understanding of literacy across the curriculum, and inconsistent implementation of strategies which promote literacy and rigor in the science classroom.	Initiate professional development with SREB on the Literacy Design Collaborative; weekly PLC meetings, monthly department meetings, school-wide strategies and curriculum resources (websites and text resources), peer and administrative observations and feedback.	Principal, Assistant Principal, Instructional Coaches, and Science Teachers.	Feedback from SREB, professional development on Literacy Design, evaluation of scores on common assessment;benchmark and mini assessments; and common lesson plans.	Evaluation of scores on common, mini, quarterly,and FCAT assessments and lesson plans.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Not applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable	Not applicable

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By 2013, 15%(58) of the 385 8th grade students at WLMS will achieve a level 4 on the FCAT Science.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 12%(44) of the 364 8th grade students at WLMS achieved a level 4 on the FCAT Science (and 2%, 9 students scored level 5).	By 2013, 15%(58) of the 385 8th grade students at WLMS will achieve a level 4 (or higher) on the FCAT Science.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low number of students taking advantage of extra help opportunities.	Create individualized data plans; Offer Boot Camps; skill quizzes; offer extra credit for gains on benchmarks; increase parent communication.	Principal, Assistant Principal, Instructional Coaches and Science Teachers	Evaluation of scores on common assessments; and benchmark exams; End of Course Exams; and common grading practices.	Common Chapter tests and quizzes; Edusoft Benchmark Exams and mini assessments; FCAT and End of Course Exams.
2	Students struggle with reading text above their independent reading levels.	Ensure teachers understanding of Lexile levels. Incorporate reading strateiges specific to science and used school-wide; SREB Literacy Design Collborative, Thinking maps, Cornell Notes, Webb's DOK, AVID Strategies. Ensure Differentiated instruction.	Principal, Assistant Principal, Instructional Coaches and Science Teachers	Feedback from SREB and D.I. professional development, evaluation of scores on common assessments; benchmark and mini assessments; and common lesson plans.	Evaluation of scores on common, mini, Benchmark and FCAT assessments and lesson plans.
3	Students' ability to understand scientific processes	Implement inquiry-based learning strategies;ensure the review of the process in all units, labs and FCAT SCAT.	Principal, Assistant Principal, Curriculum Leader and Science Teachers	Benchmark and mini assessments, classroom observations and lesson plans. Monitor data closely.	Evaluation of scores on common, mini, quarterly and FCAT assessments and lesson plans.
4	Lack of teacher understanding of literacy across the curriculum, and inconsistent implementation of strategies which promote literacy and rigor in the science classroom.	Initiate professional development with SREB on the Literacy Design Collaborative; weekly PLC meetings, monthly department meetings,implement school-wide strategies curriculum resources (websites and text resources); peer and admistrative observations and feedback.	Principal, Assistant Principal, Instructional Coaches and Science Teachers.	Feedback from SREB professional development on Literacy Design, evaluation of scores on common assessments; benchmark and mini assessments, and common lesson plans.	Evaluation of scores on common, mini, Benchmark and FCAT assessments and lesson plans.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Not applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable	Not applicable

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS	All	Maureen Gayle and CHAMPS Leadership	All administration and instructional staff	Preplanning, Monthly faculty and weekly PLC meetings	Classroom observations, sharing at faculty and PLC meetings	Administration, CRT, and Curriculum Leaders
Vocabulary Strategies	All	Reading and Instructional Coaches	All administration and instructional staff	October 2012	Classroom observations, sharing at faculty and PLC meetings	Administration, CRT, and Curriculum Leader
Using IMS	All	IMS Champions	All administration and instructional staff	Ongoing	Monitor IMS usage reports	Administration
Centers for Classrooms	6-8 Science and Social Studies teachers	Reading and Instructional Coaches	Science and Social Studies PLC	October 2012	Classroom observations, sharing at faculty and PLC meetings	Administration, CRT, and Curriculum Leader
Differentiated Instruction	All	Reading and Instructional Coaches	All administration and instructional staff	December 2012	Classroom observations, sharing at faculty and PLC meetings	Administration, CRT, and Curriculum Leader

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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science Centers	Various materials to help make meaning of various scientific concepts	School Budget	$2,000.00
			Subtotal: $2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
		Subtotal:	$0.00
		Grand Total:	**$2,000.00**

