Corkscrew Middle School

2021-22 Schoolwide Improvement Plan

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Corkscrew Middle School

1165 COUNTY ROAD 858, Naples, FL 34120

https://www.collierschools.com/cms

Demographics

Principal: Rania Pierre Peacock

Start Date for this Principal: 8/8/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	82%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: A (62%) 2016-17: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](www.floridacims.org)

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. 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.

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Corkscrew Middle School

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1165 COUNTY ROAD 858, Naples, FL 34120

https://www.collierschools.com/cms

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	64%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Corkscrew Middle School is to provide a positive learning environment where each student has the opportunity to develop intellectual growth and to pursue the development of good character in a safe learning environment.

Provide the school's vision statement.

The vision of Corkscrew Middle School is to foster a lifelong love of learning and achievement for every student by utilizing an ongoing partnership between school, family, and community.

Our students are Empowered to Lead & Destined to Succeed!

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Smith, Ronna	Principal	Provides strategic direction in the school system. Develop a standardized curriculum, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Pierre-Peacock, Rania	Assistant Principal	Assists the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff, and parents. Ensures teachers/staff members are providing standards-based instruction aligned with CCPS standards.
Vollrath, Adam	Assistant Principal	Assists the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff, and parents. Ensures teachers/staff members are providing standards-based instruction aligned with CCPS standards.
Ramsay-Sinclair, Yolande	Instructional Coach	Provides ongoing, job-embedded training and support for all/ELA teachers in the school to build their capacity and effectiveness as reading teachers. Provides support for struggling readers and coaches teachers to improve reading instruction throughout the school.
Thiewes, Lynn	School Counselor	Fosters the academic development of students and assists them to successfully complete the curriculum. Provides support, counseling, and strategies to help students with their social, emotional, and academic learning.
McMillin, Brittany	Teacher, ESE	Facilitate and coach ESE teachers through the development and implementation of functional behavior assessments/behavior intervention plans and crisis plans for identified students. Collaborate with school personnel, agencies, and families in coordinating individualized ESE services for students.

Demographic Information

Principal start date
Tuesday 8/8/2017, Rania Pierre Peacock

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
19

Total number of teacher positions allocated to the school
54

Total number of students enrolled at the school
920

Identify the number of instructional staff who left the school during the 2020-21 school year.
4

Identify the number of instructional staff who joined the school during the 2021-22 school year.
10

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	271	310	343	0	0	0	0	924
Attendance below 90 percent	0	0	0	0	0	0	33	36	56	0	0	0	0	125
One or more suspensions	0	0	0	0	0	0	15	61	99	0	0	0	0	175
Course failure in ELA	0	0	0	0	0	0	2	59	62	0	0	0	0	123
Course failure in Math	0	0	0	0	0	0	2	43	81	0	0	0	0	126
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	17	53	73	0	0	0	0	143
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	24	26	53	0	0	0	0	103
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	15	60	92	0	0	0	0	167

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	1	1	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	1	2	0	0	0	0	0	3

Date this data was collected or last updated
Thursday 9/16/2021

2020-21 - As Reported

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	
Number of students enrolled	0	0	0	0	0	0	261	305	279	0	0	0	0	845
Attendance below 90 percent	0	0	0	0	0	0	10	11	10	0	0	0	0	31
One or more suspensions	0	0	0	0	0	0	8	52	52	0	0	0	0	112
Course failure in ELA	0	0	0	0	0	0	1	2	36	0	0	0	0	39
Course failure in Math	0	0	0	0	0	0	1	1	28	0	0	0	0	30
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	23	39	42	0	0	0	0	104
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	16	31	24	0	0	0	0	71

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	7	26	38	0	0	0	0	71

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	2	4	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	1	0	2	0	0	0	0	3

2020-21 - Updated

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	
Number of students enrolled	0	0	0	0	0	0	261	305	279	0	0	0	0	845
Attendance below 90 percent	0	0	0	0	0	0	10	11	10	0	0	0	0	31
One or more suspensions	0	0	0	0	0	0	8	52	52	0	0	0	0	112
Course failure in ELA	0	0	0	0	0	0	1	2	36	0	0	0	0	39
Course failure in Math	0	0	0	0	0	0	1	1	28	0	0	0	0	30
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	23	39	42	0	0	0	0	104
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	16	31	24	0	0	0	0	71

