

Leon County Schools

Elizabeth Cobb Middle School



2015-16 School Improvement Plan

Elizabeth Cobb Middle School

915 HILLCREST AVE, Tallahassee, FL 32308

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	40%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	66%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	A	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 Leon 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	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Elizabeth Cobb Middle School is to provide high standards of education in a caring and safe learning environment that prepares all students for high school and beyond.

Provide the school's vision statement

To provide high quality education that is robust and relevant to the real world and fosters the knowledge and skills that our students need for success in high school, college, and careers.

School Environment

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

Cobb Middle School places an emphasis on positive student-teacher relationships. The school administration, faculty, and staff consistently, builds positive communication with students and parents by keeping our parents informed about the functions and opportunities offered at the school. We encourage all parents and community groups or organizations to participate in decision-making and volunteering. The school provides multiple opportunities for parents and students to share their culture and experiences during class projects, school performances, partner share nights and other events. The Faculty makes a conscious effort to ensure that classrooms reflects diversity. Our school infuses the content required by Florida Statute 1003.42(2) and S.B. Policy 2210), as applicable to appropriate grade levels, including but not limited to:

History of Holocaust

History of Africans and African Americans

Hispanic Contributions

Women's Contributions

Sacrifices of Veterans

Cultural study contribution through the arts; music, theater, visual arts, and chorus.

Non-instructional morning help sessions

Recreational/extracurricular activities

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

1. Faculty and Staff consistently reiterates and provides students and parents with visual reminders of the school's expectations for positive interpersonal interaction. Students and parents are informed of the structures and processes for reporting violations of bullying/harassment/and other safety and/or discipline infractions.
2. Cobb's Non-Instructional staff are involved in the process of modeling and teaching interpersonal expectations in non-academic settings and providing instructions for reporting violations to the appropriate administrator.
3. The school's Guidance department provides students with counseling services that focus on social-emotional curriculum, intensive brief individual counseling, small group counseling, and referrals to school-based community resources.
4. The administration team provides professional development to faculty and staff on how to assess, monitor, and implement strategies for improving social, interpersonal, and self management skills.
5. Outlined students arrival, transitioning, and departure procedures.

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

Cobb Middle School's main goal is to provide a safe learning environment for all students. In order to accomplish this goal, we have implemented a progressive discipline plan in which consequences escalate as the behavior or frequency of behavior escalates. There are several interventions in place to enhance the Response to Intervention (RTI) process for encouraging good behavior. Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with behavioral needs. In addition, the faculty is given a flow chart to establish a course of action for various disciplinary issues. The consequences range from parent contact to the out-of-school suspension. In addition to discipline procedures, each teacher displays a poster with Cub Expectations, which are manage yourself, respect others, follow directions, always try and make it happen. Cobb's teachers and students utilize a rubric that defines appropriate behaviors of good character and citizenship. Cobb's faculty and staff has adopted and proactive approached to encourage continued positive behavior by implementing the (PBIS) behavior model. This school wide effort is focus on rewarding students for positive behavior.

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

Cobb Middle School provides a comprehensive counseling program that assesses the needs of students and identifies interventions to meet those needs. Students are monitored utilizing the MTSS system as a means of identifying ares of concern. Students are matched with mentors, and or Big Brother Big Sister. Students are connected to CCYs, New Horizons, Turn About, Oasis, Cobb Breakfast Club, and other community service agencies. Our teachers persistently observe and pass information on to our Guidance department for RTI purposes.

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

Cobb Middle School Problem Solving Intervention Team comprised of the school Administrators; Subject Area and Grade Level Leaders, and the Rtl Team, works with the entire staff, reviews Leon County Schools early warning data systems and identifies areas of need, plans and implement appropriate intervention strategies, and analyzes progress monitor results.

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	36	117	125	278
One or more suspensions	42	39	12	93
Course failure in ELA or Math	1	9	0	10
Level 1 on statewide assessment	0	0	0	
Level 1 on statewide Math Assessment	0	0	0	
Level 1 in statewide Reading Assessment	0	0	0	

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

Indicator	Grade Level		Total
	7	8	
Students exhibiting two or more indicators	8	4	12

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

Strategies employed by Cobb administrators and teachers to improve academic performance include:

1. Attendance - Parents are notified by an automated system, parent conference, written formal notification to parents regarding lack of attendance; Attendance contracts. The attendance team is then notified through attendance tracking. The team utilizes the School district intervention services.
2. Suspensions - Teachers contact parents regarding behavioral referrals, Formal parent conference with school counselor and Referral to Response to Intervention (RtI). Our progressive discipline approach provides alternatives to suspensions such as implementation of behavioral contract, and strong classroom management.
3. Level 1 and 2 on statewide assessment -Students are placed in Intensive reading and or math.
4. Course Failure in ELA or Math - Students are placed in an appropriate Credit Recovery Course.

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

Cobb provides a forum for our parents and guardians to discuss their ideas, opinions, and values. We make great effort to ensure that we are:

Increasing communication among parents or guardians and school officials through open house, parent/teacher conferences, weekly listservs, announcements, and PTO meetings

Increasing parents or guardian access to student's achievement information

Increasing parents or guardian participation in PTO, SAC and other school activities

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

Cobb initiates a collaborative relationship with local community human service agencies, civic organizations, post-secondary institutions (FSU and FAMU) and public and private businesses. Our community partners are involved in student achievement, mentoring, volunteering, the arts, social-emotional education, and youth fitness.