Writing Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By June 2013, 82%(299) of our 364 eighth grade students that take the FCAT Writing will score a level 3 or higher. By June 2013, 25%(91) of the 364 eighth grade students at WLMS that take the FCAT Writing will score a level 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 79%(281) of the 358 eighth grade students at WLMS that took the FCAT Writing achieved a level 3 or higher in writing. In June 2012, 22%(79) of the 358 eighth grade students at WLMS that took the FCAT Writing achieved a level 4 or higher.	By June 2013, 82%(299) of our 364 eighth grade students that take the FCAT Writing will score a level 3 or higher. By June 2013, 25%(91) of the 364 eighth grade students at WLMS that take the FCAT Writing will score a level 4 or higher.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inappropriate behavior interferes with class instruction	Implement Randy Sprick's CHAMPS behavior management porgram on a school-wide basis.	Principal, Assistant Principal, Instructional leaders, and staff	Monitor school-wide referral statistics and correlation to academic progress	EDW Reports
2	Students' wide range of ability levels and motivation in regards to writing	Provide professional development in the writing process and rubric; ensure implementation of the writing process (including DBQs, Write Traits, Cornell Notes); Provide daily instruction and review of grammar and conventions used when writing; Recogize writers of the month including most improved; Have students maintain a writing portfolio; refer those who struggle to the CRT.	Principal, Assistant Principal, CRT, Instructional Coaches, and grade level teachers.	Analyze monthly writing prompts; Evaluate monthly student writing portfolios	My Access! Writing Program; Data from monthly prompts and weekly grades
3	Lack of students' ability to anlayze charts, graphs, photos, etc.	Require writing in all content level classes; Differentiate instruction, use Document Based Questions and textbook resources	Principal, Assistant Principal, Instructional Coaches, and Grade level teachers.	Evaluation of benchmark assessments; common expectations and grading practices; generalization of writing into all classes	Common Assessments, Edusoft Benchmark Test, My Access and monthly data,
4	Low number of students taking advantage of extra help opportunities.	Create individualized writing portfolios; offer Boot Camps, provide opportunities for extra help before, after and during school; increase parent communication	Principal, Assistant Principal, Curriculum leaders and teachers	Evaluation of common assessments, monthly writing prompts and student portfolios	Data from common assessments, monthly writing prompts and student portfolios

5	Teachers that are new to respective subject areas and grade levels.	Weekly PLC and monthly departmental meetings; use of technology(MyAccess!& Read Write Gold), observations;professional development on using the FCAT Ruberic to grade monthly writing prompts.	Principal, Assistant Principal, Instructional Coach, and Grade level teachers.	Evaluation of scores on monthly writing prompts; and common grading practices.	MyAccess! Writing data, and analysis of In-Class writing portfolio and assignments
6	Subjective grading of writing promts by teachers	Use My Access! for grading 8th grade prompts; provide professional development during grade level PLC on using the FCAT RUBRIC consistently.	Principal, Assistant Principal, Instructional Coach, and grade level teachers.	Analyze monthly writing prompts data (6 & 7th grade) and My Access! (8th grade)	My Access! Writing Program; FCAT Rubric; and monthly writing prompts data.
7	Teachers limited access to student data sources and curriculum resources	Provide professional development in the utilization of IMS Data System to monitor progress and access curriculum	Principal, Assistant Principal, IMS Champions and Curriculum leaders	Analyze IMS usage reports	IMS usage reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Not applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable	Not applicable

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiating instruction using Writing Strategies	All	Reading and Instructional Coaches	School-wide	November 2012	Learning strategies within lesson plans; weekly PLC Meetings	Administration through lesson plans
					Weekly processing	

Scoring using the FCAT Rubric	All Language Arts teachers	CRT and Reading Coach	Through grade level PLC weekly meetings	October-November 2012	with CRT at PLC meetings; data from monthly writing prompts	CRT
Using My Access!	8th Grade Language Arts teachers	Vantage Learning and CRT	8th Grade Language Arts teachers	October 2012	Lesson plans and sharing at weekly PLC meetings	Administration through lesson plans and CRT at PLC meetings
Review of Read Write Gold	6-8 Language Arts	Support Facilitators and CRT	6-8 Language Arts teachers	October-November 2012	Weekly processing with CRT and Support Facilitator at PLC meetings; data from monthly writing prompts	Support Facilitators and CRT