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	7	26	38	0	0	0	0	71

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	2	4	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	1	0	2	0	0	0	0	3

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				62%	59%	54%	63%	61%	53%
ELA Learning Gains				57%	55%	54%	59%	59%	54%
ELA Lowest 25th Percentile				43%	45%	47%	51%	50%	47%
Math Achievement				69%	69%	58%	67%	71%	58%
Math Learning Gains				59%	62%	57%	55%	67%	57%
Math Lowest 25th Percentile				53%	57%	51%	48%	62%	51%
Science Achievement				63%	55%	51%	63%	60%	52%
Social Studies Achievement				74%	75%	72%	76%	74%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	57%	56%	1%	54%	3%
Cohort Comparison						
07	2021					
	2019	58%	55%	3%	52%	6%
Cohort Comparison		-57%				
08	2021					
	2019	66%	58%	8%	56%	10%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	61%	61%	0%	55%	6%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	69%	66%	3%	54%	15%
Cohort Comparison		-61%				
08	2021					
	2019	38%	36%	2%	46%	-8%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	63%	52%	11%	48%	15%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	72%	72%	0%	71%	1%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	92%	67%	25%	61%	31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	59%	-59%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

All the grade levels used district quarter benchmarks and progress monitoring to compile data. End-of-year FSA for Math and ELA and EOC for Civics and Science SSA were used as a progress motorizing tool.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	(145/248) 58%	(160/259) 62%	(142/262) 54%
	Economically Disadvantaged	(73/145) 50%	(82/151) 54%	(71/156) 46%
	Students With Disabilities	(16/49) 33%	(13/48) 27%	(11/50) 22%
	English Language Learners	(4/16) 25%	(4/18) 22%	(2/20) 10%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	(143/247) 58%	(177/261) 68%	(130/261) 50%
	Economically Disadvantaged	(68/145) 47%	(87/151) 58%	(72/157) 46%
	Students With Disabilities	(21/48) 44%	(23/49) 47%	(11/50) 22%
	English Language Learners	(6/18) 33%	(4/17) 24%	(2/21) 10%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	(151/300) 50%	(167/310) 54%	(189/299) 63%
	Economically Disadvantaged	(73/181) 40%	(86/190) 45%	(99/177) 56%
	Students With Disabilities	(13/53) 25%	(10/59) 17%	(13/59) 22%
	English Language Learners	(4/23) 17%	(3/27) 11%	(9/28) 32%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	(172/293) 59%	(191/303) 63%	(173/304) 57%
	Economically Disadvantaged	(90/176) 51%	(99/187) 53%	(89/182) 49%
	Students With Disabilities	(17/55) 31%	(17/59) 29%	(14/62) 23%
	English Language Learners	(8/25) 32%	(11/25) 44%	(10/28) 36%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	(180/289) 62%	(195/308) 63%	(183/289) 63%
	Economically Disadvantaged	(93/176) 53%	(102/188) 54%	(95/176) 54%
	Students With Disabilities	(11/54) 20%	(18/60) 30%	(15/52) 29%
	English Language Learners	(7/23) 30%	(8/26) 31%	(10/26) 38%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	(151/273) 55%	(184/298) 62%	(155/290) 53%
	Economically Disadvantaged	(81/160) 51%	(102/179) 57%	(83/172) 48%
	Students With Disabilities	(7/49) 14%	(11/55) 20%	(8/53) 15%
	English Language Learners	(4/11) 36%	(4/11) 36%	(3/10) 30%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	(20/103) 19%	(35/122) 29%	(50/130) 38%
	Economically Disadvantaged	(16/71) 23%	(24/85) 28%	(31/89) 35%
	Students With Disabilities	(9/42) 21%	(9/45) 20%	(18/47) 38%
	English Language Learners	(2/8) 25%	(2/8) 25%	(3/9) 33%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	(125/271) 46%	(148/295) 50%	(134/280) 48%
	Economically Disadvantaged	(58/160) 36%	(71/176) 40%	(61/163) 37%
	Students With Disabilities	(10/48) 21%	(13/55) 24%	(9/56) 16%
	English Language Learners	(2/11) 18%	(1/11) 9%	(1/10) 10%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	22	36	33	43	48	51	25	32	62		
ELL	42	50	41	56	47	51	38	53	44		
BLK	51	51	39	56	47	52	53	46	78		
HSP	57	58	35	66	56	53	54	65	75		
MUL	68	75		68	44						
WHT	63	53	28	74	59	44	71	69	76		
FRL	52	51	34	62	53	48	49	56	70		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	37	33	30	40	36	29	27	60		
ELL	32	56	60	52	58	70	25	55			
BLK	51	52	31	59	56	52	46	75	75		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	57	56	48	67	60	57	55	72	83		
MUL	55	50		64	48						
WHT	72	62	43	75	60	51	78	77	82		
FRL	51	54	42	62	55	57	54	65	79		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	42	40	37	46	40	33	40	53		
ELL	18	54	59	54	51	54		54			
BLK	59	63	53	60	49	48	42	87			
HSP	57	57	52	66	55	45	58	72	74		
MUL	65	60		75	45						
WHT	71	61	51	71	57	54	71	84	68		
FRL	57	57	52	64	53	46	57	71	71		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	30
Total Points Earned for the Federal Index	553
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Students performed well in 6th-grade math and ELA. Our SWD subgroup and L25% historically have declined in achievement in both ELA and math. Our 8th science data from FY19 to FY21 have shown a significant decrease in proficiency.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is in the area of Civics. Civics had a decline by 9% from FY19 to FY21 on the Civics EOC.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Civics teachers did not utilize a common data source to analyze student performance among classes.
Action- Teachers will use common assessments and district-approved instructional materials to impact instruction.

