Collier County Public Schools

Corkscrew Elementary School

2016-17 Schoolwide Improvement Plan

Corkscrew Elementary School

1065 COUNTY ROAD 858, Naples, FL 34120

https://www.collierschools.com/ces

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	42%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	A	C

**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 was approved by the Collier County School Board on 11/8/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Corkscrew Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To foster a learning community where students will engage in experiences that develop self-confidence and a love of learning resulting in respectful and responsible citizens.

b. Provide the school's vision statement.

To work collaboratively with families and the community to create an engaging and positive learning environment where “Excellence is Expected!”

2. School Environment

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

Everyone at Corkscrew Elementary works hard to build relationships with families while establishing positive communication. In order to achieve this effective relationship with all represented subgroups, we welcome families at the beginning of the school year to open campus at which time parents and students can meet their teacher and tour the campus. Corkscrew Elementary involves parent in their child's learning by hosting annual curriculum nights focused on building a positive relationship and setting high standards for learning to start the school year. Another activity focused on building a positive relationship is student lead conferences and family nights, such as, Literacy Night and STEAM night. Throughout the year, teachers will frequently partner with parents through emails, social media, calls, and parent conferences to share the status of student learning.

In partnership with the Parent Teacher Association, Corkscrew Elementary aids in fostering relationships between students, teachers, families and community stakeholders. The PTA hosts a variety of school and community events, such as Fall Festival, Spring Movie Night, and fundraisers to support building strong relationships.

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

Corkscrew Elementary believes that is necessary to create a safe and positive environment for students to excel in their student growth and academics. Throughout the day, there are clear systems in place that ensure student safety is a top priority. The day begins with staff supervision and clear procedures that organize student drop off and holding areas. Students are greeted each day by several adults and school Safety Patrols welcoming students back to school. Parents are welcomed to walk on campus each morning with their student if they wish, but are first asked to check in with the front office prior to escorting their child on campus.

The school environment is focused on Positive Behavior Intervention Support (PBIS) which provides evidence-based strategies and systems to assist in improving academic performance, while decreasing the problem behavior and establishing a positive school culture. PBIS is utilized school-wide, as well as on school buses. PBIS helps facilitate safe and orderly procedures that are orgaized school-wide. These procedures are introduced, modeled, practiced throughout the school year, and revisited as needed, by each staff member. In addition, each grade level team has developed a common grade level plan to monitor behaviors and academics which is also communicated with the parent. The PBIS Team meets monthly to review and analyze school data. The PBIS Team makes

data driven decisions based on trends in data and works to decrease the number of negative referrals which will increase positive behaviors and student achievement. Positive referrals are utilized for recognition of academics, behavior, and positive peer relationships.

Our School Counselor supports teachers and families with concerns regarding the social-emotional needs of our students. Need-based groups on topics such as grief, anger management, social development, and peer relationships are conducted to support our students. Additionally, individual student support is provided when needed. The counselor advises families of resources that are available within our community beyond the school provided services. Also, faculty and staff serve as mentors to students. Some of the specific programs available to our school counselor are Love and Logic, Be Cool, and Check In/Out.

c. 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.

Corkscrew Elementary School is committed to providing a safe and orderly learning environment for all students. A school-wide behavior support program is based on positive reinforcement, character education, respect, and responsibility. School Expectations are displayed throughout the school campus. Expectations are taught, modeled, and coached by the entire staff, to support a school-wide positive culture.

Corkscrew Elementary has been previously recognized by the state of Florida as a Gold Level Model Positive Behavior Intervention Support (PBIS) school many times over the years. School wide expectations are reviewed each year on the first day of school with students to establish and review expectations across the school campus. The PBIS Committee is make up of leadership members (principal, assistant principal, and school counselor) and at least one member from each grade level team along with an non-instructional representative. This committee meets monthly to analyze data, school wide behavior, identify training needs, and problem solve any trends in data. Along with a discipline plan, positive rewards are incorporated into all parts of Corkscrew Elementary's day. Some of the positive incentives offered are; quarterly attendance awards, daily Character Star Awards, Star Student, and monthly Excellence Awards.

All instructional and non-instructional staff members have been trained in utilizing Student Pass. When an incident occurs, a referrals are input into Student Pass by the staff member who observed the event. As needed, incidences are recorded by instructional staff members and these events are communicated directly to the parents through the utilization of a minor infraction in Student Pass. For a major infraction, which has been reported in Student Pass, leadership speaks with the student or students involved and parents are contacted to inform them of the event. Major referrals are sent home to be signed and returned by the student and parents. For students, who may have multiple incidences, the leadership team, in partnership with the parents and classroom teacher, will customize a behavioral support plan to meet the individual needs of the student.

d. 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.

The social-emotional needs of students are met through open communication between parents, teachers, school counselor, the intervention support specialist, school psychologist, and school leadership. Through open communication and a trusting environment student concerns can be discussed with support staff and an action plan can be devised. Need-based groups on topics such as grief, anger management, social development, conflict resolution, peer mediation and relationships are conducted to support our students, along with individual interventions, consulting, and coordinating with outside resources. Some of the specific programs available to our school counselor

are Love and Logic, Be Cool, and Check In/Out. The School Psychologist is also available for short term-solution focused counseling for students.

The leadership team, intervention support specialist, school psychologist and support team can assist with carrying out actions plans utilizing PBIS (check in/check out and behavior plans). The support of each student continues through the positive relationship that has been established over time with the parents. This partnership allows the home school connection to meet all areas of students needs and even utilize outside groups that can assist is supporting our parents and students.