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Springboard	Supplemental Writing Resources	School Budget	$3,164.64
			Subtotal: $3,164.64
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of My Access!in 8th grade to ensure consistent grading and feedback in alignment with the FCAT Writing Rubric	Writing and scoring program from Vantage Learning	School Budget	$4,794.00
			Subtotal: $4,794.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $7,958.64

End of Writing Goals

Civics End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	In June 2013, 50%(207) of the current 7th graders will score level 3 in Civics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
unavailable data	In June 2013, 50%(207) of the current 7th graders will score level 3 in Civics.
Problem-Solving Process to Increase Student Achievement	

| | | | Person or | Process Used to | |

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of consistency in school-wide behavior management.	Implement Randy Sprick's CHAMPS behavior management program on a school-wide basis.	Principal, Assistant Principals, Curriculum Leaders, and classroom teachers	Monitoring school-wide referral statistics	EDW Reports
2	Teachers limited access to student data sources.	Teacher training in the Utilization of IMS Data System to access and evaluate student data.	Principal, Assistant Principal, IMS Champions.	Review IMS Usage Reports.	IMS Usage Reports
3	Teachers' limited familiarity with the Civics Curriculum	Weekly PLC planning meetings,creation of common assessments,increased use of curriclum resources, and participation in District offered professional development	Principal, Assistant Principal, and Curriculum leader	Evaluation of scores on common assessments and District provided semester exam;lesson plan development	Common and District assessment results and EOC scores
4	Students' inability to generalize literacy skills and strategies across content areas.	Provide professional development and ensure fidelity of implementation on essential literacy strategies across the content areas	Principal, Assistant Principal, CRT, and Curriculum Leaders	Evaluation of scores on common and Benchmark assessments and End of Course Exam	Common and District assessment results and EOC scores
5	Students' lack of motivation and background knowledge	Provide professional development and ensure fidelity of implementation of vocabulary instruction and the use of Centers.

Implement the "Mock Vote" during elections. Invite guest speakers. Recognize student achievement and improvement within the content. | Principal, Assistant Principal, CRT, and Curriculum Leader and teachers. | Evaluation of scores on common assessments and District provided semester exam;lesson plan development | Common and District assessment results and EOC scores |
| 6 | Students with different skill levels | Provide professional development and ensure fidelity of implementation of Differentiated Instruction. | Principal, Assistant Principal, CRT, and Curriculum Leader | Evaluation of scores on common assessments and District provided semester exam;lesson plan development | Common and District assessment results and EOC scores |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.

Civics Goal #2: | Not applicable |
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable	Not applicable
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS	All	Maureen Gayle, CHAMPS Leadership and Curriculum Leader	All administration and instructional staff	Preplanning, monthly faculty and weekly PLC meetings.	Classroom observations,sharing at faculty and PLC meetings	Administration, CRT and Curriculum Leader
Vocabulary Strategies	All	Reading and Instructional Coaches	All administrative and instructional staff	October 2012	Classroom observations; learning strategies within lesson plans; weekly PLC meetings	Principal, Assistant Princiapl, Deans,and Curriculum Leader
Using IMS	All	IMS Champions	All administrative and instructional staff	Ongoing	Monitor IMS usage reports.	Administration
Centers for Classrooms	6-8 Science and Social Studies teachers	Reading and Instructional Coaches	Science and Social Studies PLC	October 2012	Classroom observations; learning strategies within lesson plans; weekly PLC meetings	Adminstration through lesson plans
Differentiated Instruction	All	Reading and Instructional Coaches	All administrative and instructional staff	December 2012	Classroom observations; learning strategies within lesson plans; weekly PLC meetings	Adminstration through lesson plans