Inconsistent planning and collaboration within the Social Studies department.
Action- Civics teachers have been scheduled with common planning to allow for collaborative planning.

New Hire and loss of veteran Civics teacher during the FY21 school year.
Action- Create professional development opportunities for new hires to observe at other schools. Discuss best practices and model strategies during instruction.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

8th Grade Math Levels 1/2 moving to Level 3 (11%). In 8th grade, 48% of students in the lowest 25% made learning gains compared to 2019 (23%) an increase of 25%

What were the contributing factors to this improvement? What new actions did your school take in this area?

Consistent collaboration and planning with the Reading Coach.
Action- Reading Coach modeled best practices with grade-level teams
Action- Unpacking the standards specifically standards focused on key ideas and details. Creating assessments that were aligned with standards.

What strategies will need to be implemented in order to accelerate learning?

Ensure all teachers are following CCPS pacing guides.
Utilizing district provided resources through Collections, Read 180, iCivics, and USA Test Prep
Consistent scheduled collaboration with all content areas.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

During Early Release Days Reading Coach will provide Claim Evidence Reasoning (CER) training for all content areas. The focus will be on using Evidence-based reasoning to create sentence stems for all content areas.
Professional development focused on higher-order questioning strategies. The focus will be on creating analysis and critical thinking questions to accelerate learning for all students.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The Leadership team will use the multi-tiered system of supports (MTSS) review process to identify and provide interventions for students.
The Math Coach will push into classes and work with students who need additional support.
Instructional walkthroughs with administration and coaches to identify teachers who need support.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	This area was identified as a focus area based on FY21 FSA ELA data.
Measurable Outcome:	By May of 2022, 100% of all students will demonstrate gains on the FY22 FSA ELA assessment by 3% by accessing grade-level standard-based assignments.
Monitoring:	The Administration will monitor and evaluate teaching and learning through Instructional rounds. The Assistant Principal of Curriculum will monitor the Focus gradebook to ensure students are being taught standards-based assignments. At the start of the school year, the reading coach will review FY21 ELA FSA performance data and discuss strengths and areas of concern. Based on FY21 ELA FSA data, teachers will target subskill #1 Key Ideas and Details in their instruction. During Early Release Days the Reading Coach will provide Claim Evidence Reasoning (CER) training for all content areas. The focus will be on using Evidence-based reasoning to create sentence stems for all content areas.
Person responsible for monitoring outcome:	Ronna Smith (smithr1@collierschools.com)
Evidence-based Strategy:	This year the focus will be on grade-level appropriate reading and writing assignments during instruction. Constant monitoring of student progress through PLC collaboration and consistent data chats with students. The Principal will monitor grade-level planning and collaboration along with the Reading Coach.
Rationale for Evidence-based Strategy:	Based on CMS student performance on the FY21 ELA FSA, reading and writing is not done consistently within instruction. CMS ELA teachers did not consistently provide standard-based instruction to all students. Students in intensive classes were graded on work that was not rigorous or challenging. Research has shown L1/L2 students who are exposed to grade-level work increase reading gains on state assessments.

