

Orange County Public Schools

# Corner Lake Middle



2015-16 School Improvement Plan

# Corner Lake Middle

1700 CHULUOTA RD, Orlando, FL 32820

www.ocps.net/lc/east/mcl

## School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Middle	No	61%
<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	54%

## School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	B*	B	B	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

## School Board Approval

This plan is pending approval by the Orange County School Board.

## SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Our Mission – To lead our students to success with the support and involvement of families and the community

##### **Provide the school's vision statement**

Our Vision – To be the top producer of successful students in the nation

#### School Environment

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

The school provides opportunities for students to share about their cultures and interests. Teachers ask students questions, facilitate classroom discussions and provide writing assignments which give students a chance to share about themselves through the WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) homeroom class. A mentoring program for students with staff as the mentors is in place to build relationships between individuals in the school. The PTSA (Parent, Teacher, & Student Association) and the PLC (Parent Leadership Council) for parents of ELL (English Language Learners) students are other ways the school learns about students' cultures and builds relationships.

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

Adults are readily available before school, during school, and after school for students who are in need of assistance. Adult supervision is widespread throughout the school such as morning duty and after school. A deputy SRO (School Resource Officer) is assigned to Corner Lake Middle. Corner Lake has a PASS (Positive Alternative to Student Suspension) teacher, 2 Deans and 3 Guidance/SAFE Counselors available for all students to monitor discipline and ensure students interact with one another respectfully.

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

Corner Lake employs a variety of methods to ensure students are engaged in the classroom and understand behavioral protocol. Proactive techniques include teachers verbalizing classroom rules/expectations at the beginning of class, teachers walking around the classroom during instruction, teachers seating students based on behavioral tendencies (more talkative kids may sit up front, closer to the teacher), and teachers utilizing various technology strategies as well as chunking (distributive summarization) techniques to keep students actively engaged. Reactive techniques to handle behavior infractions include administration and guidance quickly responding to student disciplinary issues by providing mediation, Restorative Justice, conflict resolution strategies, brief detentions, calls home to parents, and in extreme cases school suspensions. We also have PLTs (Professional Learning Teams) that focus on building positive relationships with students. In addition,

all Corner Lake Middle School teachers have attended Crisis Prevention Intervention - Verbal De-escalation professional development.

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

EAGLE S.W.A.G. Mentoring Program is for at risk students. Students meet two times per month with a mentor (teacher/staff) to discuss ways they can improve academically, offer encouragement/advice and accountability.

**Early Warning Systems**

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

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A non-proficient score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	69	75	110	254
One or more suspensions	33	39	34	106
Course failure in ELA or Math	2	31	19	52
Level 1 on statewide assessment	0	71	4	75

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	7	30	28	65

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

Intervention strategies are as followed:

EAGLE S.W.A.G. Mentoring Program: At risk students meet two times per month with a mentor (teacher/staff) to discuss ways to improve academically, offer encouragement/advice and accountability.

CLMS Morning Tutoring: Students receive academic support before school.

Progress Monitoring: SAFE/Guidance Counselors monitor monthly students with truancy and non-proficient state test scores.

Counseling Referrals: Students are referred for outside counseling to assist in helping students focus

academically.

PASS: Students with suspensions are transferred to PASS (Positive Alternative to Student Suspension), on campus. Students reflect on their behavior, think of ways to make better choices and continue to complete school work with a certified teacher.

## Family and Community Involvement

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

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

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

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

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

#### **Description**

Corner Lake Middle School is committed to the goal of Sustained Community Engagement. We do this by building positive relationships with our families and keeping them abreast of school activities. Weekly messages are sent out to the parents by way of email. This allows parents to know all the pertinent information that the students will be experiencing that week. Some of the information provided through this medium include: AVID Spirit Week (when all Eagles are encouraged to wear specific colors each day), Picture Day, School Dance, and various testing dates. We also communicate with parents throughout the Parent, Teacher & Student Association (PTSA) and the School Advisory Council (SAC). These committees are made up of parents and teachers and sometimes have representation from the student body. Meetings are held monthly. The PTSA plans many activities that families participate in such as school dances and Science Spooktacular. Our marquee also provides information to the community as they drive into the car loop, or drive past our school. In addition, our website and social media sites such as Facebook and Twitter are also used to keep our parents and community updated on everything Corner Lake.

Parents are kept informed of their child's progress through Progress Book, Edmodo, teacher contact by phone or email, and parent-teacher conferences. Progress reports and report cards are also provided as a means of communicating students' progress with parents.

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

Corner Lake has a thriving partnership with various community and business partners. This is a direct result of our Partner in Education (PIE) coordinator and Additions coordinator, who share a vision for Sustained Community Involvement. New partners are actively sought each year and are encouraged to support the school with their time and resources. Currently there are 16 PIE members that have registered online this year on the new system. This number is growing daily as the announcement of our new system is reaching our partners. For the past five years, Corner Lake Middle School has received the enviable distinction of the Silver and Gold Star Awards for Parent and Student involvement. This program is coordinated by one of our parents. The PIE members have provided meals for Teach In and Pre-Planning, banners and awards at discount prices, and have assisted in many other ways. Last year's goal of having 600 parent volunteers was achieved. Our Additions volunteered over 6324 hours.