3. Early Warning Systems

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

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

Early warning signs are monitored by the Leadership Team , in Professional Leadership Committee meetings, and with Staff through the Multi-Tired System of Support (MTSS) Process. District personnel along with school staff monitor attendance for all students. Administration meets with students and their families to develop and implement plans to improve attendance based on District policy. The leadership team meets weekly to review Student Pass discipline referrals and infractions, and any concerns shared by teachers. Students are referred to the MTSS team and individual behavior plans are developed. The school leadership team, with teacher input, develops a grade level watch list to identify specific academic needs of students who potentially demonstrate early warning indicators. Individual Progress Monitoring Plans (PMPs) and interventions are planned and implemented with full support of parents. These strategies include, but are not limited to, i-Ready, Leveled Literacy Intervention (LLI), Comprehension Intervention, My Sidewalks, Reading Horizons, and My Reading Coach.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	5	9	4	6	3	3	0	0	0	0	0	0	0	30
One or more suspensions	1	2	0	0	0	4	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	1	13	25	0	0	0	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
retained Students	2	0	0	0	0	0	0	0	0	0	0	0	0	2
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	2	0	0	0	4	0	0	0	0	0	0	0	7

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

Multi-Tiered System of Support (MTSS) will be used to aid in improving academics for students who demonstrate a need based on early warning signs.

Tier 1 interventions are utilized to strengthen all classroom instruction. The reading coach and leadership team will aid teachers in implementation of strategies that strengthen daily instruction. Grade level teams will have common planning time to plan collaboratively. The implementation of the computer program i-Ready will be used across all classrooms to provide individualized reading support on each students' level. Data from Tier 1 student is reviewed monthly/quarterly to monitor student progress.

Tier 2 interventions will take place across grade level teams during a common 30 minute MTSS block of time incorporated in the daily schedule. During this time, teachers will provide grade level interventions for students identified as needing additional support to meet grade level expectations and increase academic performance. Grade level teams will collaborate with the Intervention Support Specialist, academic coaches, and the leadership team at MTSS Professional Learning Committees (PLCs) to group these students, create progress monitoring plans (PMP's) and analyze the data collected during MTSS time. Support staff will be available to help facilitate these tier 2 interventions with grade levels teams. Professional Development will include opportunities to share and develop new interventions that more effectively allow students to work with needed skills as well as have the opportunity to read during the MTSS block every day.

Tier 3 interventions will take place daily for 30 minutes. These interventions will be facilitated by instructional support staff (English Learner (EL) teacher, Students with Disabilities (SWD) teachers). These interventions include, but are not limited to, Leveled Literacy Intervention (LLI), Comprehension Intervention, My Sidewalks, Reading Horizons, and My Reading Coach.

The MTSS Leadership team will review, discuss, and monitor student academic and/or behavioral procedures and data while working in conjunction with faculty to support students' needs. The team will focus on implementation, data collection, interventions, and supports needed by the instructional staff for implementation of MTSS. School administrators and teachers from the school-based MTSS team will participate in grade level PLC's to facilitate and monitor student data the MTSS process at each grade level.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Corkscrew Elementary School (CES) has a successful parent involvement program and our school works to continue to provide opportunities for our parents to stay involved in school. The following opportunities are Corky's Crew welcoming, lunchroom orientation, Summer Reading Celebration, Fall Fling, fundraising for coupon book and spring catalog, movie night, classroom volunteers, book fairs, Parent Teacher Association, School Advisory Council, and reading partners promoting school wide

reading. CES has several strategic initiatives to engage parents and the community via Facebook and Twitter, as well as weekly communication through the school messenger. We believe parents who are involved in the education of their children have a positive impact on learning.

2. 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.

Corkscrew Elementary has established a “Banner Buddies” program. These partnerships between our business community and school are based on the shared commitment to educational achievement and preparation for tomorrow's community leaders. Our school has received both financial donations and services, allowing us to fund field trips, after school reading programs, and technology needs. Additionally, we have been able to increase the number of our school volunteers. In turn, we promote our local business partners to our school community. This school year, Corkscrew Elementary worked to establish a connection with Arthrex, who is a major employer of our families. We have also established a connection with the local fire department and the high school volunteers.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Smith, Ronna	Principal
Vieira, Jessica	Assistant Principal
Lyberg, Dan	School Counselor
McCosh, Rebecca	Other
Fialko, Sue	Other

b. Duties

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

Both the Principal and Assistant Principal share the responsibility of providing instructional leadership. School leaders attend weekly common planning with grade level teams, review weekly lesson plans, observe classroom instruction, monitor the implementation of the curriculum, and develop schedules to ensure a safe and orderly learning environment. School leaders meet regularly with teachers to discuss their ideas regarding instructional decisions and school operation through common planning meetings, grade level Professional Learning Committee (PLCs)/Multi-Tiered System of Supports (MTSS) meetings, the School Improvement Leadership teams, grade level teams, and the Faculty Advisory Council. Additionally, school leaders meet informally with teachers and teams to get their perspectives.Administration apprises the School Advisory Counsel of academic and behavioral data throughout the school year.

2. 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 Multi-Tiered System of Supports (MTSS) Leadership team will review, discuss, and monitor student academic and/or behavioral data along with intervention and extension data while working in conjunction with faculty to support students' needs. The MTSS Leadership Team meets biweekly to review students in the MTSS process. The team focuses on implementation, data collection, interventions, and supports needed by the instructional staff for implementation of MTSS. School administrators and teachers from the school-based MTSS team will participate in monthly grade level Professional Learning Committee (PLCs) to facilitate the MTSS process at each grade level. When reviewing the MTSS data, the MTSS Leadership Team, in collaboration with MTSS support staff, and classroom teachers, make data-driven decisions about intervention changes.