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional Centers	Various materials to help make meanning of concepts in Civics	School Budgetd	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	By June 2013, the attendance rate at Wolf Lake Middle School will increase by 3% from the previous year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The average daily attendance for the 2011-2012 school year at Wolf Lake Middle was 94.75%(1096).	By June 2013, the expected average attendance rate at Wolf Lake Middle School will increase to 97.75%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
During the 2011-2012 school year,37%(426)of Wolf Lake Middle students had 10+ days of excessive absences.	By June 2013, Wolf Lake Middle will have less than 34% (389) students with 10+ total absences for the 2012-2013 school year.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
During the 2011-2012 school year,4%(48)Wolf Lake Middle students had 10+ excessive tardies.	By June 2013, Wolf Lake Middle will have less than 3% (34)of students with 10+ tardies for the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students spending passing time visiting with friends.	Regular tardy lock-outs at the beginning of randomly chosen periods.	Principal, Assistant Principal, Grade Level Deans	Reduction of numbers of students locked out of class during tardy lock-outs.	Tardy Reports through Plasco Trac.
2	High percentage of bus riders with limited alternative means of transportation.	Encourage students to arrive at bus stops 15 minutes early to prevent missing bus. Provide recognition for students with perfect attendance. Identify those students who had 10+ absences in the previous year; contact parents/guardians. Monitor closely students who demonstrate 3	Principal, Assistant Principal, Grade Level Deans, Guidance Counselors, school social worker, and attendance clerk.	Examine monthly data from EDW, phone logs and referrals to social worker.	EDW, phone logs and referrals

		unexcused absences. Communicate with parents (phone and home visits) to encourage students to attend school.			
3	Lack of understanding and/or motivation of the need for students to be on time.	Provide monthly recognition for students with perfect attendance. Create a "Great Attendance and "No Tardies" incentive raffle. Increase parent communication through phone calls and newsletter on the importance of attendace.	Principal, Assistant Principal, Guidance Counselors, school social worker, and attendance clerk.	Examine monthly data from EDW and Plasco, and the number of referrals to social worker.	EDW, Plasco and referrals to social worker

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	At Wolf Lake Middle School, the total number of offenses resulting in In-School and/or Out-of-School suspension will decrease by 3% during the 2012-2013 school year.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
At Wolf Lake Middle School,232 of all offenses resulted in In-School Suspension during the 2011-2012 school year.	At Wolf Lake Middle School,less than 225 of all offenses will result in In-School Suspension during the 2012-2013 school year.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
Of the 1160 students at Wolf Lake Middle School,10.6% (122)of the students were given In-School Suspension during the 2011-2012 school year.	Of the 1144 students at Wolf Lake Middle School,less than 7.6%(87)of these students will be given In-School Suspension during the 2012-2013 school year.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
At Wolf Lake Middle School, 216 of all offenses resulted in Out-of-School suspension during the 2011-2012 school year.	At Wolf Lake Middle School, less than 209 of all offenses will result in Out-of-School during the 2012-2013 school year.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
Of the 1160 students at Wolf Lake Middle School, 11% (128)of the students were given Out-of-School suspension during the 2011-2012 school year.	Of the 1144 students at Wolf Lake Middle School,less than 8%(92)of these students will be given Out-of-School suspension during the 2012-2013 school year.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inappropriate student behavior interfering with learning and safety	Implement Randy Sprick's CHAMPS positive behavior support program on a school-wide basis. Recognize students for achievement and behavior improvement weekly and monthly (Leader of the Pack and Student of the Month recognition)	Principal, Assistant Principal, Deans, Curriculum leaders, and classroom teachers	Monitoring of school-wide referral statistics and comparison to previous year data. Teacher, student and parent surveys	EDW Reports - Comparison of suspension data from the prior to present year, and results of the teacher, student and parent surveys
2	Students who have repeated, ongoing behavioral issues	Identify students who had more than one suspension in the previous school year. Provide counseling, peer and mentor support. Use Plasco to track	Principal, Assistant Principal, Deans, Guidance Counselors and selected teachers	Monitoring of school-wide referral statistics and comparison to previous year data. Teacher, parent and studnet surveys	Plasco and EDW Reports - Comparison of suspension data from the prior to present year,and the results of teacher, parent and student surveys

| | | students with repeated discipline issues during the school year.

Increase communication with the parents of these students | | | |
| --- | --- | --- | --- | --- | --- |
| 3 | Inconsistent use of behavioral interventions by staff. | Develop and implement school-wide "guidelines for success," and attention signal for common areas.

Implement a discipline checklist school-wide defning steps required prior to writing a referral. | Principal, Assistant Principal, Deans, Curriculum leaders, and classroom teachers | Monitoring of school-wide referral statistics and comparison to previous year data. | EDW Reports - Comparison of referral and suspension data from the prior to present year |
| 4 | Teacher buy-in to school-wide routines and procedures | Provide professional development and implement with fidelity Randy Sprick's CHAMPS positive behavior support program on a school-wide basis.