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
Fitzgerald, Tonja	Principal
Holmes, Richard	Assistant Principal
Roberson, Matt	Assistant Principal
O'Banner, Robert	Dean

Duties

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

Tonja P. Fitzferald – Principal

Serves as the Chief Administrator and Instructional Leader of the school in developing policies, programs, curriculum, activities, budgets, in a manner that promotes educational development for students and professional development for staff. The Principal provides a common vision for the school MTSS and the SIP plan to staff, students, parents and community.

Matt Roberson – Assistant Principal for Curriculum

Facilitates curriculum mandates by providing teachers with processes, procedures, and support for the purpose of continued high student academic achievements. In addition, he provides information about schedules, grades and testing data. Assists with data analysis, intervention planning, and program evaluation.

Mike Holmes – Assistant Principal for Administration

Provides information about attendance history and discipline data. Assists with data analysis, intervention planning, and program evaluation.

Robert O'Banner – Dean

Provides information about attendance history and discipline data. Assists with data analysis, intervention planning, and program evaluations.

Gail Mosley – School Counselor

Provides information about ESE services and MTSS Tier 1/2/3 interventions, monitor student success, provides guidance services and coordinates outside interventions for students.

Dr. Yvonne Jones – School Counselor

Provides information about grades and testing data. Assists with data analysis, guidance services and coordinates outside interventions for students.

All teacher -Provides information about core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier I materials/instruction with Tier 2/3 activities.

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

The leadership team focuses around student needs. The team meets bi-monthly to determine ways to implement interventions on the basis of the needs of students. The intervention team discusses possible interventions and a timeline for implementation and data collection. In addition, the intervention team refer situations to the Problem Solving Intervention Assistance Team which is comprised of the school psychologist, district intervention specialist, and the school social worker. Examples of activities during meetings include reviewing student data, screening, and progress

monitoring. The review of data will facilitate identification of students who are meeting or exceeding benchmarks or who are at moderate or high risk for not achieving benchmarks. Based on evaluation of data and identification of student needs the team will identify interventions.

The MTSS/Rtl leadership team works with grade level and department teams to identify school needs and strengths. The team works with the entire staff to develop specific tier 1 strategies for reading, math, writing and science. The MTSS/Rtl Leadership team also meets with the administration and other staff representatives to help develop the SIP. The team also collaborates with the School Advisory Council to obtain input from the council. The team provided data, helped set goals and expectations, and suggested strategies that would ensure attainment of instructional goals. Cobb's Intervention team and school administrators coordinate with the school district student services department to serve our students and families in various ways such as providing transportation, Special Education Services, nutrition programs, and Title X Homeless support.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mrs. Fitzgerald	Principal
Dr. Stacey Rutledge	Parent
Dr. Yvonne Jones	Education Support Employee
Ms. Shuntel Fuller	Parent
Ms. Sydna Atwater	Parent
Ms. Alma Parker	Teacher
Ms. Laura Sullivan	Business/Community
Ms. Wendi Davis	Teacher
Ms. Ruth Feiock	Parent
MS. Katina Smith	Parent
Ms. Yashica Squire (DAC Rep)	Parent
Ms. Joy Ryan	Parent
Ms. Lori Laing	Teacher
Mr. Carlton Williams	Parent
Mr. Mike Holmes	Student
Mr. Matt Roberson	Student
Ms. Martina Brawer	Student

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

Our SAC Team assisted with development, implementation, and monitoring of the school improvement plan. The team provided input and guidance on curriculum and economic resources.

Development of this school improvement plan

The responsibilities and duties of the School Advisory Council (SAC) include:

- Assist the school in evaluating instructional programs for the purpose of determining and

establishing goals for the School Improvement Plan (SIP);

- Assist with writing the SIP
- Assist with implementing and monitoring progress in meeting goals; and
- Assist with the budgeting process.

Preparation of the school's annual budget and plan

The SAC will assist in the development and implementation of the School Improvement Plan. Sac will determine program(s) or project(s) to receive SIP funds. SAC will continue to provide support and feedback on curriculum goals for the 2015-2016 school year.

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

There were SIP funds distributed by the State for the 2014-2015 school year. Funds were used to pay for :

1. Extended School Day - Before school Success Maker reading and math labs.
2. Saturday school
3. Professional Development

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
Fitzgerald, Tonja	Principal
Allen, Clyde	Teacher, K-12
Davis, Wendi	Teacher, K-12
Stolp, Carrie	Teacher, ESE
Sparks, Debroscha	Instructional Coach
Roberson, Matt	Assistant Principal
Hill, Daphne	Teacher, K-12
Williams, Victoria	Teacher, K-12
Turk, Dana	Teacher, ESE
McCray, Makiva	Teacher, K-12
Leon, Yasmeen	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT major initiatives this school year is to, provide students with effective instructional support and literacy strategies across the curriculum, as we transition to the new English Language Arts (ELA) standards of the Florida State Assessment (FSA). In additions, the LLT will focus on on increasing students' skills in reading informational or literary fiction and non-fiction texts and be able

to respond to a written prompt and using the text to provide support. Students will also increase their proficiency in completely responding to Informative/Explanatory and Opinion/Argumentative prompts writings that are focused, organized and includes text-based information, with details, and transitions that follow the punctuation, spelling, and grammar rules

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

Cobb Middle School encourages positive working relationships between teachers by providing opportunities for teachers to have collaborative planning and instructional meetings. Collaborative planning teams include: the Curriculum leadership team, Grade level teams, and Department teams. These groups meet once each month and teachers work together to:

- Develop common grading rubrics
- Lesson Plans
- Review Progress Monitoring Data
- Share Instructional and Behavioral strategies
- Plan Academic and Behavioral Interventions (MTSS/Rtl)
- Plan Grade Level Events

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

The Principal, Tonja P. Fitzgerald,

Utilize the District's Human Resource Department to provide advice on all hiring and placement procedures.

Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants.

Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events.

Monitor and assist all applicants in the hiring process in an effort to reduce a length of hiring process and increase instructional time.

Establish and maintain relationships with colleges and officials in the field of education to promote the District.

Overseas the new teacher Mentoring Program.

Provides Leadership Opportunities to all teachers in various aspect of the school environment.

Encourages all teachers to participate in annual Professional Development opportunities in order to enhance their teaching strategies and increase their individual professional growth.

Mrs. Fitzgerald conducts regular meetings with new teachers to provide support and frequent opportunities to discuss research-based instructional strategies and data-driven instructional practices.

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

All first year teachers are participating in the Beginning Teacher Program (BTP). The BTP is Leon County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

The BTP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. The BTP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning

and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

Cobb's Teacher Mentoring Program/Plan rationale is to provide new teachers with support by pairing them with a highly qualified colleague in the same academic department/subject area. Florida Educator Accomplished Practices will be the focus of bi-monthly meetings of the Mentor and Mentee. Release time is provided for required pre-observation conferences, classroom observations, and post-observation feedback conferences.

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

Our school's Curriculum Leadership Team along with our Grade Level and Department Teams ensure that all instructional programs and materials are aligned to the Florida Standards. Through collaborative planning, dialoguing with our school district's learning community, weekly updates from the our school districts Teaching and Learning office, professional developments, subjective area specific pacing guides, and other opportunities designed to keep our teachers stay abreast with curriculum changes and adopting of new instructional materials.

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

During the first two-weeks of the academic school year, baseline data is obtained through the Achieve3000 assessment, subject area assessments, and previous year FCAT . The data is made available through the use of DATA Director. This information is used for the planning of instruction and to provide students who are identified as performing below grade level with reading and math support classes.

Each Nine-Weeks, Progress Monitoring is obtained through the administration of Achieve3000, Curriculum Based Measurements, Success Maker and other assessments. The purpose is to monitor student progress and plan for instruction, remediation, and or acceleration.

Midyear data is obtained through, Progress Monitoring, Achieve3000 assessments, Success Maker Math, and other FSA simulation assessments.

End of year data is obtained through Achieve3000, Success Maker FSA, and End of Course Exams (EOC) FAA, CELLA. In addition, Learning Systems, Genesis Attendance & Discipline Reports, Genesis Grading Reports, Educators Handbook and Data Director are used to inform instruction and address individual student needs.

The school ensures that every teacher contributes to the literacy improvement of every student by holding monthly meetings to make decisions about literacy instruction and to analyze student data.

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

Strategy: Extended School Day

Minutes added to school year: 1,520

Students are allow to attend Success Maker labs before school to work on math remediation. Students will attend reading labs, before school, two days a week. Saturday school to provide students with extra time to practice reading and math skills.

Strategy Rationale

To increase opportunities for the number of students needing intensive remediation in reading and math.

Increase enrichment opportunities for core academic subjects.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Fitzgerald, Tonja, fitzgeraldt@leonschools.net

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

Data will be collected through the Success Maker programs and the Achieve3000 programs. Effectiveness will also be determined by conducting monthly analysis of student's progress reports and teacher reports.

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

All members of Cobb Faculty participate in collaborative learning communities that meet formally each month. Collaboration also occurs across grade levels, content areas, and feeder schools. We support our incoming students by providing shadow visits for our six grade magnet students. Our incoming 5th graders visit and tour the school during the last nine-weeks of school, and we have a back -to-school orientation. All feeder high school teams meet with our outgoing students on our campus and present information on various academic programs, clubs, sports, career track, course request information.

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

Provide students with career exploration opportunities by implementing MyCareerShines.org, an online education and career planning system. This new career tool, will allow students the opportunity to explore various careers based on their interest; gain information on education requirements; and develop individual career plans. All grade 8 students will utilized this system in their US History classes. Students in before and after school programs well also utilized this system. In addition, all

students will participate in Career Exploration and Education Fair, which allows for interactions with employers and employees in various careers.

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

Science teachers integrate real world science application experiences such as crime scene investigations, lab activities, projects, and classroom activities throughout the school year. All students are required to generate and test hypothesis. All students are required to participate in STEM Fair.

Social Study teachers incorporate real world activities to make learning relevant by conducting debates regarding current events, conducting Socratic seminars, inviting guest speakers.

The use of HMH Collections Curriculum is utilized to increase rigor in English Language Arts.

Cobb is getting students ready for the technology workforce by offering IT Digital Tool Certification.

Utilizing the Information and Communication Technology (ICT) Essentials Suite, students are learning a wide-range of technology for word-processing to web-design essentials.