School leadership develops a daily instructional plan in order to maximize the amount of time to provide available resources. Additionally, intervention time is allocated at each grade level to meet all students' needs. Resource personnel, including Reading Coach, ESE resource teachers, Intervention Support Specialist, ELL teacher and tutor, Media Specialist and Speech and Language Pathologist, are scheduled in classrooms to work with students in addition to their classroom teacher. Our school supplements the school locational budget through the after-school program run by the school. Through these efforts, we are able to provide an after school program for identified students in grades 3, 4, and 5 focused on academic needs. All supplemental programs and materials are coordinated and monitored by the principal.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Ronna Smith	Principal
Emmi Sass	Parent
Adrienne Gaglidardo	Parent
Monica Ramos	Teacher
Meredith Wiacek	Parent
Karen Gause	Parent
Matt Reichard	Business/Community
Paula Miranda	Parent
Jennifer Connerly	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Improvement Plan was submitted to the School Advisory Council (SAC) for their review and approval. A review of each goal and objective was conducted. End of year data related to each goal and objective will be presented to the SAC for their evaluation.

b. Development of this school improvement plan

Development of this school improvement plan was developed with teachers, parents, and leadership team after careful review of this year's data. The instructional staff of Corkscrew Elementary School (CES) comes together in curriculum leadership teams to address academic data concerns and analysis student data. The School Advisory Council (SAC) also supports the understanding of student data and academic growth. An analysis of student achievement and school performance data occurs at the initial SAC meeting. The SAC reviews various aspects of the school as suggested by the priorities related to the data and provides input into the written plan for school improvement including priorities and strategies. Student achievement data will be monitored as well as the associated strategies and priorities within the SIP. The objectives, and action plans for each goal in the School Improvement Plan are presented to the SAC. The School Advisory Council has the opportunity to contribute their ideas and make additions and/or changes to the plan. The final plan is voted and approved by the SAC.

c. Preparation of the school's annual budget and plan

The school's locational budget is shared with the School Advisory Council (SAC) for their input and approval. Each year, the focus of school expenditures is discussed with the SAC committee and the use of school improvement funds. This includes the amount budgeted for each project and staff development plan for the school year.

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

Since there are no current funds for this school year School Advisory Council (SAC) decided that the monies would be rolled over to the current academic year. SAC will discuss the use of these funds during monthly meetings, throughout the school year. SAC will work to determine the best use of funds to support the School Improvement projects and objectives.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
McCosh, Rebecca	Instructional Coach
Smith, Ronna	Principal
Phipps, Tonya	Teacher, K-12
Vieira, Jessica	Assistant Principal
Barreiro, Frank	Teacher, K-12
Holtz, Lisa	Teacher, K-12
Lopez, Cristy	Teacher, K-12
Winslow, Sandy	Teacher, K-12
Smith , Christine	Teacher, PreK
Amico, Julie	Teacher, K-12
Stone, Rebecca	Teacher, K-12
Ramos, Monica	Teacher, K-12
Patt, Lisa	Teacher, K-12
Hennessy, Heather	Teacher, K-12
Zimmerman, Natalie	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Every teacher contributes to the reading improvement of every student in Professional Learning Community (PLC) data meetings that will be conducted bi-monthly to review current progress of students. The data collected will be reviewed by grade-level teams and leadership to desegregate data gains and areas of concern from weekly assessments, benchmark assessments, and tracking using computer-based programs. An action plan will be created to reteach and collect additional information to review at the next meeting. All students will participate in a school-wide reading incentive that provides recognition for reading achievement.

The Literacy Leadership Team (LLT) meets to organize and create activities for Family Literacy Night. Family Literacy Night is a fun way to inform families of literacy activities that can be used at home. The Literacy Leadership Team makes literacy decisions for their grade-level teams like professional development needs, curriculum needs, and school improvement ideas. The Literacy Leadership Team in conjunction with the leadership team will host a Family Literacy event during "Celebrate Literacy Florida!" Week in January.

The Literacy Leadership Team makes decisions about the Reading Counts incentive program. Teachers bring back ideas from their grade-level teams on how the school can encourage wide reading, increase circulation in the media center, and what best motivates the students to read. The LLT decides on common language, tools, and expectations across grade levels. The LLT supports implementation of the District's K-12 Reading Plan.

D. Public and Collaborative Teaching

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

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

Positive school culture and working relationships facilitate professional focus on continuous improvement. Academic Coaches and Administration will participate in Grade Level Planning to support discussion, model instructional strategies, and align instruction with the standards with fidelity. Collaborative planning binders are used for Mathematics Florida Standards (MAFS) and Language Arts Florida Standards (LAFS) materials and are utilized at team collaborative planning meetings. Academic coaches and leadership will meet regularly to support this process.

Curriculum Leadership Cross Grade-Level teams have been created to establish and monitor School Improvement Plan (SIP) goals and plan for implementation. These teams help to create academic area SIP goals and will monitor our progress as a school towards these goals.

Professional Development days will focus on collaboration, collaborative structures, best practice, and deliberate practice elements. Teachers will participate in professional learning to support instructional techniques to increase student engagement and rigor.

Professional Learning Committees (PLCs) will be held monthly for each grade level. At these meetings, teachers will work with leadership, intervention support specialist, and the academic coaches to plan for effective interventions, review and analyze tiered data and move students within the Multi-Tired System of Supports tiered groups. Grade level teams will also determine instructional strategies and expected standards of performance based on data.