## Effective Leadership

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

## School Leadership Team

### Membership:

Name	Title
Tousent, Luis	Principal
Martin, Janet	Assistant Principal
Rivera, Rolando	Assistant Principal
Gaither, Katrina	Instructional Coach
Tannehill, Tammy	Instructional Coach
Delice, Hans	Dean
Markley, Christine	Guidance Counselor
Bauer-Colon, Jessica	Instructional Media
Rajadhyax, Pamela	Instructional Coach
Hearn, Sandra	Dean

### Duties

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

The team analyzed data to determine the focus points of the School Improvement Plan, and then researched strategies to address those focus points. Mini-teams were then assigned to coordinate and monitor the focus points included in this School Improvement Plan.

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

Principal Luis Tousent with the assistant principals, Janet Martin and Rolando Rivera, and deans, Sandra Hearn and Hans Delice, provide a common vision for the use of data-based decision-making. The Leadership Team: ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; confirms implementation of intervention support and documentation; guarantees adequate professional development to support MTSS implementation; communicates with parents regarding school-based MTSS plans and activities; and selects teachers as candidates for the interviewing and hiring processes.

The Leadership Team also includes ELL Compliance Coordinator Christine Markley, with Curriculum Leaders (Marsha Selby, Tausha Madden-Courtney, Amanda Sheeran, Samantha Dale, Nowell Jerrel, Keith Lucas, and Jennifer Baldus) who will provide information about core instruction; participate in student data collection; deliver Tier 1 instruction/intervention; collaborate with other staff to implement Tier 2 interventions; and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) School Staffing Specialist, Pamela Rajadhyax, participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Instructional Coach and Learning Resource Specialist, Katrina Gaither, develops, leads, and evaluates school core content standards/programs, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Ms. Gaither identifies systematic

patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Reading Coach, Tamala “Tammy” Tannehill, provides guidance on K-12 reading plan; leads the whole-school screening program to determine placement for reading compliance; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; and supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Digital Dean, Jessica Bauer-Colon, provides support for school-wide literacy through: data management; literacy focused staff development trainings; technical assistance to teachers and students; and provides implementation of the project based Summer Reading program.

School Psychologist LeAnne Thomes, participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; and facilitates data-based decision making activities.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Tousent, Luis	Principal
Gaither, Katrina	Teacher
Killins, Dan	Parent
Heeney, Mary	Parent
Fowler, Evelyn	Business/Community
Powell, Rose	Education Support Employee
Ruiz, Toni	Parent
Curtis, Rodney	Teacher
Craig, Tracia	Teacher
Richards, Diana	Parent
Wills-Jackson, Celestial	Parent
Elston, Kevin	Teacher
Walsh, Pamela	Education Support Employee
Fowler, Evelyn	Business/Community
Dean-Pruss, Rebecca	Parent
Marin-Sanchez, Jennifer	Parent
Dotson, Lee	Parent
Palmieri, Kimberly	Parent
Baldus, Jennifer	Teacher
Benitez, Glenda	Parent
Negron, Cathy	Parent
Artes, Jessica	Parent

**Duties**

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

*Evaluation of last year's school improvement plan*

The SAC reviewed last year's SIP and provided input as needed.

*Development of this school improvement plan*

The SAC reviewed and approved the school improvement plan.

*Preparation of the school's annual budget and plan*

The SAC reviewed the school's annual budget and plan.

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

School improvement funds will be used to provide professional development opportunities for teachers. The funding amount available to Corner Lake Middle has yet to be determined.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Tannehill, Tammy	Instructional Coach
Bauer-Colon, Jessica	Teacher, K-12
Tousent, Luis	Principal
Martin, Janet	Assistant Principal
Rivera, Rolando	Assistant Principal
Craig, Tracia	Teacher, Career/Technical
Milliman, Sheri	Teacher, K-12
Blom, Amanda	Teacher, K-12
Jerrell, Nowell	Teacher, K-12
Sheeran, Amanda	Teacher, ESE
Busot, Jacqueline	Teacher, K-12
Gaither, Katrina	Instructional Coach

**Duties**

**Describe how the LLT promotes literacy within the school**

1. The LLT will coordinate quarterly literacy activities for students, families, and community members.
2. The LLT will continue to promote reading through the use of Accelerated Reader by providing monthly challenges and monthly reading celebrations. In addition, Intensive reading students have

quarterly challenges and celebrations.