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

Some of our Math, Science, and Leadership Development courses are taught using a blended model, which integrate the use of Technology. Learning is facilitated through the use of classroom instruction and online instruction. This type of digital learning gives students the ability to access learning at anytime, anywhere and at their own pace.

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

We promote an expectation of high academic achievement and facilitate rigorous courses for all students. We provide online access for our students to take courses not available at our school.

Encourage students to participate in academic clubs and civic organizations.

Students have the opportunity to take honors high school course-work in foreign language, math and science.

School based teams (Intervention Assistance Team) review and provide assistance to specific students identified by staff.

Counselors conduct classroom guidance and individual counseling sessions with students.

Parent-Teacher Conference held with counselors to communicate individual roles with assisting students with college and career readiness.

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.

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.** As we begin a more complex state measure of English Language Arts, Cobb Middle School goal for 2016 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014- 2015 school year FSA Reading Assessment.

- G2.** As we begin a more complex State measure of mathematics, our school goal is to have at least 50% of our students enrolled in grades 6 through 8 math performed proficient on the 2016 FSA. Proficiency rate excluding students enrolled in Algebra 1 or Geometry for the 2014-2015 school year.

- G3.** In grade 8, 50% of students will score at or above level 3 on the 2016 FCAT Science Assessment. This excludes students enrolled in Biology.

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. As we begin a more complex state measure of English Language Arts, Cobb Middle School goal for 2016 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014- 2015 school year FSA Reading Assessment. 1a

G073388

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	60.0

Resources Available to Support the Goal 2

- Teachers, Parents, Before-school Reading labs, Achieve3000, Classroom Libraries
- Teachers, Reading Coach, and Administration,

Targeted Barriers to Achieving the Goal 3

- Lack of time management and study skills

Plan to Monitor Progress Toward G1. 8

The school will implement Achieve 3,000 Reading Program in social studies department for all students who scored levels 1, 2, or 3 of FCAT Reading.

Before - School Reading Labs; two days of each week.

Provide students with opportunities to check-out books from the classroom libraries and Media Center.

Provide all students the opportunity to attend Saturday school for remediation at least once per-month for three hours each session.

Update parents on student successes and areas of concern.

All teachers will provide students with clear learning goals and rubrics, track students progress and celebrate their success.

Assign all students rigorous assignments and assessments, addressing proficient and advanced skills using Common Core Standards.

Person Responsible

Tonja Fitzgerald

Schedule

Quarterly, from 9/15/2015 to 5/18/2016

Evidence of Completion

Review Achieve 3,000 Reading results End of semester grades Progress Monitoring, FSA School Counselor Log

G2. As we begin a more complex State measure of mathematics, our school goal is to have at least 50% of our students enrolled in grades 6 through 8 math performed proficient on the 2016 FSA. Proficiency rate excluding students enrolled in Algebra 1 or Geometry for the 2014-2015 school year. 1a

G073389

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	50.0

Resources Available to Support the Goal 2

- Teachers, Parents, and Administrators, Success Maker program, Before School Labs

Targeted Barriers to Achieving the Goal 3

- Lack of Supplemental Curriculum

Plan to Monitor Progress Toward G2. 8

An increase in the percentage of students performing at level 3 on Progress Monitoring.

An increase in the percentage of students earning grades of C or above in Math

An Increase in the level of student engagement in Math

Person Responsible

Tonja Fitzgerald

Schedule

Quarterly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Progress Monitoring Data, Teachers classroom assessments, and Success Maker Math program Data

G3. In grade 8, 50% of students will score at or above level 3 on the 2016 FCAT Science Assessment. This excludes students enrolled in Biology. 1a

G073390

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Teachers, PLC, interactive science notebooks

Targeted Barriers to Achieving the Goal 3

- Student Critical Thinking skills/science literacy, Time Management/Study Skills, Students' ability to identify errors in logic or reasoning

Plan to Monitor Progress Toward G3. 8

Progress monitoring data, student grades, student portfolios/products

Person Responsible

Matt Roberson

Schedule

Quarterly, from 8/31/2015 to 5/31/2016

Evidence of Completion

Increase student's performance on, Teacher Assessments, District Progress Monitoring Reports, and Administrators School Improvement Reports.

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

 = Problem Solving Step  S123456 = Quick Key

G1. As we begin a more complex state measure of English Language Arts, Cobb Middle School goal for 2016 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014- 2015 school year FSA Reading Assessment. **1**

 G073388

G1.B3 Lack of time management and study skills **2**

 B191804

G1.B3.S1 Provide opportunities for students to receive additional academic instruction and practice. **4**

 S203235

Strategy Rationale

To increase opportunities for students to receive remediation, addition reading support, and time management and academic study skill strategies.

Action Step 1 **5**

1. Implement a coherent, focuses, and demanding English Language Arts curriculum that aligns with States standards.
2. Promote student engagement and a classroom environment conducive to learning.
3. Use of district pacing guides to ensure all key concepts are taught during the year.
4. Progress monitor quarterly to determine areas of ELA competencies in need of emphasis for identified students.
5. Provide additional help sessions to students who are struggling with Reading and Language Arts. Teachers will meet with students before school, after school and Saturday school at least once per month.
6. Students scoring levels 1 or 2 on the 1415 FSA Reading assessment are scheduled into an intensive Reading support class in addition to their grade level English Language Arts course.
7. Provide high-quality and continuous professional development for teachers.
8. Vertical Collaboration for Writing Teachers.