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

Professional development will be provided on a regularly scheduled basis. The focus of staff development will be to enable teachers to be successful in improving student achievement. Professional development will be provided at faculty meetings, on early release days, and in monthly Professional Learning Committees (PLC's). Staff development will be based on:

1. District, State and Federal Initiatives, staff input, classroom observations, data, teacher selected deliberate practice goals and student data.

2. Instructional Leadership: Regularly scheduled grade level PLC meetings to support teachers in the areas of MTSS, data analysis, instructional strategies and practice. Classroom observations to support teachers/grade levels with best practices, appropriate staff development; and meaningful feedback.

3. New Teacher Support: Facilitating new teacher partnerships with a qualified mentor. Regularly scheduled meetings with specific personnel to orient and support new teachers in the areas of school and district procedures, initiatives, and instruction.

4. Use of Time: Provide common planning time for each grade level. Staff development calendar is designed to support the school improvement process, staff input, and classroom observations.

5. Empowering Teachers: Continue to build a supportive and collaborative culture that recognizes faculty efforts both formally and informally. Involve teachers in meaningful decision making.

6. School Management and Safety: Continue to support and improve school-wide, multi-tiered academic and behavior support and intervention. Continue implementation and improvement of positive behavior support to teachers in the areas of discipline, management and school safety.

7. Recruitment: Continue to build relationships with area universities for referrals of interns and potential candidates. Increased instructional staff training in mentor teacher support.

CCPS policy is to hire only highly qualified teachers. Consequently, most teachers are certified and highly-qualified in their area or working to become so in their area.

All above initiatives are supported by Administration.

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

Corkscrew Elementary continues to build a supportive and collaborative culture that recognizes faculty efforts both formally and informally and involves teachers in meaningful decision making. Mentor pairing is based on the mentor's strengths as an instructional leader, flexibility to be in classrooms to model, and extensive knowledge of student data and instructional implications, differentiation, MTSS, and effective class management. Planned mentoring activities are evidenced based strategies in the following areas, PBS, Data Warehouse, Classroom Management, Interventions, Co-Teaching, Behavior Plans, MTSS, IEP, Progress Monitoring Plan, 504, and Collier Teacher Evaluation (CTEM).

Mentors are also available to help in the classroom with specific instructional needs, like classroom management, guided reading modeling, transitions, etc. New teachers are also given opportunities to observe peers for best practices. Team leaders and Instructional Coaches also mentor new and veteran teachers to best support the needs of the staff and the students.

New teachers are assigned additional CTEM observations by the Principal and Assistant Principal. Based on these observations, additional help is provided to help ensure success for the new teacher.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Corkscrew Elementary, along with all Collier County Public Schools adhere to the Florida Standards. Curriculum maps and pacing guides are created by district curriculum coordinators. In order to communicate these expectations, the school district has created a Curriculum and Instruction webpage with digital access to pacing guides along with links to additional resources, lists of district materials available to teachers, and helpful hints and websites to access for differentiated instruction strategies to meet the needs of all students. This site guides teachers to the selection of materials and programs that are aligned with the standards. The District also provides Growth, Progress, Success (GPS) strategies for explicit phonics instruction, guided reading, and writing across the content areas.

All instructional staff post lesson plans in Angel which are monitored by building Administration and coaches. These plans are also reviewed during classroom observations including formal and informal observations.
The building Reading Coach along with Administration attend Grade-Level Collaborative Planning Meetings to review upcoming lessons and discuss how to best deliver instruction to meet the standards, develop high order questions to ensure deep knowledge is taking place and model best practices.

During Professional Learning Committees (PLCs), Grade Level Teams will participate in unpacking the standards and deconstructing the scales with the guidance of Coaches and Administration. Coaches will participate in coaching cycles during which time they will model quality instruction for

teachers who are new to the grade level, the building, or in need of assistance to improve instruction with approved materials and programs.

The Administrative team will conduct Collier Teacher Evaluation Model (CTEM) Observations to ensure teachers are teaching to the standards and delivering the curriculum with fidelity in a manner in which our students are engaged in meeting the learning goals.

b. Instructional Strategies

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

Through a combination of MTSS meetings, PLC meetings, and collaborative planning, teams actively work to adapt the curriculum to best teach the standards for all learners. CCPS subject-area curriculum maps lay out the scope and sequence of each quarter and provide a list of all resources available to teach the standards. In addition, collaborative planning with grade-level teachers, ELL and ESE support teachers, and academic coaches, provides time for teams to share other resources that may be more appropriate for different types of learners. Collaborative structures help give all learners a chance to be active participants in class discussions and activities. Diverse formative assessments also allow students to demonstrate what they have learned in ways that best meet their needs.

Differentiation is also accomplished during MTSS time in each grade level K-5 in which teachers can intervene or extend students learning supporting students most critical needs. Data from MTSS groups is monitored and analyzed during monthly MTSS PLCs and MTSS leadership meetings, to monitor student progress in their critical need areas. ESE teachers provide tiered support to students with disabilities through a fully inclusive model.

Classroom teacher include differentiation and student specific accommodations for the needs of various learners (ESE, ELL, and gifted) in their weekly lesson plans. ESE teachers work within each classroom to aid students in meeting their IEP goals and classwork. Through collaborative planning general education teachers and Special Education teachers work to differentiate grade level curriculum and activities to meet the needs of all students.

MTSS Leadership team will review, discuss, and monitor student academic and/or behavioral procedures and data while working in conjunction with faculty to support students' needs. The team will focus on implementation, data collection, interventions, and supports needed by the instructional staff for implementation of MTSS. School administrators and teachers from the school-based MTSS team will participate in grade level PLC's to facilitate the MTSS process at each grade level.