All teachers will recognize students for achievement and behavior improvement weekly and monthly (Leader of the Pack and Student of the Month recognition

Recognize teachers for outstanding implementation of CHAMPS | Principal, Assistant Principal, Deans, Curriculum leaders | Monitoring of school-wide referral statistics and comparison to previous year data.

Teacher, student and parent surveys | EDW Reports - Comparison of referral and suspension data from the prior to present year |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS	All	Maureen Gayle and CHAMPS Leadership	All administrative and instructional staff	Preplanning, Monthly faculty and weekly PLC meetings	Classroom observations, sharing at faculty and PLC meetings	Administration, CRT, and Curriculum Leaders

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase books for teachers to use for implementation of schoolwide behavior support	CHAMPS A Proactive & Positive Approach to Classroom Management, 2nd Ed.	School Budget	$3,813.48
			Subtotal: $3,813.48
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
Provide Professional Development on the use of the CHAMPS Manual and CD.	District and school based personnel		$0.00
Use of Plasco Trac to trac and monitor discipline issues	Plasco Trac by Plasco is used by the administration	School Budget	$4,793.00
			Subtotal: $4,793.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Professional Development on the implementation of CHAMPS school-wide	District and school based personnel, manuals and CD		$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $8,606.48

End of Suspension Goal(s)

Parent Involvement Goal(s)

* *When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Wolf Lake Middle School will increase its Parental Involvement by 3% for the 2012-2013 school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
During the 2011-2012 school year, Wolf Lake Middle School had 65% Parental Involvement in school and community activities.	Wolf Lake Middle School will increase the total percentage of Parental Involvement by three percent (68%) during the 2012-2013 school year.

	Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge about meetings and events that are available.	Develop and maintain an up to date Parental Involvement Link on the school's website. Ensure monthly calls home regarding SAC and PTSA meetings Maintain updated meeting and event listings on the website, newsletter, fliers, and outside marquee. Send home notices with	APs, support staff, PTSA President, and SAC Chair	Parent participation and feedback.	Sign in sheets and End-of-year survey.

		students and post on outside marquee			
2					

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	By June 2013, 48% (173) of 8th grade students at WLMS will achieve a level 3 or above on the FCAT Science. Also by June 2013 51% of our students will score a level 3 or higher in on the FCAT Math Test at Wolf Lake Middle School.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student lack of familiarity with Problem based learning activities.	Increase opportunities for students to engage in problem based learning across content areas; incorporate opportunites for students to engage in problem based learning activities using Lego Mindstream kits through SECME class.	Principal, Assistant Principal, Curriculum Leaders, SECME and content area teachers.	Evaluation of scores on commons assessments; and benchmark exams; End of Course Exams; and common grading practices.	Assessment data and project based activity ruberics.
2	Inconsistent use of STEM activities in content areas.	Provide professional development on integrating STEM strategies across the content areas.	Principal, Assistant Principal, Curriculum Leaders, SECME and content area teachers.	Evaluation of scores on commons assessments; and benchmark exams; End of Course Exams; and common grading practices.	Assessment data and project based activity ruberics.
3	Limited opportunities for students to experience and apply STEM concepts in new or unexpected situations.	Expose students to a variety of projects that require the use of STEM concepts in SECME and content area classes; bring in guest speakers in careers that are highly related to STEM subject matter to expose students to provide insight to additional career choices.	Principal, Assistant Principal, Curriculum Leaders, SECME and content area teachers.	Evaluation of project based activities and benchmark exams	Assessment data and project based activity ruberics.
4	Limited number of sections of SECME available for all grade levels.	Double the number of sections of SECME from 3 to 6.	Principal, Assistant Principal, Curriculum Leaders, SECME and content area teachers.	Evaluation of project based activities and benchmark exams	Assessment data and project based activity rubrics.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
Lego Mindstorm Kits	Class Resource and Instructional Supplies	Grant Funded	$16,033.80
			Subtotal: $16,033.80
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $16,033.80