3. Members of the LLT will support the Battle of the Books team to be successful in the spring competition.

## Public and Collaborative Teaching

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

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

Corner Lake Middle School (CLMS) has prioritized the importance of collaboration between teachers as a path to positive working relationships between teachers. Our commitment to this strategy is visible in our master schedule for the 2015-2016 school year. Teachers who teach the same subject on the same grade level have common planning. For example, all 6th grade math teachers have a common planning time. In addition, reading teachers have common planning depending on the reading program they teach. Common planning has enabled teachers time to plan, to talk, to learn from each other, as well as time to participate in professional development. More importantly, it has given them a common time to observe their peers and improve their pedagogy.

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

The strategies used to recruit and retain highly qualified, certified-in-field, effective teachers to Corner Lake Middle School include:

- The administration uses eRecruit online services to recruit and prescreen highly qualified teachers.
- A partnership with the University of Central Florida is used to recruit and retain highly qualified teachers.
- Clinical Educators supervise interns with hopes of recruitment.
- The Academic Coaches provide a New Eagle Starting Teacher (NEST) program to retain high quality, effective teachers through a support network.
- Professional Learning Teams are in place to retain high quality, effective teachers through a support and collaboration network.
- The W.I.N.G.S. Committee (Working In Sync Nurturing Group Spirit) is used to retain high quality, effective teachers through a support network, and also provide moral for teachers school wide.

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

There are three components to Corner Lake's mentoring plan.

- 1 - All new teachers to our school are members of a professional learning team that meets weekly to discuss teaching and learning topics and concerns.
- 2 - All beginning teachers are assigned a mentor from the resource team to work specifically on the State's induction requirements.
- 3 - All non-education major teachers are assigned a mentor from the resource team to work specifically on the alternative certification requirements.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

Corner Lake Middle School implements core instructional programs and materials that are aligned to Florida State Standards. The instructional program is derived from the standards and translated into the curriculum developed by Orange County Public School (OCPS). In the Information Management System, all grades and courses are outlined. The course description and course information details what students should be able to do in the course by the end of the year, this is based on the standards. The scope and sequence developed is based solely on the standards and details the information that students should be learning for each nine-week cycle throughout the school year. OCPS also has a lesson plan template that addresses all the pertinent information that should be included as rigorous lessons are planned. Lesson plans are reviewed by assessing administrators, coaches, the learning resource specialist, as well as peer-to-peer. Lastly, teachers are observed based on the Marzano learning strategies. As teachers plan their lessons, they consult with all of these resources to make sure they are aligned with the Florida's standards and that the instruction provided is rigorous.

### **Instructional Strategies**

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

Corner Lake uses data to provide and differentiate instruction to meet the needs of all students. Prior to introducing a new concept, a pre-assessment is given to determine prior knowledge. Based on the benchmarks where students show need, lessons are planned to introduce new information, cement prior knowledge, and facilitate the need to delve deeper into the concept. Students are cooperatively grouped where the teacher can focus attention on areas of need within the group, yet provide advance learning opportunities for those students who had shown mastery with the concept. For the facilitated classes, the IEP is reviewed prior to planning the lessons to ensure that the accommodations are available and monitored. Individual 504s are also reviewed to ensure that educational needs are met. Some of these accommodations may include the use of a dictionary, additional time, having the information read, etc. At the end of a unit of instruction, a post assessment is conducted to determine the level of mastery the students have with the content. If the data shows students below mastery, or approaching mastery, teachers reteach, or provide tutoring opportunities for students to clarify understanding. Students who avail themselves of this opportunity have the chance to retake another post assessment in the benchmark area where they did not attain mastery to attain proficiency. After teachers have differentiated instruction and they still notice that particular students are not proficient, then students are recommended to start the MTSS (Multi-Tiered Systems of Supports) process. The MTSS coach assists teachers in developing interventions and track data to help struggling students to become proficient. All of these efforts are with the goal of helping students to show mastery on state assessments. Corner Lake also provides many options for students, including Eagle Academy gifted and advanced, general education courses, as well as facilitated daily and weekly courses.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 40,800

The Boys and Girls Club Before and After School Zone is available to students. Students participate in homework help and have access to the Media Center's resources.

***Strategy Rationale***

This strategy provides an additional layer of support to meet the needs of our students.

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Kassim, Shannon, shannon.kassim@ocps.net

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

Boys and Girls Club surveys indicate the effectiveness of homework help. Grade point averages, progress reports, report cards, and attendance records of participants are monitored.

**Strategy:** Extended School Day

**Minutes added to school year:** 19,200

Based upon formative and summative data, before and after school tutoring provides students with additional instruction and reinforcement of reading, writing, and math FSA skills and strategies.

***Strategy Rationale***

This strategy provides an additional layer of support to meet the needs of our students.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Tousent, Luis, luis.tousent@ocps.net

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

Teacher created common assessment data

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

Incoming and outgoing cohorts are invited to tour the school and personally meet with a guidance counselor to establish academic needs. In addition, students are also invited to participate in a summer camp at the school to help students transition.