Members of the school based MTSS leadership team (including the principal and the assistant principal) will meet regularly to provide data and support to the grade level problem solving teams and review school-wide MTSS issues. The Principal, Assistant Principal, and Intervention Support Specialist will provide leadership and guidance to ensure the implementation of MTSS with fidelity along with providing resources and staff development based on the needs of the faculty. In addition, staff will participate in MTSS meetings and communicate support of the MTSS process with various school stakeholders. The Intervention Support Specialist (INSS) will facilitate all school procedures, training, and activities, regarding student academic achievement and student intervention. The INSS and instructional support staff, will provide early intervention services for students in targeted area(s) of deficiency, in tier 2 and tier 3 of the MTSS process. Parental contact and involvement will be coordinated by the Intervention Support Specialist.

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

Strategy: After School Program

Minutes added to school year: 21,600

The School Age Child Care program at Corkscrew Elementary offers extended learning time which provides opportunities for increased student achievement through after school enrichment clubs and teacher-led academic support.

Strategy Rationale

Strategy Purpose(s):
• Instruction in core academic subjects
• Enrichment activities that contribute to a well-rounded education
• Teacher collaboration, planning and professional development

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
McCosh, Rebecca, mccosr@collierschools.com

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

Attendance data will be collected and analyzed.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

During the last quarter of the Prekindergarten school year, teachers should begin to discuss kindergarten with children daily. Starting in April, teachers should read books about kindergarten, encouraging children to look at pictures and make predictions about what they think kindergarten will be like for them. Teachers can co-plan activities with Kindergarten teachers, such as a visit to a kindergarten classroom, possibly involving the children in a fun activity together. During the fourth parent contact, parents should be asked if they have any concerns regarding kindergarten. Teachers should offer information about kindergarten registration, and give suggestions about how parents can help to get their child ready for kindergarten during the summer months. In the last few days of school, teachers should let the children help to clean and pack up toys; this helps to provide closure for the children.

Curriculum Support:
1. Children’s books about Kindergarten (See Parent Handbook and Calendar)
2. The Kindergarten Survival Handbook - Offers appropriate activities to distribute to families, such as Teacher activities, tips or suggestions for parents to do with their child on specific skills to help get them get ready for Kindergarten (available in Spanish).

Starting in May, Pre K Student Transition Cards need to be completed for every child and submitted to the school's administrative team.

TRANSITION FROM EARLY CHILDHOOD PROGRAMS TO ELEMENTARY SCHOOL
• Inform parents of readiness skills during Kindergarten Round-Up. (Required)
• Offer preschool programs and collaborate with kindergarten teachers regarding grade level expectations.
• Meet with local preschool programs to discuss readiness for transitioning students.
• Implement a staggered start schedule during the first week of school.
• Allow classroom visitations for transitioning students and their parents.

In early May, each middle school holds a Rising 6th Grade Parent Orientation Night at 6:00 p.m. Parents learn about the 6th grade course selection process, as well as, what core classes were required and what related arts classes were available. There is also typically a band/orchestra/chorus performances and a district PowerPoint that is shared to highlight the many programs and activities at the respective middle schools. The following day, 5th graders across the district were transported by bus from their feeder school to their projected middle school for the same presentation the parents received the night before.

b. College and Career Readiness

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

Preparations for high school and beyond begins with the start of kindergarten as student enter their classrooms with their high school graduation year on the door. Throughout the school year, connections are made through local business partners utilizing the PTA and SAC as a primary resource. Corkscrew Elementary plans a variety of events to promote college and career readiness events such as Career Day, Principal for the Day, and STEAM Night. Fifth Grade students take a career interest assessment, saving it in iPortfolio, and participating in a career day.

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

N/A

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

Corkscrew Elementary strives to prepare its students for the future and support student achievement. Through the incorporation of BYOD and Corkscrew Elementary's own Science Lab students learn about application of technology and science. The morning news is planned and facilitated by students utilizing current technology to showcase the happenings at Corkscrew Elementary.

4. 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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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. If staff consistently utilizes effective instructional strategies, embeds high-yield essential elements in practice, and analyzes data to drive ambitious instruction, then student achievement will increase by at least 3%.

Strategic Goals Detail

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

G1. If staff consistently utilizes effective instructional strategies, embeds high-yield essential elements in practice, and analyzes data to drive ambitious instruction, then student achievement will increase by at least 3%. 1a

G083145

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	68.0
ELA/Reading Gains	58.0
ELA/Reading Lowest 25% Gains	46.0
FSA Mathematics Achievement	74.0
Math Gains	64.0
Math Lowest 25% Gains	45.0
Statewide Science Assessment Achievement	69.0

Targeted Barriers to Achieving the Goal 3

- Application of effective, high-yield instructional strategies have not consistently been demonstrated.
- Instruction is predominately focused on low levels of rigor and are not scaffolded to engage students in work that is cognitively complex.
- Students have not consistently received targeted, data driven, and differentiated instruction that meet their needs cognitively, behaviorally, and emotionally.

Resources Available to Help Reduce or Eliminate the Barriers 2

- i-Ready reports
- Data Warehouse district benchmark data and formative assessment reports
- Common grade level formal/informal assessments
- Curriculum maps and LAFS/MAFS
- Reading Coach and Marzano Cohort Teachers

Plan to Monitor Progress Toward G1. 8

Utilization of effective instructional strategies, embedded high-yield essential elements in practice, and analysis of data to drive ambitious instruction, will be monitored through classroom observations by administration aa evidenced by an increase in the overall teacher ratings provided for essential elements the CTEM reports.