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	To prepare the students at Wolf Lake Middle School for academic, career, and technical success through increased exposure of relevant technical and academic programs.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New student course progression requiring students who received either a Level 1 or Level 2 to take intensive math class.	Partner with Boys and Girls Club to create an after-school program that will allow students who do not have room in thier schedule to learn agriculture skills.	Principal, Assistant Principal, and Agriculture Instructor.	Monitor attendance sign-in sheets for after school participation.	Attendance Sign-In Sheets
2	Personnel Changes have disrupted implementation of software program.	Consult with original software/hardware vendors to ensure proper implementation of program.	Principal, Assistant Principal, and Agriculure Instructor.	Completed units study within software packages.	Software Program.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CTE Goal(s)

Additional Goal(s)

Increase enrollment and performance in Advanced Programs (i.e. Honors, AVID)by 3%. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Increase enrollment and performance in Advanced Programs (i.e. Honors, AVID)by 3%. Goal Increase enrollment and performance in Advanced Programs (i.e. Honors, AVID)by 3%. Goal #1:	In June 2013 91% of all students who are enrolled in AVID will successfully complete the first year in the AVID program. Of these students 60% of all 6th and 7th grade students will register for the second year elective.
2012 Current level:	2013 Expected level:
In June 2012 88% (109) of all students who are enrolled in AVID will successfully complete the first year in the AVID program.	In June 2013 91% of all students who are enrolled in AVID will successfully complete the first year in the AVID program. Of these students 60% of all 6th and 7th grade students will register for the second year elective.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient number of AVID tutors	Develop the Site Team Plan focusing on AVID Essentials.	Assistant Principal, Principal, Teachers, AVID Site Team	Monitor AVID Site Team participation, and meeting minutes	AVID Site Team Meeting Minutes
2	Eight grade Avid students have not been scheduled for Algebra I due to new district course progression requiring Level 1's and 2's to take an intensive math course.	Increase the number of students taking 6th and 7th grade advanced classes. Schedule students into support classes to meet with success (Intensive Math, AVID, and Reading) Identify and meet with bubble students individually to set goals and make plans for their future participation	Assistant Principal, Principal, Teachers, AVID Site Team	Examine common and district assessments; FCAT proficiency; spring enrollment; student achievement data	FCAT, district mini assessments, student schedules, and enrollment reports.
3	Lack of cohesiveness in students identifying themselves as being associated with the AVID program.	Take college and cultural field trips; develop a school AVID field trip; conduct an AVID family night.	Principal, Assistant Principal, and AVID Coordinator.	Examine spring registration numbers for students requesting to remain in the program.	Spring registration forms.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attend AVID Coordinator Meetings	6-8	District Trainers	AVID Teacher	Monthly	AVID Site Team and PLC discussions.	Principal, Assistant principal, AVID Site Team Members.
AVID Tutor Training	6-8	AVID Teacher and Coordinator	New tutor volunteers	October 2012	AVID Site Team and PLC discussions, and sign-in sheets.	Principal, Assistant principal, AVID Site Team Members.
Attend AVID Summer Institute	6-8	AVID National Presenters	Guidance Counselor	June 2013	AVID Site Team and PLC discussions.	Principal, Assistant principal, AVID Site Team Members.

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use AVID Weekly to promote rigor and literacy.	AVID Weekly Subscription	School Budget	$500.00
Administer AVID Explorer Test to AVID 8th Graders.	AVID Explorer Test.	School Budget	$100.00
			Subtotal: $600.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Attend AVID Summer Institute	Convention Registration	School Budget	$650.00
Field Trips	Trips to college campuses and cultural events.	Fundraising	$2,000.00
			Subtotal: $2,650.00
			Grand Total: $3,250.00

End of Increase enrollment and performance in Advanced Programs (i.e. Honors, AVID)by 3% . Goal(s)

Enrollment and Performance of Students in High School Courses Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Enrollment and Performance of Students in High School Courses Goal Enrollment and Performance of Students in High School Courses Goal #1:	To increase the percentage of seventh and eighth grade enrollment in high school courses at Wolf Lake Middle School by more than 3%.
2012 Current level:	2013 Expected level:

| | In June 2012, 9.2% of 7th graders and 44.8% of 8th graders were enrolled in H.S. courses. Of this group, 100% of the 7th graders and 99.2% of our 8th graders obtained a grade of A, B, or C for credit. | By June 2013, at least 15%(51) of our rising 7th graders and 54% (of our rising (223) of our 8th graders will be enrolled in H.S. courses. From this group we expect that 100% of the 7th graders and 100% of our 8th graders will obtain a grade of A, B, or C for credit. |