Person Responsible

Debrosha Sparks

Schedule

Biweekly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Teacher lesson plans, classroom observations, Achieve3000 progress reports, progress reports, students 9-weeks, report card grades, ELA results, and Saturday school rosters.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administration classroom observation, review of lesson plans, instructional strategies, analysis of Progress Monitoring Data, Saturday School Roster

Person Responsible

Matt Roberson

Schedule

Quarterly, from 8/18/2015 to 5/31/2016

Evidence of Completion

Administrators' iobservation reports, Teacher reports, and Progress Monitoring reports

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Classroom observation for effective instructional strategies, student engagement, and evidence of student understand of content.

Review lesson Plans

Progress monitoring results

Students 9-weeks report card grades

Person Responsible

Tonja Fitzgerald

Schedule

Quarterly, from 9/24/2015 to 5/18/2016

Evidence of Completion

Classroom Observations, Administrator reports and Teacher reports, Progress monitoring results Student performance reports.

G2. As we begin a more complex State measure of mathematics, our school goal is to have at least 50% of our students enrolled in grades 6 through 8 math performed proficient on the 2016 FSA. Proficiency rate excluding students enrolled in Algebra 1 or Geometry for the 2014-2015 school year. **1**

 G073389

G2.B1 Lack of Supplemental Curriculum **2**

 B191806

G2.B1.S1 Increase the number of students participating in the Success Maker Math program Implement before school math labs Increase students participation in Saturday school **4**

 S203236

Strategy Rationale

Provide remediation and more time for practice

Action Step 1 **5**

1. Implement a coherent, focuses, and demanding Mathematics curriculum that aligns with States standards. Moves students to mastering computational skills and concepts and promotes conceptual understanding.
2. Promote student engagement and a classroom environment conducive to learning.
3. Use of district pacing guides to ensure all key concepts are taught during the year.
4. Progress monitor quarterly to determine areas of mathematical competencies in need of emphasis for identified students.
5. Provide additional help sessions to students who are struggling. Teachers will meet with students before school, after school and Saturday school at least once per month.
6. Students scoring levels 1 or 2 on the 1415 FSA math assessment are scheduled into an intensive math support class in addition to their grade level mathematics course.
7. Provide high-quality and continuous professional development for teachers. Collaborate on instructional strategies in Professional Learning Communities.
8. Standards Exploration Professional Development

Person Responsible

Wendi Davis

Schedule

Quarterly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Administrators' reports; Review of teachers lesson plan; Teacher reports

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

Analysis of Progress Monitoring Data
Instructional strategies
Review Lesson Plans
Students participation in extended instructional time

Person Responsible

Tonja Fitzgerald

Schedule

Quarterly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Administrators' reports and Teachers reports; Progress Monitoring data results

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

Analysis of Progress Monitoring Data
Classroom walkthroughs
Review Lesson Plans
Instructional strategies
Supplemental Curriculum

Person Responsible

Matt Roberson

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Administrators' reports and Teachers reports

G3. In grade 8, 50% of students will score at or above level 3 on the 2016 FCAT Science Assessment. This excludes students enrolled in Biology. 1

G073390

G3.B1 Student Critical Thinking skills/science literacy, Time Management/Study Skills, Students' ability to identify errors in logic or reasoning 2

B191808

G3.B1.S1 Cobb Middle School incorporates a blended instructional model that fuses online instruction and traditional face-to-face instruction to offer students a more personalized learning experience and a differentiated approach to mastery of standards in Earth Space and Physical Science. Provide real world science experiences, engaging activities, and lab experiences. Teachers will engage students in complex tasks that require them to generate and test hypotheses. Implement use of Interactive Science Notebooks. Department Level PLC to integrate CCSS into instruction. Vertical planning across grade levels. Require STEM fair participation for all students (school based) Monitor/Review student classroom data, and Progress Monitoring data, in order to to modify instruction. On-going professional development. 4

S203237

Strategy Rationale

Increase student engagement in the lessons and activities.
Improve students critical thinking process.

Action Step 1 5

1. Promote student engagement and a classroom environment Conducive to learning.
2. Use of district pacing guides to ensure all key concepts are taught during the year.
3. Progress monitor quarterly to determine areas of Science competencies in need of emphasis for identified students.
4. Provide additional help sessions to students who are struggling with science. Teachers will meet with students before school, after school and Saturday school at least once per month.
5. Teachers will incorporate real world science application through engaging lab activities, projects, and class room activities throughout the school year
6. Teachers will create opportunities for students to test and generate hypothesis as part of daily classroom instruction
7. Provide effective evidence-based and continuous professional development for teachers.