Person Responsible
Ronna Smith

Schedule
Monthly, from 9/23/2016 to 6/2/2017

Evidence of Completion
Increase in overall teacher ratings provided for identified elements in CTEM Reports, student data reports from grade level PLC meetings, PLC agendas and notes and staff Professional Learning sign in sheets.

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. If staff consistently utilizes effective instructional strategies, embeds high-yield essential elements in practice, and analyzes data to drive ambitious instruction, then student achievement will increase by at least 3%. 1

G083145

G1.B1 Application of effective, high-yield instructional strategies have not consistently been demonstrated. 2

B220406

G1.B1.S1 Provide professional learning opportunities on Marzano essential strategies and engaging instruction. 4

S232650

Strategy Rationale

Providing regularly scheduled researched based professional learning opportunities for all staff will allow for sharing of essential strategies and engaging instruction.

Action Step 1 5

Develop a year-long calendar to ensure opportunities for professional learning are provided.

Person Responsible

Jessica Vieira

Schedule

Annually, from 8/8/2016 to 6/2/2017

Evidence of Completion

Professional Learning/Development Plan

Action Step 2 5

Review lesson plans to determine essential elements featured during profession learning are embedded within practice.

Person Responsible

Jessica Vieira

Schedule

Biweekly, from 8/15/2016 to 5/29/2017

Evidence of Completion

Lesson plan review spreadsheet

Action Step 3 5

Provide specific, targeted observations on deliberate practice and featured elements.

Person Responsible

Ronna Smith

Schedule

Quarterly, from 8/29/2016 to 6/30/2017

Evidence of Completion

CTEM "Look For" Report.

Action Step 4 5

Provide job-embedded professional learning by having Marzano Cohort 1 and Cohort 2 teachers, lead teachers, and leadership provide training, serve as resources to teachers, and collaborate with teams in the planning process and providing opportunities for instructional rounds.

Person Responsible

Ronna Smith

Schedule

Weekly, from 8/23/2016 to 5/30/2017

Evidence of Completion

Weekly Team Collaborative Planning Meetings, Early Release Day Memos, Annual Professional Learning and Professional Learning/Development Calendar.

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

During School-Based Leadership Meeting, the team will monitor the School Improvement Plan timeline with fidelity and create additional action steps, as needed.

Person Responsible

Jessica Vieira

Schedule

Quarterly, from 9/6/2016 to 5/15/2017

Evidence of Completion

Leadership Agenda, SIP timeline, Intermediate benchmark data, and quarterly i-Ready data.

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

Monitor iObservation data in weekly Leadership meetings to establish inter-rater reliability

Person Responsible

Ronna Smith

Schedule

Quarterly, from 9/2/2016 to 6/2/2017

Evidence of Completion

CTEM Reports

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

Monitor teacher data through iObservation for increase in high yield strategies. Leadership and Reading Coaches will provide professional learning as needed for those not utilizing high-yield instructional strategies with fidelity.

Person Responsible

Ronna Smith

Schedule

Quarterly, from 9/6/2016 to 6/2/2017

Evidence of Completion

CTEM Element Report by Teacher

G1.B2 Instruction is predominately focused on low levels of rigor and are not scaffolded to engage students in work that is cognitively complex. 2

B220407

G1.B2.S1 Provide professional learning on how to increase the instructional rigor utilizing high yield strategies and scaffolded lessons. 4

S232651

Strategy Rationale

Providing regularly scheduled researched based professional learning opportunities focused on instructional rigor through the use Marzano's high-yield strategies, for all staff will allow for professional discussion and sharing of effective strategies.

Action Step 1 5

Conduct academic and non-academic data dialogues with teams reflective of District protocol.

Person Responsible

Ronna Smith

Schedule

Quarterly, from 10/1/2016 to 6/2/2017

Evidence of Completion

Calendar with scheduled meetings and monthly PLC Agendas

Action Step 2 5

Utilize instructional coaches and lead teachers from Marzano Cohorts 1 and 2 to provide training on use and relevance of goals and scales to drive instruction.

Person Responsible

Ronna Smith

Schedule

Annually, from 8/22/2016 to 6/2/2017

Evidence of Completion

Reading Coach PL/PD schedule

Action Step 3 5

Facilitate monthly PLC to encourage discussions on how to enhance instruction and increase rigor.

Person Responsible

Jessica Vieira

Schedule

Monthly, from 9/26/2016 to 5/29/2017

Evidence of Completion

Monthly PLC Schedule by grade level, PLC Facilitator emails, Agendas in Data Warehouse

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitor frequency and level of high yield elements for increase

Person Responsible

Ronna Smith

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson plans will be weekly submitted in Angel and monitored by leadership.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitor planning and PLCs

Person Responsible

Ronna Smith

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

MTSS and academic PLC agendas, meeting notes, and data charts will be uploaded to Data Warehouse.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Conduct surveys addressing staff professional learning/development needs and wants.

Person Responsible

Ronna Smith

Schedule

Semiannually, from 9/14/2016 to 1/18/2017

Evidence of Completion

Staff survey document/results and professional development provided throughout the school year.

G1.B3 Students have not consistently received targeted, data driven, and differentiated instruction that meet their needs cognitively, behaviorally, and emotionally. 2

B220408

G1.B3.S1 Provide tiered support to students identified as at risk through the MTSS process and progress monitor with progress monitoring plans (PMPs) as needed. 4

S232652

Strategy Rationale

By identifying and reviewing at risk student data, ongoing data analysis, and fully implementing the MTSS process, interventions and enrichment can be systematically implemented.