## College and Career Readiness

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

Guidance counselors push into academic and exploratory classes with academic and career planning activities to provide meaningful experiences for students. In addition, AVID (Advancement Via Individual Determination) is a global nonprofit organization dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities. AVID's mission is to, "close the achievement gap by preparing all students for college readiness and success in a global society." At Corner Lake Middle School, we have 137 students enrolled in the AVID Program. The AVID Program is designed to promote college readiness through a number of platforms including Cornell note taking, goal setting techniques and organization. Through proven AVID practices, students are taught the value of short-term goals, which ultimately leads them to their long-term goals of success in high school, college, and a career. As an expansion of these methodologies from solely in the AVID classroom, at Corner Lake our educators are incorporating AVID strategies such as Cornell notes, Philosophical Chairs, and Socratic Seminars. As we continue to increase the school-wide AVID culture at Corner Lake, we directly foster awareness of colleges and careers. In addition, our AVID program is developing a college and career readiness center, as well as holding a college and career readiness evening for all of our students, families, and local community. Corner Lake Middle School also partners with Valencia State College and the University of Central Florida whenever possible.

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

Career and technical education programs at Corner Lake Middle School include:

- Project Lead the Way, and
- CIW Internet Business Associate.

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

Teachers and students are placed on interdisciplinary grade level teams aimed to create and implement cross-curricular learning that emphasizes relationships between subject and relevance to students and their futures. Teach-In is also utilized to increase the students' awareness in the areas of career and technology.

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

Corner Lake Middle School utilizes tutoring to scaffold the learning for students who are not on grade level in reading and math.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

### **Portfolio Selection**

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

### **Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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### **Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### **Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## School Improvement Goals

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

## Strategic Goals Summary

- G1.** Corner Lake Middle School will increase the use of standards-based instruction to improve student achievement. (Division Priority: Accelerate student performance)
  
- G2.** Corner Lake Middle School will utilize collaborative groups to improve student behavior and improve the learning climate in classrooms. (Division Priority: Provide empowering environments)

## Strategic Goals Detail

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

**G1.** Corner Lake Middle School will increase the use of standards-based instruction to improve student achievement. (Division Priority: Accelerate student performance) 1a

G072684

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0
Civics EOC Pass	63.0
Algebra I FSA EOC Pass Rate	70.0
FSA Mathematics - Achievement	54.0
FSA English Language Arts - Achievement	55.0

**Resources Available to Support the Goal** 2

- Florida State Standards
- State Induction Program Requirements/OCPS Induction Program for new teachers

**Targeted Barriers to Achieving the Goal** 3

- An effective system to monitor the needs of all students will need to be refined.

**Plan to Monitor Progress Toward G1.** 8

Administrators will review school-wide progress monitoring data.

**Person Responsible**

Luis Tousent

**Schedule**

Weekly, from 8/24/2015 to 6/8/2016

**Evidence of Completion**

Formative and summative data from common assessments as well as other data points.

**G2.** Corner Lake Middle School will utilize collaborative groups to improve student behavior and improve the learning climate in classrooms. (Division Priority: Provide empowering environments) 1a

G072685

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	300.0

**Resources Available to Support the Goal** 2

- District's Restorative Justice support

**Targeted Barriers to Achieving the Goal** 3

- Teachers may feel behavior is the responsibility of deans and other administration.

**Plan to Monitor Progress Toward G2.** 8

Administrators will review school-wide behavior data.

**Person Responsible**

Rolando Rivera

**Schedule**

Biweekly, from 8/24/2015 to 6/8/2016

**Evidence of Completion**

Review the number of student behavior referrals generated, the types of infractions noted, and teachers who generated the referrals. Act accordingly.

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Corner Lake Middle School will increase the use of standards-based instruction to improve student achievement. (Division Priority: Accelerate student performance) **1**

 G072684

**G1.B1** An effective system to monitor the needs of all students will need to be refined. **2**

 B189651

**G1.B1.S1** Create and use common assessments in ELA, mathematics, social studies, and science **4**

 S201004

#### Strategy Rationale

Common assessments provide opportunities to progress monitor students toward mastery and state assessments.

#### Action Step 1 **5**

Collaborative professional learning teams (PLTs) will deconstruct standards and create unit plans.

#### Person Responsible

Katrina Gaither

#### Schedule

Weekly, from 8/17/2015 to 6/8/2016

#### Evidence of Completion

Unit lesson plans

## Action Step 2 5

Collaborative PLTs will create standards-based common assessments.

### **Person Responsible**

Janet Martin

### **Schedule**

Biweekly, from 8/24/2015 to 6/8/2016

### ***Evidence of Completion***

Common Assessments

## Action Step 3 5

Teachers will administer common assessments to students and analyze the resulting data.

### **Person Responsible**

Katrina Gaither

### **Schedule**

Biweekly, from 8/24/2015 to 6/8/2016

### ***Evidence of Completion***

Availability of data in Performance Matters

## Action Step 4 5

PLTs will hold Collaborative Assessments Conferences (CAC) to analyze student performance on the common assessments.