Person Responsible

Mary Beth Bowen

Schedule

Biweekly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Evidence of completion: lesson plans, progress monitoring data, student grades, student portfolios/products. student participation in school wide STEM fair.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Review lesson plans, Teachers and district Progress Monitoring data, On-going data chats with teachers, students and departments Leaders

Person Responsible

Matt Roberson

Schedule

Quarterly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Administrators and department leaders reports of Lesson plans, student progress monitoring data, classroom observations, and students products.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Lesson plans, Teachers and district Progress Monitoring data, student grades, student portfolios/ products, lab activities, projects, and class room activities, instructional strategies, and the use of interactive computerize programs and all other strategies will be assess for effectiveness and adjustment

Person Responsible

Matt Roberson

Schedule

Quarterly, from 8/31/2015 to 5/31/2016

Evidence of Completion

PLC and Department meeting notes; Administrators observation reports

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.B3.S1.A1	1. Implement a coherent, focuses, and demanding English Language Arts curriculum that aligns with States standards. 2. Promote student engagement and a classroom environment conducive to learning. 3. Use of district pacing guides to ensure all key concepts are taught during the year. 4. Progress monitor quarterly to determine areas of ELA competencies in need of emphasis for identified	Sparks, Debrosha	8/17/2015	Teacher lesson plans, classroom observations, Achieve3000 progress reports, progress reports, students 9-weeks, report card grades, ELA results, and Saturday school rosters.	5/31/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	students. 5. Provide additional help sessions to students who are struggling with Reading and Language Arts. Teachers will meet with students before school, after school and Saturday school at least once per month. 6. Students scoring levels 1 or 2 on the 1415 FSA Reading assessment are scheduled into an intensive Reading support class in addition to their grade level English Language Arts course. 7. Provide high-quality and continuous professional development for teachers. 8. Vertical Collaboration for Writing Teachers.				
G2.B1.S1.A1	1. Implement a coherent, focuses, and demanding Mathematics curriculum that aligns with States standards. Moves students to mastering computational skills and concepts and promotes conceptual understanding. 2. Promote student engagement and a classroom environment conducive to learning. 3. Use of district pacing guides to ensure all key concepts are taught during the year. 4. Progress monitor quarterly to determine areas of mathematical competencies in need of emphasis for identified students. 5. Provide additional help sessions to students who are struggling. Teachers will meet with students before school, after school and Saturday school at least once per month. 6. Students scoring levels 1 or 2 on the 1415 FSA math assessment are scheduled into an intensive math support class in addition to their grade level mathematics course. 7. Provide high-quality and continuous professional development for teachers. Collaborate on instructional strategies in Professional Learning Communities. 8. Standards Exploration Professional Development	Davis, Wendi	8/17/2015	Administrators' reports; Review of teachers lesson plan; Teacher reports	5/31/2016 quarterly
G3.B1.S1.A1	1. Promote student engagement and a classroom environment Conducive to learning. 2. Use of district pacing guides to ensure all key concepts are taught during the year. 3. Progress monitor quarterly to determine areas of Science competencies in need of emphasis for identified students. 4. Provide additional help sessions to students who are struggling with science. Teachers will meet with students before school, after school and Saturday school at least once per month. 5. Teachers will incorporate real world science application through engaging lab activities, projects, and class room activities throughout the school year 6. Teachers will create opportunities for students to test and generate hypothesis as part of daily classroom instruction 7. Provide effective evidence-based and continuous professional development for teachers.	Bowen, Mary Beth	8/17/2015	Evidence of completion: lesson plans, progress monitoring data, student grades, student portfolios/products. student participation in school wide STEM fair.	5/31/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	The school will implement Achieve 3,000 Reading Program in social studies department for all students who scored levels 1, 2, or 3 of FCAT Reading. Before - School Reading Labs; two days of each week. Provide students with opportunities to check-out books from the classroom libraries and Media Center. Provide all students the opportunity to attend Saturday school for remediation at least once per-month for three hours each session. Update parents on student successes and areas of concern. All teachers will provide students with clear learning goals and rubrics, track students progress and celebrate their success. Assign all students rigorous assignments and assessments, addressing proficient and advanced skills using Common Core Standards.	Fitzgerald, Tonja	9/15/2015	Review Achieve 3,000 Reading results End of semester grades Progress Monitoring, FSA School Counselor Log	5/18/2016 quarterly
G1.B3.S1.MA1	Classroom observation for effective instructional strategies, student engagement, and evidence of student understand of content. Review lesson Plans Progress monitoring results Students 9-weeks report card grades	Fitzgerald, Tonja	9/24/2015	Classroom Observations, Administrator reports and Teacher reports, Progress monitoring results Student performance reports.	5/18/2016 quarterly
G1.B3.S1.MA1	Administration classroom observation, review of lesson plans, instructional strategies, analysis of Progress Monitoring Data, Saturday School Roster	Roberson, Matt	8/18/2015	Administrators' iobservation reports, Teacher reports, and Progress Monitoring reports	5/31/2016 quarterly
G2.MA1	An increase in the percentage of students performing at level 3 on Progress Monitoring. An increase in the percentage of students earning grades of C or above in Math An Increase in the level of student engagement in Math	Fitzgerald, Tonja	8/17/2015	Progress Monitoring Data, Teachers classroom assessments, and Success Maker Math program Data	5/31/2016 quarterly
G2.B1.S1.MA1	Analysis of Progress Monitoring Data Classroom walkthroughs Review Lesson Plans Instructional strategies Supplemental Curriculum	Roberson, Matt	8/17/2015	Administrators' reports and Teachers reports	5/31/2016 monthly
G2.B1.S1.MA1	Analysis of Progress Monitoring Data Instructional strategies Review Lesson Plans Students participation in extended instructional time	Fitzgerald, Tonja	8/17/2015	Administrators' reports and Teachers reports; Progress Monitoring data results	5/31/2016 quarterly
G3.MA1	Progress monitoring data, student grades, student portfolios/products	Roberson, Matt	8/31/2015	Increase student's performance on, Teacher Assessments, District Progress Monitoring Reports, and Administrators School Improvement Reports.	5/31/2016 quarterly
G3.B1.S1.MA1	Lesson plans, Teachers and district Progress Monitoring data, student grades, student portfolios/products, lab activities, projects, and class room activities, instructional strategies, and the use of interactive computerize programs and all other strategies will be assess for effectiveness and adjustment	Roberson, Matt	8/31/2015	PLC and Department meeting notes; Administrators observation reports	5/31/2016 quarterly
G3.B1.S1.MA1	Review lesson plans, Teachers and district Progress Monitoring data, On-going data chats with teachers, students and departments Leaders	Roberson, Matt	8/17/2015	Administrators and department leaders reports of Lesson plans, student progress monitoring data, classroom observations, and students products.	5/31/2016 quarterly