Action Step 1 5

Identify students exhibiting two or more indicators through the use of the Early Warning Systems.

Person Responsible

Jessica Vieira

Schedule

Quarterly, from 9/2/2016 to 6/2/2017

Evidence of Completion

Early warning system reports quarterly, PLC agendas and notes in Data Warehouse, and MTSS leadership agendas

Action Step 2 5

Develop and implement a systematic approach to advocacy and mentoring for students in need.

Person Responsible

Ronna Smith

Schedule

On 6/2/2017

Evidence of Completion

Grade level MTSS Groups, PLC Agendas and notes in Data Warehouse, and School Counselor Groups

Action Step 3 5

Review student intervention and assessment data in Leadership and team-based PLCs for efficacy.

Person Responsible

Jessica Vieira

Schedule

Monthly, from 8/19/2016 to 6/2/2017

Evidence of Completion

Leadership Agendas and Notes, Monthly PLC agendas and notes

Action Step 4 5

Adjust interventions based on academic and non-academic data collected

Person Responsible

Rebecca McCosh

Schedule

Biweekly, from 9/2/2016 to 6/2/2017

Evidence of Completion

MTSS groups (Tier 2 and Tier 3) and MTSS Leadership agendas

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

Conduct academic and non-academic data dialogues with teams reflective of District protocol.

Person Responsible

Ronna Smith

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Data dialogue data collectors and notes from grade levels teams quarterly.

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

Monitor progress of lowest 25% on District assessments

Person Responsible

Ronna Smith

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

PLC agendas and notes.

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

Monitor students who have been identified as having two or more at risk indicators.

Person Responsible

Jessica Vieira

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Grade level team PLC meeting agendas and notes, MTSS Leadership meeting agendas and notes.

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

Monitor progress on District assessments

Person Responsible

Jessica Vieira

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Grade level PLC agendas, notes, and data collectors.

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

Provide technical assistance on monitoring student performance and providing interventions using MTSS system.

Person Responsible

Ronna Smith

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

MTSS Leadership agendas and notes, grade level PLC agendas and notes (located in Data Warehouse).

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.MA1 M301744	Monitor frequency and level of high yield elements for increase	Smith, Ronna	8/24/2015	Lesson plans will be weekly submitted in Angel and monitored by leadership.	6/10/2016 monthly
G1.B2.S1.MA2 M301745	Monitor planning and PLCs	Smith, Ronna	8/24/2015	MTSS and academic PLC agendas, meeting notes, and data charts will be uploaded to Data Warehouse.	6/10/2016 biweekly
G1.B2.S1.MA1 M301743	Conduct surveys addressing staff professional learning/development needs and wants.	Smith, Ronna	9/14/2016	Staff survey document/results and professional development provided throughout the school year.	1/18/2017 semiannually
G1.B1.S1.MA1 M301741	During School-Based Leadership Meeting, the team will monitor the School Improvement Plan timeline...	Vieira, Jessica	9/6/2016	Leadership Agenda, SIP timeline, Intermediate benchmark data, and quarterly i-Ready data.	5/15/2017 quarterly
G1.B1.S1.A2 A297727	Review lesson plans to determine essential elements featured during profession learning are...	Vieira, Jessica	8/15/2016	Lesson plan review spreadsheet	5/29/2017 biweekly
G1.B2.S1.A3 A297732	Facilitate monthly PLC to encourage discussions on how to enhance instruction and increase rigor.	Vieira, Jessica	9/26/2016	Monthly PLC Schedule by grade level, PLC Facilitator emails, Agendas in Data Warehouse	5/29/2017 monthly
G1.B1.S1.A4 A297729	Provide job-embedded professional learning by having Marzano Cohort 1 and Cohort 2 teachers, lead...	Smith, Ronna	8/23/2016	Weekly Team Collaborative Planning Meetings, Early Release Day Memos, Annual Professional Learning and Professional Learning/Development Calendar.	5/30/2017 weekly
G1.MA1 M301751	Utilization of effective instructional strategies, embedded high-yield essential elements in...	Smith, Ronna	9/23/2016	Increase in overall teacher ratings provided for identified elements in CTEM Reports, student data reports from grade level PLC meetings, PLC agendas and notes and staff Professional Learning sign in sheets.	6/2/2017 monthly
G1.B1.S1.MA1 M301740	Monitor teacher data through iObservation for increase in high yield strategies. Leadership and...	Smith, Ronna	9/6/2016	CTEM Element Report by Teacher	6/2/2017 quarterly
G1.B1.S1.MA2 M301742	Monitor iObservation data in weekly Leadership meetings to establish inter-rater reliability	Smith, Ronna	9/2/2016	CTEM Reports	6/2/2017 quarterly
G1.B1.S1.A1 A297726	Develop a year-long calendar to ensure opportunities for professional learning are provided.	Vieira, Jessica	8/8/2016	Professional Learning/Development Plan	6/2/2017 annually
G1.B2.S1.A1 A297730	Conduct academic and non-academic data dialogues with teams reflective of District protocol.	Smith, Ronna	10/1/2016	Calendar with scheduled meetings and monthly PLC Agendas	6/2/2017 quarterly
G1.B2.S1.A2 A297731	Utilize instructional coaches and lead teachers from Marzano Cohorts 1 and 2 to provide training on...	Smith, Ronna	8/22/2016	Reading Coach PL/PD schedule	6/2/2017 annually
G1.B3.S1.MA1 M301746	Monitor progress of lowest 25% on District assessments	Smith, Ronna	8/22/2016	PLC agendas and notes.	6/2/2017 monthly
G1.B3.S1.MA3 M301747	Monitor students who have been identified as having two or more at risk indicators.	Vieira, Jessica	8/22/2016	Grade level team PLC meeting agendas and notes, MTSS Leadership meeting agendas and notes.	6/2/2017 monthly
G1.B3.S1.MA4 M301748	Monitor progress on District assessments	Vieira, Jessica	8/22/2016	Grade level PLC agendas, notes, and data collectors.	6/2/2017 quarterly
G1.B3.S1.MA5 M301749	Provide technical assistance on monitoring student performance and providing interventions using...	Smith, Ronna	8/22/2016	MTSS Leadership agendas and notes, grade level PLC agendas and notes (located in Data Warehouse).	6/2/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1 M301750	Conduct academic and non-academic data dialogues with teams reflective of District protocol.	Smith, Ronna	8/15/2016	Data dialogue data collectors and notes from grade levels teams quarterly.	6/2/2017 quarterly
G1.B3.S1.A1 A297733	Identify students exhibiting two or more indicators through the use of the Early Warning Systems.	Vieira, Jessica	9/2/2016	Early warning system reports quarterly, PLC agendas and notes in Data Warehouse, and MTSS leadership agendas	6/2/2017 quarterly
G1.B3.S1.A2 A297734	Develop and implement a systematic approach to advocacy and mentoring for students in need.	Smith, Ronna	9/2/2016	Grade level MTSS Groups, PLC Agendas and notes in Data Warehouse, and School Counselor Groups	6/2/2017 one-time
G1.B3.S1.A3 A297735	Review student intervention and assessment data in Leadership and team-based PLCs for efficacy.	Vieira, Jessica	8/19/2016	Leadership Agendas and Notes, Monthly PLC agendas and notes	6/2/2017 monthly
G1.B3.S1.A4 A297736	Adjust interventions based on academic and non-academic data collected	McCosh, Rebecca	9/2/2016	MTSS groups (Tier 2 and Tier 3) and MTSS Leadership agendas	6/2/2017 biweekly
G1.B1.S1.A3 A297728	Provide specific, targeted observations on deliberate practice and featured elements.	Smith, Ronna	8/29/2016	CTEM "Look For" Report.	6/30/2017 quarterly