### **Person Responsible**

Janet Martin

### **Schedule**

Monthly, from 9/14/2015 to 6/8/2016

### ***Evidence of Completion***

Performance Matters Data and CAC summary reports

**Action Step 5** 5

School-based and District coaches will work with PLTs, and individuals teachers as needed, to refine formative assessments.

**Person Responsible**

Janet Martin

**Schedule**

Quarterly, from 8/31/2015 to 6/8/2016

***Evidence of Completion***

Coach's Log

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

The Testing Coordinator will input, print, and scan common assessments using the progress monitoring system.

**Person Responsible**

Katrina Gaither

**Schedule**

Weekly, from 8/24/2015 to 6/8/2016

***Evidence of Completion***

Availability in Performance Matters

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

Administrators will compile and analyze school-wide data.

**Person Responsible**

Janet Martin

**Schedule**

Monthly, from 8/24/2015 to 6/8/2016

***Evidence of Completion***

Proficiency rates on unit/module examinations and other common assessments and PLTs Collaborative Assessment Conference (CAC) summaries.

**G1.B1.S2** Use strategies for secondary data analysis (Root Causes and the Five Whys) and use Item Analysis Charts **4**

 S201005

**Strategy Rationale**

This strategy provides a systematic approach to data analysis.

**Action Step 1** **5**

Teachers will participate in professional learning opportunities to implement and refine strategies for secondary data analysis.

**Person Responsible**

Katrina Gaither

**Schedule**

Monthly, from 8/24/2015 to 6/8/2016

***Evidence of Completion***

Sign in sheets and completed follow-up activities

**Action Step 2** **5**

Teachers will complete Progress Monitoring data charts based on analysis of their students' achievement data using Item Analysis charts.

**Person Responsible**

Janet Martin

**Schedule**

Monthly, from 8/31/2015 to 6/8/2016

***Evidence of Completion***

Completed Progress Monitoring Data Charts

### Action Step 3 5

Teachers will use Root Cause Analysis to create an interventions action plan for students who continue to be non-proficient.

**Person Responsible**

Janet Martin

**Schedule**

Quarterly, from 9/21/2015 to 6/8/2016

***Evidence of Completion***

Teacher Intervention Action Plans

### Action Step 4 5

School-based and District coaches will work with PLTs, and individuals teachers as needed, to analyze formative assessment data.

**Person Responsible**

Janet Martin

**Schedule**

Quarterly, from 8/31/2015 to 6/8/2016

***Evidence of Completion***

Coach's Log

### Action Step 5 5

Teachers, in collaboration with parents, will refer students to standards-based tutoring when additional academic interventions are needed for non-proficiency remediation.

**Person Responsible**

Amanda Blom

**Schedule**

Monthly, from 11/2/2015 to 6/8/2016

***Evidence of Completion***

Tutoring referrals, tutoring attendance records, and students progress records

**Action Step 6** 5

Tutoring Coordinator, in collaboration with parents and teachers, will refer students to MTSS when further interventions are needed for non-proficiency remediation.

**Person Responsible**

Tammy Tannehill

**Schedule**

Monthly, from 12/7/2015 to 6/8/2016

**Evidence of Completion**

MTSS Response to Intervention Records

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

Administrators will compile and analyze school-wide data.

**Person Responsible**

Janet Martin

**Schedule**

Biweekly, from 8/24/2015 to 6/8/2016

**Evidence of Completion**

Lesson plans, PLT minutes and review of Item Analysis charts completed by teachers.

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

Administrators will review school-wide progress monitoring data.

**Person Responsible**

Luis Tousent

**Schedule**

Every 3 Weeks, from 8/24/2015 to 6/8/2016

**Evidence of Completion**

Increased feedback in iObservation on Marzano's Super Seven elements (6, 11, 12, 17, 18, 20, and 22). Differentiated assignments and activities based on student performance levels evident in lesson plans, improved student performance on common assessments in ELA, mathematics, social studies, and science.

**G2.** Corner Lake Middle School will utilize collaborative groups to improve student behavior and improve the learning climate in classrooms. (Division Priority: Provide empowering environments) 1

G072685

**G2.B1** Teachers may feel behavior is the responsibility of deans and other administration. 2

B189655

**G2.B1.S1** Implement school-wide Restorative Justice philosophy and strategies. 4

S201006

### Strategy Rationale

Research shows that teacher-student rapport has a positive impact on student achievement and classroom management.

### Action Step 1 5

Teachers will participate in Crisis Prevention Intervention professional learning opportunity with a focus on de-escalating student behaviors.

#### Person Responsible

Hans Delice

#### Schedule

On 8/18/2015

#### Evidence of Completion

Pre and Post Assessment

### Action Step 2 5

Teachers will participate in professional learning opportunities related to Restorative Justice, the Student Code of Conduct, Protocols for Student Behavior, and other support resources.