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. As we begin a more complex state measure of English Language Arts, Cobb Middle School goal for 2016 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014- 2015 school year FSA Reading Assessment.

G1.B3 Lack of time management and study skills

G1.B3.S1 Provide opportunities for students to receive additional academic instruction and practice.

PD Opportunity 1

1. Implement a coherent, focuses, and demanding English Language Arts curriculum that aligns with States standards. 2. Promote student engagement and a classroom environment conducive to learning. 3. Use of district pacing guides to ensure all key concepts are taught during the year. 4. Progress monitor quarterly to determine areas of ELA competencies in need of emphasis for identified students. 5. Provide additional help sessions to students who are struggling with Reading and Language Arts. Teachers will meet with students before school, after school and Saturday school at least once per month. 6. Students scoring levels 1 or 2 on the 1415 FSA Reading assessment are scheduled into an intensive Reading support class in addition to their grade level English Language Arts course. 7. Provide high-quality and continuous professional development for teachers. 8. Vertical Collaboration for Writing Teachers.

Facilitator

Sparks, Deborah, Roger McDaniel

Participants

Grades 6 through 8 English and Language Arts Teachers

Schedule

Biweekly, from 8/17/2015 to 5/31/2016

G2. As we begin a more complex State measure of mathematics, our school goal is to have at least 50% of our students enrolled in grades 6 through 8 math performed proficient on the 2016 FSA. Proficiency rate excluding students enrolled in Algebra 1 or Geometry for the 2014-2015 school year.

G2.B1 Lack of Supplemental Curriculum

G2.B1.S1 Increase the number of students participating in the Success Maker Math program Implement before school math labs Increase students participation in Saturday school

PD Opportunity 1

1. Implement a coherent, focuses, and demanding Mathematics curriculum that aligns with States standards. Moves students to mastering computational skills and concepts and promotes conceptual understanding.
2. Promote student engagement and a classroom environment conducive to learning.
3. Use of district pacing guides to ensure all key concepts are taught during the year.
4. Progress monitor quarterly to determine areas of mathematical competencies in need of emphasis for identified students.
5. Provide additional help sessions to students who are struggling. Teachers will meet with students before school, after school and Saturday school at least once per month.
6. Students scoring levels 1 or 2 on the 1415 FSA math assessment are scheduled into an intensive math support class in addition to their grade level mathematics course.
7. Provide high-quality and continuous professional development for teachers. Collaborate on instructional strategies in Professional Learning Communities.
8. Standards Exploration Professional Development

Facilitator

Math Roberson, Tonja P. Fitzgerald, Wendi Davis

Participants

Grades 6th through 8th Math Teachers

Schedule

Quarterly, from 8/17/2015 to 5/31/2016

G3. In grade 8, 50% of students will score at or above level 3 on the 2016 FCAT Science Assessment. This excludes students enrolled in Biology.

G3.B1 Student Critical Thinking skills/science literacy, Time Management/Study Skills, Students' ability to identify errors in logic or reasoning

G3.B1.S1 Cobb Middle School incorporates a blended instructional model that fuses online instruction and traditional face-to-face instruction to offer students a more personalized learning experience and a differentiated approach to mastery of standards in Earth Space and Physical Science. Provide real world science experiences, engaging activities, and lab experiences. Teachers will engage students in complex tasks that require them to generate and test hypotheses. Implement use of Interactive Science Notebooks. Department Level PLC to integrate CCSS into instruction. Vertical planning across grade levels. Require STEM fair participation for all students (school based) Monitor/Review student classroom data, and Progress Monitoring data, in order to to modify instruction. On-going professional development.

PD Opportunity 1

1. Promote student engagement and a classroom environment Conducive to learning. 2. Use of district pacing guides to ensure all key concepts are taught during the year. 3. Progress monitor quarterly to determine areas of Science competencies in need of emphasis for identified students. 4. Provide additional help sessions to students who are struggling with science. Teachers will meet with students before school, after school and Saturday school at least once per month. 5. Teachers will incorporate real world science application through engaging lab activities, projects, and class room activities throughout the school year 6. Teachers will create opportunities for students to test and generate hypothesis as part of daily classroom instruction 7. Provide effective evidence-based and continuous professional development for teachers.