V. Professional Development Opportunities

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

G1. If staff consistently utilizes effective instructional strategies, embeds high-yield essential elements in practice, and analyzes data to drive ambitious instruction, then student achievement will increase by at least 3%.

G1.B1 Application of effective, high-yield instructional strategies have not consistently been demonstrated.

G1.B1.S1 Provide professional learning opportunities on Marzano essential strategies and engaging instruction.

PD Opportunity 1

Develop a year-long calendar to ensure opportunities for professional learning are provided.

Facilitator

Leadership Team & Teacher Leaders

Participants

Instructional Staff

Schedule

Annually, from 8/8/2016 to 6/2/2017

PD Opportunity 2

Provide job-embedded professional learning by having Marzano Cohort 1 and Cohort 2 teachers, lead teachers, and leadership provide training, serve as resources to teachers, and collaborate with teams in the planning process and providing opportunities for instructional rounds.

Facilitator

Leadership Team, Marzano COHORT 1 and COHORT 2 teachers, and Teacher Leaders.

Participants

Instructional Staff

Schedule

Weekly, from 8/23/2016 to 5/30/2017

G1.B2 Instruction is predominately focused on low levels of rigor and are not scaffolded to engage students in work that is cognitively complex.

G1.B2.S1 Provide professional learning on how to increase the instructional rigor utilizing high yield strategies and scaffolded lessons.

PD Opportunity 1

Utilize instructional coaches and lead teachers from Marzano Cohorts 1 and 2 to provide training on use and relevance of goals and scales to drive instruction.

Facilitator

Reading Coach, Rebecca McCosh and Teacher leaders

Participants

Instructional Staff

Schedule

Annually, from 8/22/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Develop a year-long calendar to ensure opportunities for professional learning are provided.	$0.00
2	G1.B1.S1.A2	Review lesson plans to determine essential elements featured during profession learning are embedded within practice.	$0.00
3	G1.B1.S1.A3	Provide specific, targeted observations on deliberate practice and featured elements.	$0.00
4	G1.B1.S1.A4	Provide job-embedded professional learning by having Marzano Cohort 1 and Cohort 2 teachers, lead teachers, and leadership provide training, serve as resources to teachers, and collaborate with teams in the planning process and providing opportunities for instructional rounds.	$0.00
5	G1.B2.S1.A1	Conduct academic and non-academic data dialogues with teams reflective of District protocol.	$0.00
6	G1.B2.S1.A2	Utilize instructional coaches and lead teachers from Marzano Cohorts 1 and 2 to provide training on use and relevance of goals and scales to drive instruction.	$0.00
7	G1.B2.S1.A3	Facilitate monthly PLC to encourage discussions on how to enhance instruction and increase rigor.	$0.00
8	G1.B3.S1.A1	Identify students exhibiting two or more indicators through the use of the Early Warning Systems.	$0.00
9	G1.B3.S1.A2	Develop and implement a systematic approach to advocacy and mentoring for students in need.	$0.00
10	G1.B3.S1.A3	Review student intervention and assessment data in Leadership and team-based PLCs for efficacy.	$0.00
11	G1.B3.S1.A4	Adjust interventions based on academic and non-academic data collected	$0.00
		Total:	$0.00