Action Steps to Implement

1. Consistent use of district-provided curriculum and resources during instruction

Person Responsible	Ronna Smith (smithr1@collierschools.com)

2. Teachers will target Subskill #1 Key Ideas and Details through reading and writing assignments and activities.

Person Responsible	Ronna Smith (smithr1@collierschools.com)

3. PLC collaboration biweekly focused on teaching the standards and unpacking the standards.

Person Responsible	Ronna Smith (smithr1@collierschools.com)

4. Instructional walkthroughs with Principal and Reading Coach to ensure standard aligned instruction and rigor in all classes.

Person Responsible	Ronna Smith (smithr1@collierschools.com)

5. Professional Development for ELA teachers focused on strategies to improve student understanding of Key Ideas and Details.

Person Responsible Ronna Smith (smithr1@collierschools.com)

#2. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale:	In the area of Civics, there was an overall decline of 9% in proficiency. There was a 4% increase in L1s from 2019 to 2021 (15% to 19%). There was a 4% increase in L2s from 2019 to 2021 (13% to 17%). Based on this data students who are struggling readers did not perform well on the FY21 Civics EOC.
Measurable Outcome:	By May of 2022,100% of all students will demonstrate proficiency in Civics on the FY22 Civics EOC.
Monitoring:	The administration will oversee weekly PLCs to examine data from last year's benchmarks as well as this year's content-wide Common Assessments focused on Historical Literacy. Civics teachers share common planning and will meet in their PLC with their administrator one day per week to collaboratively plan. Teachers will share data and best practices, create common assessments, and discuss the historical literacy performance of their students. During Early Release Days the Reading Coach will provide Claim Evidence Reasoning (CER) training for all content areas. The focus will be on using Evidence-based reasoning to create sentence stems for all content areas.
Person responsible for monitoring outcome:	Adam Vollrath (vollra@collierschools.com)
Evidence-based Strategy:	Focusing our area on literacy performance through vocabulary and document-based questioning (DBQ) will help all students in Civics. The Reading Coach will provide additional support targeting those students that are not proficient in Reading and Writing with sentence stem questioning and reading comprehension strategies. The Reading Coach will also provide professional development on Claim, Evidence, and Reasoning for all Civics teachers.
Rationale for Evidence-based Strategy:	Our students who are struggling readers typically do not perform well on the Civics EOC. By focusing our area on literacy performance to include historical text, iCivics and CCPS Civics curriculum this will help all students reach proficiency on the Civics EOC. Students are required to read and process vast amounts of information to make informed decisions in the Civics class. Students who are struggling readers typically do not perform well on the Civics EOC due to the extensive historical literacy.

Action Steps to Implement

Civics teachers share common planning and will meet in their PLC with their administrator one day per week to plan, share data and best practices, and discuss historical literacy performance of their students.

Person Responsible	Adam Vollrath (vollra@collierschools.com)

Teachers will implement common assessments which will allow teachers to work more cohesively in the best interest of their students.

Person Responsible	Rania Pierre-Peacock (pierrr@collierschools.com)

Teachers will implement rotation stations during instruction that will be utilized for the introduction of new content and remediation/review of previous content.

Person Responsible	Adam Vollrath (vollra@collierschools.com)

Inclusion teachers will lead small group remediation based on student performance/understanding of specific standards.

Person Responsible   Rania Pierre-Peacock (pierrr@collierschools.com)

Teachers will use EOC like questions for start-ups regularly to help supplement the loss of PrepWorks and to provide enrichment.