| Problem-Solving Process to Increase Student Achievement |

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have the skills or prerequisites to take high school course	Increase the number of students taking 6th and 7th grade advance classes. Schedule students into support classes to meet with success (Intensive Math, AVID, and Reading) Identify and meet with bubble students individually to set goals and make plans for their future participation	Principal, and Assistant Principals, guidance counselors, and mentor teachers.	Increase in FCAT proficiency	Data indicating an increase in FCAT proficiency; successful retention data in advance course work; increase number of students eligible for high school course offerings
2	Parents are not familiar with the Pupil Progression Plan nor how to support their students	Increase parent communication with calls home, newsletter information and handouts on pupil progression options and how to provide support at home. Present information at PTSA and SAC meetings	Principal, and Assistant Principal,Guidance, PTSA President and SAC Chair	Increase in enrollment in high school courses Increased skill levels of students requesting high school courses	Class enrollment data, parent surveys, and EOC exams
3	Students were unaware which high school courses were available	Increase the number of high school courses offered this in the master schedule for 7th and 8th grade. Schedule students into these classes based upon set criteria Ensure Spring'2013 registration includes high school offerings	Principal, and Assistant Principals, guidance counselors.	Obtain input from students and monitor their progress	Student grades, EOCs and data on retention in these classes

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Enrollment and Performance of Students in High School Courses Goal(s)

Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016. Goal Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016. Goal #1:	By June 2017, the achievement gap in reading and math proficiency between minority and non-minority students will be reduced by 50% from the baseline year of 2010-2011.
2012 Current level:	2013 Expected level:
SEE READING AND MATH GOALS 5B	SEE READING AND MATH GOALS 5B

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
		Grand Total: $0.00	

End of Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016. Goal(s)

Increase College and Career Readiness Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Increase College and Career Readiness Goal Increase College and Career Readiness Goal #1:	By June 2013, 48% (173) of 8th grade students at WLMS will achieve a level 3 or above on the FCAT Science. Also by June 2013 51% of our students will score a level 3 or higher in on the FCAT Math Test at Wolf Lake Middle School.
2012 Current level:	2013 Expected level:
Go to STEM Goals	Go to STEM Goals
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Increase College and Career Readiness Goal(s)

Increase Fine Arts Enrollment Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Increase Fine Arts Enrollment Goal	At WLMS we plan to maintain the number of fine arts

	Increase Fine Arts Enrollment Goal #1:		courses offered to our students as was last year despite the requirement for students scoring level 1 and 2 on FCAT Math to participate in an intensive math elective.		
	2012 Current level:		2013 Expected level:		
	In 2011-2012, a total of 25 class sections were offered at WLMS in the area of fine arts.		In 2012-2013, a total of 25 class sections will be offered at WLMS in the area of fine arts.		
	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Requirement for intensive math might reduce the number of sections needed for eligible students.	Target 6th grade students and others new to WLMS. Ensure that parents are made aware of the various fine arts electives that are available	Principal, API, Fine Arts Elective Teachers, Guidance	Class rosters and student retention data	Enrollment reports, grades and student retention data

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

Decrease Disproportionate Classification in Special Education Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Decrease Disproportionate Classification in Special Education Goal Decrease Disproportionate Classification in Special Education Goal #1:	Over 69%(44) of the gifted population at WLMS was White even though the White enrollment was only 44% (494). Although miniority enrollment made up 56%(627)of WLMS, only 30%(20)of these students were classified as gifted. To eliminate the disproportionality,WLMS will increase screening and staffing of miniority students into the Gifted program.
2012 Current level:	2013 Expected level:
Black - 7.6%(7) Hispanic - 10.6%(7) Multiracial - 4.5%(4) Asian/Pacific -7.6%(5) White - 69.7%(46)	Black - 9%(7) Hispanic - 12%(7) Multiracial - 5.5%(4) Asian/Pacific - 8%(5)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Historically, there has been a low percentage of minority students staffed into the gifted program	Share with staff gifted characteristics used in the screening of minority students Faculty will work closely with Guidance to identify potential screening of candidates. Continue to offer enrichment activities which promote higher level thinking.	Placement Specialist, Gifted teachers and School Psychologist	Increase in the number of screening and staffing of minority students into the gifted program	screening and staffing reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Screening of the Gifted and minorities.	6-8	School Psychologist and Staffing Specialist	All instructional staff	November 2012	Teacher feedback, screeing referrals and staffing reports	Principal, AP, Staffing Specialist