#### Person Responsible

Hans Delice

#### Schedule

Quarterly, from 8/17/2015 to 6/8/2016

#### Evidence of Completion

Sign in sheets, meeting agendas, and use of classroom intervention forms

**Action Step 3** 5

Hall leaders will conduct Restorative Justice Circles and Behavior Management Meetings.

**Person Responsible**

Hans Delice

**Schedule**

Quarterly, from 8/24/2015 to 6/8/2016

**Evidence of Completion**

Summary statements from Restorative Justice Circles and minutes from Behavior Management Meetings.

**Action Step 4** 5

Deans will collaborate with select teachers as part of the "Building Positive Relationships with Students" PLT to shift classroom dynamics and alter student and/or teacher behaviors as needed.

**Person Responsible**

Sandra Hearn

**Schedule**

Quarterly, from 8/31/2015 to 6/8/2016

**Evidence of Completion**

Sign in sheets, discipline records, and classroom intervention records

**Action Step 5** 5

Students will be referred to PASS (Positive Alternative to Student Suspension) program as needed for behavior support, intervention, and/or correction.

**Person Responsible**

Sandra Hearn

**Schedule**

Daily, from 8/31/2015 to 6/8/2016

**Evidence of Completion**

PASS attendance records

**Action Step 6** 5

Deans will conduct Restorative Justice Circles with students and parents as needed for additional behavior support, intervention, and/or correction.

**Person Responsible**

Hans Delice

**Schedule**

Quarterly, from 10/26/2015 to 6/8/2016

**Evidence of Completion**

Summary statements from Restorative Justice Circles

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

Deans will compile, analyze, and report school-wide behavior trends.

**Person Responsible**

Sandra Hearn

**Schedule**

Monthly, from 8/24/2015 to 6/8/2016

**Evidence of Completion**

Review the number of student behavior referrals generated, the types of infractions noted, and teachers who generated the referrals.

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

Administrators will monitor student behavior reports.

**Person Responsible**

Rolando Rivera

**Schedule**

Monthly, from 8/24/2015 to 6/8/2016

**Evidence of Completion**

Review the number of student behavior referrals generated, the types of infractions noted, and teachers who generated the referrals.

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Collaborative professional learning teams (PLTs) will deconstruct standards and create unit plans.	Gaither, Katrina	8/17/2015	Unit lesson plans	6/8/2016 weekly
G1.B1.S2.A1	Teachers will participate in professional learning opportunities to implement and refine strategies for secondary data analysis.	Gaither, Katrina	8/24/2015	Sign in sheets and completed follow-up activities	6/8/2016 monthly
G2.B1.S1.A1	Teachers will participate in Crisis Prevention Intervention professional learning opportunity with a focus on de-escalating student behaviors.	Delice, Hans	8/18/2015	Pre and Post Assessment	8/18/2015 one-time
G1.B1.S1.A2	Collaborative PLTs will create standards-based common assessments.	Martin, Janet	8/24/2015	Common Assessments	6/8/2016 biweekly
G1.B1.S2.A2	Teachers will complete Progress Monitoring data charts based on analysis of their students' achievement data using Item Analysis charts.	Martin, Janet	8/31/2015	Completed Progress Monitoring Data Charts	6/8/2016 monthly
G2.B1.S1.A2	Teachers will participate in professional learning opportunities related to Restorative Justice, the Student Code of Conduct, Protocols for Student Behavior, and other support resources.	Delice, Hans	8/17/2015	Sign in sheets, meeting agendas, and use of classroom intervention forms	6/8/2016 quarterly
G1.B1.S1.A3	Teachers will administer common assessments to students and analyze the resulting data.	Gaither, Katrina	8/24/2015	Availability of data in Performance Matters	6/8/2016 biweekly
G1.B1.S2.A3	Teachers will use Root Cause Analysis to create an interventions action plan for students who continue to be non-proficient.	Martin, Janet	9/21/2015	Teacher Intervention Action Plans	6/8/2016 quarterly
G2.B1.S1.A3	Hall leaders will conduct Restorative Justice Circles and Behavior Management Meetings.	Delice, Hans	8/24/2015	Summary statements from Restorative Justice Circles and minutes from Behavior Management Meetings.	6/8/2016 quarterly
G1.B1.S1.A4	PLTs will hold Collaborative Assessments Conferences (CAC) to analyze student performance on the common assessments.	Martin, Janet	9/14/2015	Performance Matters Data and CAC summary reports	6/8/2016 monthly
G1.B1.S2.A4	School-based and District coaches will work with PLTs, and individuals teachers as needed, to analyze formative assessment data.	Martin, Janet	8/31/2015	Coach's Log	6/8/2016 quarterly
G2.B1.S1.A4	Deans will collaborate with select teachers as part of the "Building Positive Relationships with Students" PLT to shift classroom dynamics and alter student and/or teacher behaviors as needed.	Hearn, Sandra	8/31/2015	Sign in sheets, discipline records, and classroom intervention records	6/8/2016 quarterly
G1.B1.S1.A5	School-based and District coaches will work with PLTs, and individuals teachers as needed, to refine formative assessments.	Martin, Janet	8/31/2015	Coach's Log	6/8/2016 quarterly
G1.B1.S2.A5	Teachers, in collaboration with parents, will refer students to standards-based tutoring when additional academic interventions are needed for non-proficiency remediation.	Blom, Amanda	11/2/2015	Tutoring referrals, tutoring attendance records, and students progress records	6/8/2016 monthly
G2.B1.S1.A5	Students will be referred to PASS (Positive Alternative to Student Suspension) program as needed for	Hearn, Sandra	8/31/2015	PASS attendance records	6/8/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	behavior support, intervention, and/or correction.				
G1.B1.S2.A6	Tutoring Coordinator, in collaboration with parents and teachers, will refer students to MTSS when further interventions are needed for non-proficiency remediation.	Tannehill, Tammy	12/7/2015	MTSS Response to Intervention Records	6/8/2016 monthly
G2.B1.S1.A6	Deans will conduct Restorative Justice Circles with students and parents as needed for additional behavior support, intervention, and/or correction.	Delice, Hans	10/26/2015	Summary statements from Restorative Justice Circles	6/8/2016 quarterly
G1.MA1	Administrators will review school-wide progress monitoring data.	Tousent, Luis	8/24/2015	Formative and summative data from common assessments as well as other data points.	6/8/2016 weekly
G1.B1.S1.MA1	Administrators will compile and analyze school-wide data.	Martin, Janet	8/24/2015	Proficiency rates on unit/module examinations and other common assessments and PLTs Collaborative Assessment Conference (CAC) summaries.	6/8/2016 monthly
G1.B1.S1.MA1	The Testing Coordinator will input, print, and scan common assessments using the progress monitoring system.	Gaither, Katrina	8/24/2015	Availability in Performance Matters	6/8/2016 weekly
G1.B1.S2.MA1	Administrators will review school-wide progress monitoring data.	Tousent, Luis	8/24/2015	Increased feedback in iObservation on Marzano's Super Seven elements (6, 11, 12, 17, 18, 20, and 22). Differentiated assignments and activities based on student performance levels evident in lesson plans, improved student performance on common assessments in ELA, mathematics, social studies, and science.	6/8/2016 every-3-weeks
G1.B1.S2.MA1	Administrators will compile and analyze school-wide data.	Martin, Janet	8/24/2015	Lesson plans, PLT minutes and review of Item Analysis charts completed by teachers.	6/8/2016 biweekly
G2.MA1	Administrators will review school-wide behavior data.	Rivera, Rolando	8/24/2015	Review the number of student behavior referrals generated, the types of infractions noted, and teachers who generated the referrals. Act accordingly.	6/8/2016 biweekly
G2.B1.S1.MA1	Administrators will monitor student behavior reports.	Rivera, Rolando	8/24/2015	Review the number of student behavior referrals generated, the types of infractions noted, and teachers who generated the referrals.	6/8/2016 monthly
G2.B1.S1.MA1	Deans will compile, analyze, and report school-wide behavior trends.	Hearn, Sandra	8/24/2015	Review the number of student behavior referrals generated, the types of infractions noted, and teachers who generated the referrals.	6/8/2016 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Corner Lake Middle School will increase the use of standards-based instruction to improve student achievement. (Division Priority: Accelerate student performance)

**G1.B1** An effective system to monitor the needs of all students will need to be refined.

**G1.B1.S2** Use strategies for secondary data analysis (Root Causes and the Five Whys) and use Item Analysis Charts

### PD Opportunity 1

Teachers will participate in professional learning opportunities to implement and refine strategies for secondary data analysis.

#### Facilitator

Katrina Gaither

#### Participants

All Teachers

#### Schedule

Monthly, from 8/24/2015 to 6/8/2016

### PD Opportunity 2

Teachers will complete Progress Monitoring data charts based on analysis of their students' achievement data using Item Analysis charts.

#### Facilitator

#### Participants

#### Schedule

Monthly, from 8/31/2015 to 6/8/2016

**G2.** Corner Lake Middle School will utilize collaborative groups to improve student behavior and improve the learning climate in classrooms. (Division Priority: Provide empowering environments)

**G2.B1** Teachers may feel behavior is the responsibility of deans and other administration.

**G2.B1.S1** Implement school-wide Restorative Justice philosophy and strategies.

**PD Opportunity 1**

Teachers will participate in Crisis Prevention Intervention professional learning opportunity with a focus on de-escalating student behaviors.

**Facilitator**

District Behavior Coaches

**Participants**

All Teachers

**Schedule**

On 8/18/2015

**PD Opportunity 2**

Teachers will participate in professional learning opportunities related to Restorative Justice, the Student Code of Conduct, Protocols for Student Behavior, and other support resources.

**Facilitator**

Deans Sandra Hearn and Hans Delice

**Participants**

Teachers

**Schedule**

Quarterly, from 8/17/2015 to 6/8/2016

## Technical Assistance Items

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

**G1.** Corner Lake Middle School will increase the use of standards-based instruction to improve student achievement. (Division Priority: Accelerate student performance)

**G1.B1** An effective system to monitor the needs of all students will need to be refined.

**G1.B1.S1** Create and use common assessments in ELA, mathematics, social studies, and science

**PD Opportunity 1**

Collaborative professional learning teams (PLTs) will deconstruct standards and create unit plans.

**Facilitator**

Content Area PLT Facilitator

**Participants**

All Teachers

**Schedule**

Weekly, from 8/17/2015 to 6/8/2016

**PD Opportunity 2**

Teachers will administer common assessments to students and analyze the resulting data.

**Facilitator**

Katrina Gaither

**Participants**

All Teachers

**Schedule**

Biweekly, from 8/24/2015 to 6/8/2016

## Budget

<b>Budget Data</b>						
1	G1.B1.S1.A1	Collaborative professional learning teams (PLTs) will deconstruct standards and create unit plans.				\$50,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
	5000	100-Salaries	1281 - Corner Lake Middle	General Fund		\$50,000.00
			<i>Notes: The Instructional Coach/Learning Resource Specialist will provide ongoing professional development regarding state standards.</i>			
2	G1.B1.S1.A2	<b>Collaborative PLTs will create standards-based common assessments.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1281 - Corner Lake Middle			\$0.00
			<i>Notes: As part of the duties of the Instructional Coach/Learning Resource Specialist</i>			
3	G1.B1.S1.A3	<b>Teachers will administer common assessments to students and analyze the resulting data.</b>				<b>\$0.00</b>
4	G1.B1.S1.A4	<b>PLTs will hold Collaborative Assessments Conferences (CAC) to analyze student performance on the common assessments.</b>				<b>\$0.00</b>
5	G1.B1.S1.A5	<b>School-based and District coaches will work with PLTs, and individuals teachers as needed, to refine formative assessments.</b>				<b>\$0.00</b>
6	G1.B1.S2.A1	<b>Teachers will participate in professional learning opportunities to implement and refine strategies for secondary data analysis.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1281 - Corner Lake Middle			\$0.00
			<i>Notes: As part of the duties of the Instructional Coach/Learning Resource Specialist</i>			
7	G1.B1.S2.A2	<b>Teachers will complete Progress Monitoring data charts based on analysis of their students' achievement data using Item Analysis charts.</b>				<b>\$0.00</b>
8	G1.B1.S2.A3	<b>Teachers will use Root Cause Analysis to create an interventions action plan for students who continue to be non-proficient.</b>				<b>\$0.00</b>
9	G1.B1.S2.A4	<b>School-based and District coaches will work with PLTs, and individuals teachers as needed, to analyze formative assessment data.</b>				<b>\$0.00</b>
10	G1.B1.S2.A5	<b>Teachers, in collaboration with parents, will refer students to standards-based tutoring when additional academic interventions are needed for non-proficiency remediation.</b>				<b>\$0.00</b>
11	G1.B1.S2.A6	<b>Tutoring Coordinator, in collaboration with parents and teachers, will refer students to MTSS when further inventions are needed for non-proficiency remediation.</b>				<b>\$0.00</b>
12	G2.B1.S1.A1	<b>Teachers will participate in Crisis Prevention Intervention professional learning opportunity with a focus on de-escalating student behaviors.</b>				<b>\$0.00</b>
13	G2.B1.S1.A2	<b>Teachers will participate in professional learning opportunities related to Restorative Justice, the Student Code of Conduct, Protocols for Student Behavior, and other support resources.</b>				<b>\$100,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	100-Salaries	1281 - Corner Lake Middle	General Fund		\$100,000.00

<b>Budget Data</b>						
				<i>Notes: The deans will provide ongoing professional development related to student behaviors.</i>		
<b>14</b>	<b>G2.B1.S1.A3</b>	<b>Hall leaders will conduct Restorative Justice Circles and Behavior Management Meetings.</b>				<b>\$9,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	100-Salaries	1281 - Corner Lake Middle	General Fund		\$9,000.00
				<i>Notes: Hall leaders earn a supplement for the additional duties.</i>		
<b>15</b>	<b>G2.B1.S1.A4</b>	<b>Deans will collaborate with select teachers as part of the "Building Positive Relationships with Students" PLT to shift classroom dynamics and alter student and/or teacher behaviors as needed.</b>				<b>\$0.00</b>
<b>16</b>	<b>G2.B1.S1.A5</b>	<b>Students will be referred to PASS (Positive Alternative to Student Suspension) program as needed for behavior support, intervention, and/or correction.</b>				<b>\$0.00</b>
<b>17</b>	<b>G2.B1.S1.A6</b>	<b>Deans will conduct Restorative Justice Circles with students and parents as needed for additional behavior support, intervention, and/or correction.</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$159,000.00</b>