Person Responsible   Adam Vollrath (vollra@collierschools.com)

#3. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	This area was identified as a focus area based on FY21 FSA Math data.
Measurable Outcome:	By May of 2022, 60% of the students in the lowest 25% will increase gains on the FY22 Math FSA exam by 3% by accessing grade-level standards-based assignments.
Monitoring:	The administration will monitor and evaluate teaching and learning through Instructional rounds. Quarterly common assessments and unit common assessments in all grades and areas of math. Teachers will analyze common assessment data in PLCs and identify students who need additional support. The Math Coach will review Aleks progress and usage reports to identify student gaps. Teachers will align practice items to standards based on student need instead of student ability. During Early Release Days the Reading Coach will provide Claim Evidence Reasoning (CER) training for all content areas. The focus will be on using Evidence-based reasoning to create sentence stems for all content areas.
Person responsible for monitoring outcome:	Rania Pierre-Peacock (pierrr@collierschools.com)
Evidence-based Strategy:	This year the focus will be on grade level appropriate instruction based on standards during instruction. Constant monitoring of progress through PLC collaboration and consistent data chats with students.
Rationale for Evidence-based Strategy:	Based on FY21 student performance in Subskill #3-Geometry was a high needs area. Subskill #i1 ratios and proportions in 6th and 7th-grade were also an area of concern. Our 7th Intensive teachers did not provide rigorous or challenging assignments for students. Common assessment data revealed a trend that teachers did not align instruction to the standards. Based on FY21 Algebra EOC data subskill #1 was also an area of focus.

Action Steps to Implement

1. Direct focus on Aleks progress to close the learning gaps and increase student comprehension in subskills #1 and #3.

Person Responsible	Rania Pierre-Peacock (pierrr@collierschools.com)

2. All math teachers are collaboratively planning on a consistent basis to ensure pacing and standards alignment.

Person Responsible	Rania Pierre-Peacock (pierrr@collierschools.com)

3. Teachers will implement quick tables into their instruction to help build a strong math fact foundation for all students.

Person Responsible	Rania Pierre-Peacock (pierrr@collierschools.com)

4. Consistent use of common assessments for each grade level.

Person Responsible   Rania Pierre-Peacock (pierrr@collierschools.com)

5. Provide Professional Development that will focus on strategies to engage students in math. Specifically using technology resources such as Khan Academy, and Algebra Nation.

Person Responsible   Rania Pierre-Peacock (pierrr@collierschools.com)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

After looking at the data and comparisons generated by Safe Schools for Alex, the greatest concern we have is with violent incidents on campus. Bullying and Harassment incidents have been, and will continue to be one of our greatest focuses here at Corkscrew Middle School. We encourage the reporting of these incidents, and take pride in following through on these reports. Students are often reminded of and educated on these topics during large gatherings like grade-level orientations, on the morning news, posters are visible throughout campus, and students activities in their connect for success class. We work to build a community of school learners that promote safety throughout the school campus.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Corkscrew Middle School will build a positive school culture and environment by establishing school norms that build values and set consistent discipline. This year CMS has been focusing on building our Leader in Me Initiative. We have implemented our Student and Teacher Lighthouse Teams that focus on imbedding the Leader in Me 7 Habits within our school culture. The use of the 7 habits will help our students' become leaders in their school community. We are always working toward building positive strong relationships with our students and teachers. Throughout the year we invite our families to campus for SAC, PTA, curriculum night and other parent engagement events. During the Connect for Success period, we teach our students essential social skills needed to be productive students. Our staff are role models who serve as teachers

and coaches who encourage our students both academically and athletically.

Throughout the year, various events will be held to celebrate the various cultural and diverse student groups in our building. The diversity committee will work to ensure there is a student from each subgroup recognized and celebrated during academic and athletic performances. Most importantly all staff and students will model the positive behaviors we want to see at CMS.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders are teachers, parents, and community members. Our staff serve on either the Academic, Leadership or Culture committee. The Academic committee is focused on school, team and staff goals that will empower instruction. The Leadership committee is focused on teaching leadership principles through professional learning and student learning. The culture committee creates a leadership culture that helps students and staff find their voice to shape their school culture. Together these committees work to promote student belonging and student partnership in shared decision making.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Social Studies	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
		Total:	**$0.00**