Facilitator

Marybeth Bowen (Teacher); Matt Roberson(Assistant Principal); Tonja Fitzgerald (Principal)

Participants

Grades 6th through 8th teachers

Schedule

Biweekly, from 8/17/2015 to 5/31/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B3.S1.A1	<p>1. Implement a coherent, focuses, and demanding English Language Arts curriculum that aligns with States standards. 2. Promote student engagement and a classroom environment conducive to learning. 3. Use of district pacing guides to ensure all key concepts are taught during the year. 4. Progress monitor quarterly to determine areas of ELA competencies in need of emphasis for identified students. 5. Provide additional help sessions to students who are struggling with Reading and Language Arts. Teachers will meet with students before school, after school and Saturday school at least once per month. 6. Students scoring levels 1 or 2 on the 1415 FSA Reading assessment are scheduled into an intensive Reading support class in addition to their grade level English Language Arts course. 7. Provide high-quality and continuous professional development for teachers. 8. Vertical Collaboration for Writing Teachers.</p>				\$4,559.24
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0032 - Elizabeth Cobb Middle School	School Improvement Funds		\$1,984.00
<p><i>Notes: Extended-Day; Provide additional opportunities for students to gain mastery of the ELA standards. Eight days of Saturday school focusing on key concepts.</i></p>						
		140-Substitute Teachers	0032 - Elizabeth Cobb Middle School	Title II		\$2,325.24
<p><i>Notes: Substitutes for Teacher Release Time for the implementation of District Subject Area Focus and Pacing Guides for HMH Curriculum. Substitutes for Teacher Release Vertical Collaboration for Writing Teachers Reading and Writing Across the Curriculum - to promote a deeper understanding of the role of text dependent questions in support of the key shifts required by FSA. Saturday School</i></p>						
		140-Substitute Teachers	0032 - Elizabeth Cobb Middle School	Title II		\$250.00
<p><i>Notes: Peer- Observations; Provide Substitutes for release time for teachers to conduct Peer- Observations</i></p>						
2	G2.B1.S1.A1	<p>1. Implement a coherent, focuses, and demanding Mathematics curriculum that aligns with States standards. Moves students to mastering computational skills and concepts and promotes conceptual understanding. 2. Promote student engagement and a classroom environment conducive to learning. 3. Use of district pacing guides to ensure all key concepts are taught during the year. 4. Progress monitor quarterly to determine areas of mathematical competencies in need of emphasis for identified students. 5. Provide additional help sessions to students who are struggling. Teachers will meet with students before school, after school and Saturday school at least once per month. 6. Students scoring levels 1 or 2 on the 1415 FSA math assessment are scheduled into an intensive math support class in addition to their grade level mathematics course. 7. Provide high-quality and continuous professional development for teachers. Collaborate on instructional strategies</p>				\$4,300.88

Budget Data

in Professional Learning Communities. 8. Standards Exploration Professional Development						
Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	239-Other	0032 - Elizabeth Cobb Middle School	School Improvement Funds			\$1,984.00
Notes: Extended-Day; Provide additional opportunities for students to gain mastery of the Mathematics standards. Eight days of Saturday school focusing on key concepts.						
	140-Substitute Teachers	0032 - Elizabeth Cobb Middle School	Title II			\$2,066.88
Notes: Math 6 through 8: Substitutes for Teacher Release time Implementation of District Subject Area Focus and Pacing Guides for HMH Curriculum. Pre-Algebra : Substitutes for Teacher Release Time Standards exploration-PD to sustain learning about the instructional shifts required by the Florida Standards for Mathematics, how the shifts are reflected in aligned in the HMH instructional materials, and planning implications as it relates to focus, coherence, and rigor. Deeper investigation of online resources and how to maximize the use for students as a support tool. Saturday School						
	140-Substitute Teachers	0032 - Elizabeth Cobb Middle School	Title II			\$250.00
Notes: Peer- Observations; Provide Substitutes for release time for teachers to conduct Peer- Observations						
3	G3.B1.S1.A1	1. Promote student engagement and a classroom environment Conducive to learning. 2. Use of district pacing guides to ensure all key concepts are taught during the year. 3. Progress monitor quarterly to determine areas of Science competencies in need of emphasis for identified students. 4. Provide additional help sessions to students who are struggling with science. Teachers will meet with students before school, after school and Saturday school at least once per month. 5. Teachers will incorporate real world science application through engaging lab activities, projects, and class room activities throughout the school year 6. Teachers will create opportunities for students to test and generate hypothesis as part of daily classroom instruction 7. Provide effective evidence-based and continuous professional development for teachers.				\$6,163.92
Function	Object	Budget Focus	Funding Source	FTE	2015-16	
		0032 - Elizabeth Cobb Middle School				\$2,000.00
Notes: PLC - All teachers: Participates in a book study on " What Great Teachers Do Differently"						
	239-Other	0032 - Elizabeth Cobb Middle School	School Improvement Funds			\$1,984.00
Notes: Extended-Day; Provide additional opportunities for students to gain mastery of the Science standards. Eight days of Saturday school focusing on key concepts.						
	140-Substitute Teachers	0032 - Elizabeth Cobb Middle School	Title II			\$1,377.92
Notes: Science, SS, Special Areas, and ESE Teachers, Substitutes for Release Time Reading and Writing Across the Curriculum- to promote a deeper understanding of the						

Budget Data					
		<i>role of text dependent questions in support of the key shifts required by FSA. Saturday School</i>			
		0032 - Elizabeth Cobb Middle School	Title II		\$802.00
		<i>Notes: Science, Social Studies, Mathematics, ELA (Reading & Writing), and Special Areas Workshops.</i>			
Total:					\$15,024.04