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Decrease Disproportionate Classification in Special Education Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Jamestown Readers Critical Reading Series	Supplemental Classroom Reading Materials	School Budget	$1,381.92
Reading	French is Fun; Spanish is Fun	Class Textbooks	School Budget	$802.16
Reading	Classroom Library Reading Material	Supplemental Classroom Reading Materials	School Budget	$1,348.62
Reading	Jr. Library Guild	Supplemental Classroom Reading Materials	School Budget	$2,124.00
Mathematics	Scholastic Magazine	Supplemental Reading Material	School Budget	$3,731.10
Science	Science Centers	Various materials to help make meaning of various scientific concepts	School Budget	$2,000.00
Writing	Springboard	Supplemental Writing Resources	School Budget	$3,164.64
Civics	Instructional Centers	Various materials to help make meanning of concepts in Civics	School Budgetd	$1,000.00
Suspension	Purchase books for teachers to use for implementation of schoolwide behavior support	CHAMPS A Proactive & Positive Approach to Classroom Management, 2nd Ed.	School Budget	$3,813.48
STEM	Lego Mindstorm Kits	Class Resource and Instructional Supplies	Grant Funded	$16,033.80
				Subtotal: $35,399.72

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Safari Montage	Video Streaming Database	School Budget	$1,527.75
Reading	Renaissance Learning	Accellerated Reader	School Budget	$6,842.80
Reading	Nooks	Electronic Readers	OCPS Grant Foundation	$1,000.00
Mathematics	Brain Pop	Supplemental Technology Resources	School Budget	$190.00
Mathematics	Smart Board	Supplemental Classroom Technology Resources	School Budget	$13,670.00
Mathematics	MIND Research	Supplemental Classroom Technology Resources	School Budget	$3,500.00
Writing	Use of My Access! in 8th grade to ensure consistent grading and feedback in alignment with the FCAT Writing Rubric	Writing and scoring program from Vantage Learning	School Budget	$4,794.00
Suspension	Provide Professional Development on the use of the CHAMPS Manual and CD.	District and school based personnel		$0.00
Suspension	Use of Plasco Trac to trac and monitor discipline issues	Plasco Trac by Plasco is used by the administration	School Budget	$4,793.00
Increase enrollment and performance in Advanced Programs (i.e. Honors, AVID) by 3%.	Use AVID Weekly to promote rigor and literacy.	AVID Weekly Subscription	School Budget	$500.00
Increase enrollment and performance in Advanced Programs (i.e. Honors, AVID) by 3%.	Administer AVID Explorer Test to AVID 8th Graders.	AVID Explorer Test.	School Budget	$100.00
				Subtotal: $36,917.55

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Southern Regional Educational Board	Professional Development and Coaching	School Budget	$18,000.00
Suspension	Provide Professional Development on the implementation of CHAMPS school-wide	District and school based personnel, manuals and CD		$0.00
				Subtotal: $18,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Increase enrollment and performance in Advanced Programs (i.e. Honors, AVID)by 3%.	Attend AVID Summer Institute	Convention Registration	School Budget	$650.00
Increase enrollment and performance in Advanced Programs (i.e. Honors, AVID)by 3%.	Field Trips	Trips to college campuses and cultural events.	Fundraising	$2,000.00
				Subtotal: $2,650.00
				Grand Total: $92,967.27

Differentiated Accountability

School-level Differentiated Accountability Compliance

j͡n Priority	j͡n Focus	j͡n Prevent	j͡n NA

Are you a reward school: j͡n Yes j͡n No

A reward school is any school that improves their letter grade or any school graded A.

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be used for teacher mini grants to enhance classroom projects.	$500.00

Describe the activities of the School Advisory Council for the upcoming year

The SAC will monitor the implementation of the school improvement plan. The SAC also will conduct a school climate survey, and serve as an advisory board to the school principal.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Orange School District WOLF LAKE MIDDLE 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	61%	89%	44%	261	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	64%			126	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	66% (YES)			132	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					519	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Orange School District WOLF LAKE MIDDLE 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	62%	88%	41%	257	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	70%			135	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	71% (YES)			136	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					528	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested