



## Cypress Palm Middle School

4255 18TH AVE NE, Naples, FL 34120

[ no web address on file ]

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

62%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

53%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	C	B	B

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>19</b>
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	23
<b>Appendix 1: Implementation Timeline</b>	<b>29</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>31</b>
Professional Development Opportunities	32
Technical Assistance Items	35
<b>Appendix 3: Budget to Support Goals</b>	<b>36</b>

## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The Cypress Palm Middle School community is dedicated to providing an engaging learning environment that inspires students to be self-directed in their intellectual/social growth consistent with students' highest abilities.

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

The Cypress Palm Middle School community will work to establish and maintain an image that is:

- Student centered learning environment;
- Authentic instruction, learning and assessment;
- Building relationships across a diverse community;
- Rigorous and relevant curriculum, focusing on careers & literacy/numeracy skills (Reading, Writing, Computation);
- Effective professional collaboration;
- Committed to reaching high expectations;
- Actively engaged learners striving for academic success;
- Technology enhanced learning;
- Safe and secure learning environment.

#### School Environment

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

Cypress Palm fosters a nurturing environment for all of our learners. Students transferring from other countries are quickly embraced by our exceptionally diverse student body and an entire school community which transcends mere tolerance and promotes true acceptance in our everyday culture. All students are made to feel welcome in the various school clubs and after school activities sponsored by our staff members.

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

The campus enjoys a single point of entry, ensuring that all doors remain locked through the school day, which is managed by a staff person during the school day. This allows for parents and visitors to provide identification and retrieve their student or enter the campus in a safe manner that maintains student safety at all times. The bus transportation is secured in the morning by allowing entrance to the building by only the rear entrance of the building, while all other students arriving by car are held in the front of the building in the arrival area. At dismissal, as all students are either bus riders or car riders due to our geographic location, car riders are sent to the supervised car loop, while the bus riders are sent to the bus loop or cafeteria to wait for their bus to arrive in the next round of buses. Safety is a priority at all moments of the school day and CPM and CCPS pay particular attention to areas such as bullying. Monthly safety drills are implemented per district guidelines. Respect for oneself, others, and school and personal property are a high priority and any aberrations that are brought to Student Services staff attention are dealt with immediately. The school is also well supported by the Youth Relations Bureau Deputy.

**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**

CPM expectations are presented at the start of each semester by the Assistant Principal of Student Services, and reinforced daily by all staff to ensure students are aware of school expectations. Faculty and Staff are also trained in classroom management strategies. CPM leadership also reviews referral data details to ensure students are engaged while in class. CPM ensures differentiation of instruction is taking place to meet the needs of all students through the CTEM process of observation and evaluation.

The PBS team is comprised of faculty and staff members. The committee meets monthly. The PBS School-wide recognition system is in place daily in the form of immediate rewards (Sabrecash) and also for students exhibiting positive behavior and a tiered system to manage both behavioral and academic needs. PBS posters are displayed throughout the school including classrooms.

The Guidance Counselors also implement a differentiated system of school counseling services with dedicated time for both individual counseling as well as small and large group counseling including but not limited to: Learning Strategies, Self-Management Skills, and Social Skills that contributes to student engagement, motivation, and achievement.

**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**

- Individual counseling – referrals by student, a student's peer(s), teacher, parent, etc
- Group counseling to include Avow Hospice Grief Group, Gentlemen's Group (provided by the Shelter for Abused Women), and other groups as needed
- Mentoring – This can be provided by the counselors or other CPM staff. These students are identified by Leadership, staff members, etc., as students who would benefit from checking in each morning and checking out each afternoon.
- Parent contact/conferencing
- Staff contact/conferencing
- Coordinating with outside agencies
- Referral to school psychologist involving chronic and/or more significant social-emotional issues.
- Referral to outside agencies such as the JAR program (Collier County Sheriff's Dept.) and Lutheran Services.
- Hotline calls
- Referring parents to Collier H.U.G.S

### Early Warning Systems

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

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

CPM utilizes data systems (IData Warehouse, CPM tracker system, and Student Pass) to identify students who have attendance, behavioral or academic concerns and systematically follows the District policies regarding reporting and following through with procedures for excessive absences, suspensions, or failing grades/scores.

As these students are identified and district procedures are being implemented, CPM ensure teachers are aware of the policy processes. Students are provided additional in school supports that include enrollment in Study Hall or Critical Thinking, regularly scheduled visits with the counselors, and/or remediation through one of the many programs offered before, during, and after school for academics by certified teachers and coaches.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	2	1	3	6
One or more suspensions	7	25	66	98
Course failure in ELA or Math	1	0	1	2
Level 1 on statewide assessment	104	92	107	303
	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
	6	7	8	
Students exhibiting two or more indicators	49	56	71	176

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

PBS/MTSS/RTI - Mentoring/Daily including Check In/Check Out  
 Child Study/Attendance Meetings  
 Referrals to community agencies for mental health services  
 Critical Thinking course offering to students at risk of failure/in need of remediation  
 Before and After School tutoring  
 Parent-Teacher conferences  
 Student Led Conferences yearly where students have the opportunity to present their best work and yearly data to parents/guardians

**Family and Community Involvement**

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

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

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

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

No

**PIP Link**

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

**Description**

Parents are involved at CPM through the PTSO, SAC, PBS, and volunteer opportunities. Parents are invited to yearly Open Houses, student led conferences, Awards Nights, and Orientations. During these events faculty and administration work to create a non-threatening environment fosters parents feeling comfortable contacting teachers and administrators with questions or problems.

The school website is managed by the school webmaster to provide parents with technical information to access student grades, textbooks, and assignments as well as to provide information on upcoming events and school news.  
Faculty are also encouraged to document and send home positive notes, letters, and to make phone calls home when needed.

**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**

Cypress Palm Middle School is in a rural area and opportunities to partner with local businesses are limited. All local businesses have been invited to participate in functions at CPM to foster partnerships. This has resulted in one local business providing a monthly "Pizza Night" where a portion of the proceeds is donated back to the school, local artists donating their time to work with our special needs students, and small business donations for our PBS prizes. Each year the school welcomes a "Principal for the Day" to experience a "day in the life" at CPM, and this event has proven useful in the process of raising awareness of school life, as well as building additional community partnerships.

**Effective Leadership**

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

**School Leadership Team**

**Membership**

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

Name	Title
Camp, Lidia	Instructional Coach
Dawes, Robert	Assistant Principal
Kasten, John	Principal
Tarrete, Nancy	Assistant Principal
Snider, Cindy	Guidance Counselor
Marvin, Maureen	Guidance Counselor
Iacovone, Donan	Other
Rivera Scallan, Lisa	Instructional Media

**Duties**

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

Each member of the leadership team tracks at-risk students and coordinates the MTSS team implementation of needed interventions. The member also facilitates the MTSS team meetings.

Team:

- John Kasten, Principal
- Nancy Tarrete, Assistant Principal, Curriculum
- Rob Dawes, Assistant Principal, Attendance and Discipline
- Donan Iacovone, MTSS specialist
- Lisa Rivera-Scallan, Media Specialist
- Cindy Snider, School Counselor
- Maureen Marvin, School Counselor
- Lidia Camp, Reading Coach

**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 Principal oversees the coordination of personnel, operations, instructional, and curricular needs to maximize desired student outcomes. The Assistant Principal of Curriculum works with the District Staff to implement the district's curriculum, instruction, and assessment schedule associated with the Florida Standards. The Assistant Principal is also charged with the master schedule and coordinating scheduling efforts for student academic needs with the School Counselors. The Assistant Principal of Student Services ensures that district discipline and attendance policies are followed as written, as well as coordinating the writing and implementation of 504 plans. The Reading Coach coordinates all curricular resources with the ELA department and coordinates as well with the ELL tutor for delivery of ELL specific resources for reading. All departments are scheduled to have common planning. The INSS works with the inclusion and dual certified teachers to coordinate the needs of our Special Education students through the writing of IEPs and the delivery of accommodations in the classroom and through progress reporting. The Office Manager coordinates the placement of Support Staff to secure the safety and whereabouts of students at all times.

Volunteers are involved with not only field trips, but also the PBS school store and other PBS school sponsored events, such as dances, SPI days, and drawings.

Marzano instructional framework/CTEM is the system used by all administration and teacher leaders to provide feedback to instructional staff to guide classroom instruction.

### **School Advisory Council (SAC)**

#### **Membership**

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

Name	Stakeholder Group
Amy Yates	Parent
Annette Kniola	Parent
Jennifer Ballard	Parent
Lidia Camp	Teacher
caren langevin	Parent
Haven Egle	Parent
Elizabeth Lowery	Parent
Mimi Gilley	Teacher
Daniel Hall	Parent
Donan Iacovone	Teacher
Anthony Rowtie	Parent
Jennifer Kowalik	Parent
Torie Shellenberger	Student
Jennifer Kowalik	Parent
John Kasten	Principal
Patty Peguero	Parent
Kristi Prisco	Parent
Kristina Maile	Parent
Mylyn Vedel	Parent
Patricia Lowery	Parent
Dawn Peterson	Parent
Lisa Rivera-Scallan	Teacher
Sandra Vazquez	Parent
Suzanne Stanley	Parent
Teri Sweigart	Parent
Kristina Fairless	Parent
Ivis Castrillo	Parent
Lila Colon	Parent

### Duties

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

*Evaluation of last year's school improvement plan*

The SAC committee was involved in the SIP process in SY14 through a series of meetings that included:

Meeting was held in August 2013 discuss the new SY14 goals and objectives for the year - with an emphasis on previous year performance data and associated goals for improvement. A second SAC meeting was held in September 2013 to share the draft SIP that included input provided from teachers and leadership for SY14.

Meeting to approve the completed SIP in October 2013.

*Development of this school improvement plan*

In August and September the SAC and staff met to evaluate school performance data and review and provide input into the school improvement plan as well as to review the current SIP format and the SY15 goals.

Faculty members were asked to respond to key instructional components of the SIP as a department, facilitated by the APC in morning professional development meetings.

School leadership was asked to respond individually to key elements of the SIP and were also involved in a critical review of the SIP.

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

N/A

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

The plan was to purchase 20 iPads and cases as well as AirWatch software for use by students to increase the use of differentiated instruction in the classrooms. The budget was \$10,000, all of which was allocated for this purchase and approved by the SAC committee in the September 4th, 2014 meeting.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Camp, Lidia	Instructional Coach
sweigart, teri	Teacher, K-12
Scheppe, Denise	Teacher, K-12
rowe, diane	Teacher, ESE
masters, chad	Teacher, ESE
komninos, carmen	Teacher, K-12
roan, paxon	Teacher, K-12
eldridge, kristen	Teacher, ESE

**Duties**

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

This group of professionals is comprised of leaders in literacy. This team may include a literacy leader from each grade level, a reading coach, a representative from ELL, a representative from ESE, and an administrator. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: professional development, leaders coaching and/or modeling, addressing scheduling concerns, providing instructional and student resources and materials, and other

initiatives. Implementation of 7 programs:

1. CALL – (Content Area Literacy and Learning) implementation includes content-area teachers using reading and writing strategies during instruction and in classroom activities
2. Training on new adoption materials from HMH - interactive textbook which enables students to "mark the text" electronically and guides them through close-reading.
- 3.. Intertextual Units – implementation is through ELA classes with an emphasis on close reading, analysis of multiple texts, research, and argumentative writing.
4. Achieve 3000 – a reading intervention program that is used in all intensive reading classes.
5. Reading Horizons – a reading intervention program used with disfluent students.
6. School-wide vocabulary practice and enrichment through the use of vocabulary.com which corresponds to our new HMH reading series.
7. Interactive notebooks used in all core subjects for note-taking.

## Public and Collaborative Teaching

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

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

One venue for encouraging positive working relationships with teachers is participation in Common Planning meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. The focus of these meetings is documented in Data Warehouse, on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through the collaborative MTSS problem solving process.

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

CPM works closely with the Human Resources at the district office to coordinate the posting, interviewing, and hiring of HQT. CPM then assigns not only a district required mentor to a new teacher, but also a CPM mentor teacher who assists the "new to CPM" faculty member to learn the procedures at CPM. CPM also works to support teachers through PD, one on one mentoring, and coaching by leadership.

Administration also participates in job fairs to expedite the identification of the most talented instructional candidates.

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

All first year teachers are assigned a mentor by the Collier County Public School District. This mentor works closely with the new teacher to become familiar with CCPS policies and procedures. CPM then assigns not only a district required mentor to a new teacher, but also a CPM mentor teacher who assists the "new to CPM" faculty member to learn the procedures at CPM. CPM also works to support teachers through PD and one on one mentoring and coaching by leadership, as well as providing observation opportunities, observations, conferences, and written and oral feedback.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

Teachers are given access to the curriculum maps and pacing guides created by district curriculum coordinators to ensure the Florida Standards are aligned with Collier County's curriculum. Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

### **Instructional Strategies**

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

Data Warehouse is utilized by the administrative team to create the master schedule and determine course offerings and student placement, based primarily on proficiency on state assessments. Faculty access Data Warehouse to disaggregate data for specific subgroups and individual students to meet the diverse needs of students. For example, teachers are able to do an item analysis of district exams to reteach specific benchmarks to mastery and each teacher submits a DISS plan (Differentiated Instruction Student Success - this is a plan used to inform instruction and lesson planning through the data disaggregation for all students in all program by individual teachers) for every student. Teachers are also able to access IEP and 504 information to ensure that accommodations are being offered to all qualifying students. The inclusion process at CPM allows for inclusion teachers to collaborate with academic teachers on lesson plans to include meeting the needs of the students with disabilities. SWD teachers provide tiered support to select classrooms - as student needs change, the SWD teacher support plans change to meet student needs. Through the MTSS mentoring process additional tier 3 support is provided to target individual students for behavioral and academic strategies. Differentiation is monitored through the CTEM (Marzano teacher observation system for CCPS) process from planning to teaching and reflection.

**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: 10,200**

The After School Program provides enrichment for core subjects as well as non-academic clubs that contribute to the whole child's development. The core subject reinforcement is delivered in the format of small group tutoring by certified teachers. The non-academic clubs include clubs such as ceramics, fitness, cooking, etc..

**Strategy Rationale**

If a student is in need of one on one, or small group tutoring the opportunity of up to 4.5 hours/ week after school are available to all students who voluntarily sign up for the program.

**Strategy Purpose(s)**

- Enrichment

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

Snider, Cindy, snidercy@collierschools.com

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

The data collected to determine the effectiveness of the after school program is via the registration form. The clubs that show registrations of at least ten students are the clubs that are offered to the student body. Also, we look at which clubs have had the highest interest in the past years – clubs that fill up and close quickly due to the number of students who register for them (e.g., Cooking, Ceramics, e.g.). We have offered those clubs on additional days to accommodate the quantum amount of interest (e.g., we went from offering Cooking Club one day a week to offering it four days a week; we went from offering Ceramics Club from one day a week to offering it two days a week). By offering these clubs more days we can accommodate more students' participation in these clubs. Our newest clubs are STEM inspired and consist of Code Writing, TED (Technology, Engineering, and Design) as well as Computer Club.

Clubs that are held regardless of the number of registrants are Club Success and Alge-Brainiacs. Club Success is sponsored by two teachers – a math teacher and a language arts teacher. These two teachers give students assistance with any upcoming tests they might have, homework they are struggling with, make-up work from absences, etc. Alge-Brainiacs is sponsored by one of the algebra teachers. This teacher assists students with any algebra work they are struggling with, assists them in preparing for upcoming tests, and assists them in preparing for the End of the Course exams which are held in April.

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

All members of the school staff participate in professional learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

CPM works with the feeder schools both in elementary and in high school to transition 5th and 8th

graders to CPM and to their respective high schools. Gifted Curriculum Specialists will be holding transition meetings with the 8th grade gifted students and high achieving students and their parents to inform them of the many Advanced Studies opportunities available in the district.

### **College and Career Readiness**

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

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives include:

Feeder high school course offerings for Advanced Studies are posted for student viewing.

Students meet with guidance counselors to explore academic/career interests.

The school provides the 8th grade with a Career Development component that includes a 4 year plan for high school in that class. The school has a partnership with Junior Achievement and piloted the "JA in a Day" to expose all 8th grade students to the world of work.

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

Students may choose their related arts courses based on interests, talents, and relevancy.

Students work with the school guidance department to explore individual interests.

All students in 8th grade participate in US History with a component of Career Development.

7th and 8th grade students have the option of choosing Career and Technical Education academic courses for high school credit that include: Keyboarding and Business Skills & Computer and Business Skills with the potential for industry certifications.

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

Students who choose to accelerate their learning are offered a variety of high school credit-bearing courses including: Algebra, Spanish, and CTE courses.

#### ***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

## 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 teachers work to implement authentic differentiated instruction and analyze ongoing assessment data to plan for instruction, intervention and enrichment then 73% of CPM students will make learning gains on the state assessment for reading/writing in 2014-2015.
- G2.** If Content Area Literacy and Learning (CALL) is used with fidelity in all content area courses at CPM, this will reinforce the understanding that literacy skills are the basis for comprehending content, and then all target subgroups of students will be on track to reduce the percent of non-proficient students by 50% by 2016-2017.
- G3.** If student work demonstrates a level of rigor, i.e., cognitive complexity, deep understanding and knowledge, consistent with the demands of Florida State Standards then the percentage of students achieving proficiency on the Algebra EOC will be at 95%.

## Strategic Goals Detail

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

**G1.** If teachers work to implement authentic differentiated instruction and analyze ongoing assessment data to plan for instruction, intervention and enrichment then 73% of CPM students will make learning gains on the state assessment for reading/writing in 2014-2015. **1a**

G039676

**Targets Supported** **1b**

Indicator	Annual Target
ELA/Reading Gains	73.0

**Resources Available to Support the Goal** **2**

- 1. Multi-Tiered System of Support - MTSS Specialist 2. Reading Coach 3. Inclusion ESE teachers 4. Common Planning and Professional Learning Communities (team discussions, sharing of best practices) 5. Resources on the district website, and experienced peer teachers mentoring 6. Easy Training - short professional development opportunities 7. iObservation feedback from administration 8. District-trained Differentiated Instruction Trainers available for Professional Development.

**Targeted Barriers to Achieving the Goal** **3**

- 1. Many teachers have been trained in the use of a variety of teaching models available and are learning to implement those strategies including those that feature interactive learning and differentiated instruction; continued training is needed for those new to CPM/CCPS. 2. Teachers have been trained to create lesson plans based on analysis and interpretation of ongoing assessment, however, ongoing training and support is needed for increased teacher follow through for proper implementation of strategies found in those lesson plans.

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

1. Differentiated Instruction plans included in weekly lessons.
2. Classroom evidence of differentiated content, process, product, or learning environment based on the specific needs of individual students within the class.

**Person Responsible**

Nancy Tarrete

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

1. Inclusion of ESE, ELL, 504, Gifted and other Demonstrated needs documented on all teacher plans.
2. Teacher Evidence of specific CTEM elements: Providing Clear Learning Goals and Scales, Tracking Student Progress, Communicating Value and Respect for Low Expectancy Students, Asking Questions of Low Expectancy Students, and Probing Incorrect Answers with Low Expectancy Students, Organizing students for Learning (using small groups) at an "Applying" or "Innovative" level, .

**G2.** If Content Area Literacy and Learning (CALL) is used with fidelity in all content area courses at CPM, this will reinforce the understanding that literacy skills are the basis for comprehending content, and then all target subgroups of students will be on track to reduce the percent of non-proficient students by 50% by 2016-2017. 1a

G039677

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	69.0

**Resources Available to Support the Goal** 2

- 1. Reading Coach 2. Easy Trainings (short professional development opportunities 3x/week). 3. District Provided Professional Development. 4. Manipulatives, particularly in math and science. 5. Peers trained in CALL. 6. Strategies/print-outs and other resources available on the district website and through the Literacy Coordinator.

**Targeted Barriers to Achieving the Goal** 3

- 1. Content area teachers need continued training and support in aligning text to literacy strategies. 2. Many teachers have had limited training in or are unfamiliar with the Florida Standards.

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

1. Planning by PLCs to incorporate CALL into lesson plans.
2. Reading Coach documentation of modeling and trainings related to CALL strategies across the content areas.
3. CTEM observation tool data collection of CALL related teaching strategies.

**Person Responsible**

Lidia Camp

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

1. PLC notes 2. Reading Coach notes 3. CTEM evidence 4. Focus Plan submissions

**G3.** If student work demonstrates a level of rigor, i.e., cognitive complexity, deep understanding and knowledge, consistent with the demands of Florida State Standards then the percentage of students achieving proficiency on the Algebra EOC will be at 95%. 1a

G039678

**Targets Supported** 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	95.0

**Resources Available to Support the Goal** 2

- Curriculum maps, textbooks, academic coaches, tech books

**Targeted Barriers to Achieving the Goal** 3

- 1. Questioning does not always require deep understanding of the content during classroom presentations.

**Plan to Monitor Progress Toward G3.** 8

The Departments will meet in their PLCs to analyze data and make plans for instruction based on analysis.

Negative and positive results from data collection points regarding rigor will be compiled in the DISS (Differentiated Instructional Student Support) plans and shared with administration. The plan includes the individual and department plans for improvement in targeted subgroups such as lower quartile students, accelerated students, ELL and SWD students.

**Person Responsible**

John Kasten

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

DISS plans are archived quarterly along with PLC notes from department meetings. Improved Benchmark Test scores in areas of rigor, improved student achievement.

## Action Plan for Improvement

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

### Problem Solving Key

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

 = Problem Solving Step       S123456 = Quick Key

**G1.** If teachers work to implement authentic differentiated instruction and analyze ongoing assessment data to plan for instruction, intervention and enrichment then 73% of CPM students will make learning gains on the state assessment for reading/writing in 2014-2015. **1**

 G039676

**G1.B1** 1. Many teachers have been trained in the use of a variety of teaching models available and are learning to implement those strategies including those that feature interactive learning and differentiated instruction; continued training is needed for those new to CPM/CCPS. 2. Teachers have been trained to create lesson plans based on analysis and interpretation of ongoing assessment, however, ongoing training and support is needed for increased teacher follow through for proper implementation of strategies found in those lesson plans. **2**

 B095886

**G1.B1.S1** Lesson plans and classroom instruction will routinely feature differentiated content, process, product or learning environment based on the specific needs of individual students within the class. (\*ESE, ELL, 504, Gifted, and other demonstrated needs) (1 - Providing Clear Learning Goals and Scales, 2 - Tracking Student Progress, 39 - Communicating Value and Respect for Low Expectancy Students, 40 - Asking Questions of Low Expectancy Students, 41 - Probing Incorrect Answers with Low Expectancy Students) **4**

 S107073

### **Strategy Rationale**

Teachers continue to work to bring differentiation into their lesson plans and daily teaching. Continued support and monitoring is necessary to achieve the goal of authentic differentiation being implemented.

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

Students will be arranged into flexible groups as a part of Differentiated Instruction in all content area classes.

#### **Person Responsible**

Lidia Camp

#### **Schedule**

Daily, from 8/18/2014 to 6/3/2015

#### **Evidence of Completion**

The use of appropriate and effective differentiated instruction techniques will be seen in the classrooms during observations by administration and peer teachers and will be on all teacher lesson plans. Teachers will attend PD at Easy Trainings to enhance knowledge of DI with participation logged on sign in sheets. Marzano's 7 Key elements for More Effective Lessons are used and include elements #6, 11, 12, 17, 18, 20, and 22.

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

All teachers will plan and document conversations about DI in their PLC notes, teachers will receive feedback about DI from observations from administration, select teacher leaders, and the Reading Coach.

**Person Responsible**

Nancy Tarrete

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Lesson plans, PLC notes and DISS plan, coaches notes, and observation findings.

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

CTEM data from iObservation will be collected from Elements #1, 2, 39, 40, and 41 and DISS plan data review.

**Person Responsible**

John Kasten

**Schedule**

Monthly, from 9/11/2014 to 6/3/2015

***Evidence of Completion***

Teachers will rate at least a 3.0 on the scale of effectiveness for these elements.

**G2.** If Content Area Literacy and Learning (CALL) is used with fidelity in all content area courses at CPM, this will reinforce the understanding that literacy skills are the basis for comprehending content, and then all target subgroups of students will be on track to reduce the percent of non-proficient students by 50% by 2016-2017.

1

G039677

**G2.B1** 1. Content area teachers need continued training and support in aligning text to literacy strategies. 2. Many teachers have had limited training in or are unfamiliar with the Florida Standards. 2

B095887

**G2.B1.S1** Teachers will use a variety of strategies to have students record or represent their learning, e.g., CCS: Higher-Order Thinking Questions, Summarizing, Paraphrasing, Entrance and Exit Cards, Academic and Science Notebooks (with focused feedback), Cornell Notes, and "Process Writing across Content Areas" (#13 Recording and Representing Knowledge). 4

S107074

### Strategy Rationale

A higher percentage of students will demonstrate proficiency on the district and state assessments if these strategies are implemented with fidelity.

### Action Step 1 5

Strategies for Higher Order Thinking Questions will be taught at frequent professional development opportunities, these strategies will be modeled by the Reading Coach and master teachers.

#### Person Responsible

Lidia Camp

#### Schedule

Monthly, from 8/18/2014 to 6/3/2015

#### Evidence of Completion

CTEM/iObservation element #13 will be monitored for a level of 3 or higher (applying/innovating).

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

Plans will be reviewed for HOT and specific reading strategies, benchmark test item analysis in all subject areas to identify higher level DOK questions and monitor for improved student performance.

**Person Responsible**

Nancy Tarrete

**Schedule**

Weekly, from 9/18/2014 to 6/3/2015

**Evidence of Completion**

iObservation results will show an increase in number of teachers achieving applying or innovating in element #13.

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

HOT questions, Summarizing, Paraphrasing, Entrance and Exit Cards, Academic Notebooks and Process Writing across Content Areas will be embedded into lesson plans created during common planning by department.

Successful implementation will result in overall growth in student achievement data.

Poor implementation will result in lower Benchmark test results and stagnant student growth.

**Person Responsible**

Nancy Tarrete

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

PLC meeting notes

**G3.** If student work demonstrates a level of rigor, i.e., cognitive complexity, deep understanding and knowledge, consistent with the demands of Florida State Standards then the percentage of students achieving proficiency on the Algebra EOC will be at 95%. 1

G039678

**G3.B1** 1. Questioning does not always require deep understanding of the content during classroom presentations. 2

B095888

**G3.B1.S1** 2. Teachers will design group activities that: • Facilitate processing new knowledge (10 - Processing New Knowledge) • Facilitate students in practicing and deepening knowledge (15 - Organizing Students to Practice and Deepen Knowledge) • Facilitate working on complex tasks that require students to generate and test hypotheses (21 - Organizing Students for Cognitively Complex Tasks, 22 - Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing) • Group activities structured with clear procedures, roles and individual accountability 4

S107075

### Strategy Rationale

When teachers are able to engage their learners in a more authentic manner that requires a deeper understanding of the material, student achievement will improve.

### Action Step 1 5

Easy Trainings (short PD opportunities) will be provided to assist teachers in designing group activities that facilitate the incorporation of higher levels of rigor in lesson plans.

#### Person Responsible

Lidia Camp

#### Schedule

Weekly, from 9/2/2014 to 5/28/2015

#### Evidence of Completion

Lesson Plans and classroom observation data.

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

Eighty percent of the Reading Coach's time will be spent in teacher classrooms modeling and monitoring literacy strategies and providing coaching to ELA teachers. Observations of classroom teaching will be conducted to look at specific elements #10, 15, 21, and 22

**Person Responsible**

John Kasten

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

CTEM look-for counts at applying/innovating levels for elements #10, 15, 21 and 22

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

1. All teachers will adapt instruction to accommodate the needs of CPM students through flexible grouping and differentiated instruction.
2. Benchmark analyses, lesson plans, student samples, student assessments and classroom observations concerning Elements #1, 2, 39, 40, 41 will be used to analyze data and set student goals.

**Person Responsible**

John Kasten

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Increased proficiency in all content areas from the starting point of the benchmark or QB1 OR FCAT SY14 testing result data to the final benchmark test data or FSA testing result data at the end of SY15.

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Students will be arranged into flexible groups as a part of Differentiated Instruction in all content area classes.	Camp, Lidia	8/18/2014	The use of appropriate and effective differentiated instruction techniques will be seen in the classrooms during observations by administration and peer teachers and will be on all teacher lesson plans. Teachers will attend PD at	6/3/2015 daily

**Collier - 0472 - Cypress Palm Middle School - 2014-15 SIP**  
Cypress Palm Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Easy Trainings to enhance knowledge of DI with participation logged on sign in sheets. Marzano's 7 Key elements for More Effective Lessons are used and include elements #6, 11, 12, 17, 18, 20, and 22.	
G2.B1.S1.A1	Strategies for Higher Order Thinking Questions will be taught at frequent professional development opportunities, these strategies will be modeled by the Reading Coach and master teachers.	Camp, Lidia	8/18/2014	CTEM/iObservation element #13 will be monitored for a level of 3 or higher (applying/innovating).	6/3/2015 monthly
G3.B1.S1.A1	Easy Trainings (short PD opportunities) will be provided to assist teachers in designing group activities that facilitate the incorporation of higher levels of rigor in lesson plans.	Camp, Lidia	9/2/2014	Lesson Plans and classroom observation data.	5/28/2015 weekly
G1.MA1	1. Differentiated Instruction plans included in weekly lessons. 2. Classroom evidence of differentiated content, process, product, or learning environment based on the specific needs of individual students within the class.	Tarrete, Nancy	8/18/2014	1. Inclusion of ESE, ELL, 504, Gifted and other Demonstrated needs documented on all teacher plans. 2. Teacher Evidence of specific CTEM elements: Providing Clear Learning Goals and Scales, Tracking Student Progress, Communicating Value and Respect for Low Expectancy Students, Asking Questions of Low Expectancy Students, and Probing Incorrect Answers with Low Expectancy Students, Organizing students for Learning (using small groups) at an "Applying" or "Innovative" level, .	6/3/2015 weekly
G1.B1.S1.MA1	CTEM data from iObservation will be collected from Elements #1, 2, 39, 40, and 41 and DISS plan data review.	Kasten, John	9/11/2014	Teachers will rate at least a 3.0 on the scale of effectiveness for these elements.	6/3/2015 monthly
G1.B1.S1.MA1	All teachers will plan and document conversations about DI in their PLC notes, teachers will receive feedback about DI from observations from administration, select teacher leaders, and the Reading Coach.	Tarrete, Nancy	8/18/2014	Lesson plans, PLC notes and DISS plan, coaches notes, and observation findings.	6/3/2015 weekly
G2.MA1	1. Planning by PLCs to incorporate CALL into lesson plans. 2. Reading Coach documentation of modeling and trainings related to CALL strategies across the content areas. 3. CTEM observation tool data collection of CALL related teaching strategies.	Camp, Lidia	8/18/2014	1. PLC notes 2. Reading Coach notes 3. CTEM evidence 4. Focus Plan submissions	6/3/2015 weekly
G2.B1.S1.MA1	HOT questions, Summarizing, Paraphrasing, Entrance and Exit Cards, Academic Notebooks and Process Writing across Content Areas will be embedded into lesson plans created during common planning by department. Successful implementation will result in overall growth in student achievement data. Poor implementation will result in lower Benchmark test results and stagnant student growth.	Tarrete, Nancy	8/18/2014	PLC meeting notes	6/3/2015 weekly
G2.B1.S1.MA1	Plans will be reviewed for HOT and specific reading strategies, benchmark test item analysis in all subject areas to identify higher level DOK questions and monitor for improved student performance.	Tarrete, Nancy	9/18/2014	iObservation results will show an increase in number of teachers achieving applying or innovating in element #13.	6/3/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	The Departments will meet in their PLCs to analyze data and make plans for instruction based on analysis. Negative and positive results from data collection points regarding rigor will be compiled in the DISS (Differentiated Instructional Student Support) plans and shared with administration. The plan includes the individual and department plans for improvement in targeted subgroups such as lower quartile students, accelerated students, ELL and SWD students.	Kasten, John	8/18/2014	DISS plans are archived quarterly along with PLC notes from department meetings. Improved Benchmark Test scores in areas of rigor, improved student achievement.	6/3/2015 weekly
G3.B1.S1.MA1	1. All teachers will adapt instruction to accommodate the needs of CPM students through flexible grouping and differentiated instruction. 2. Benchmark analyses, lesson plans, student samples, student assessments and classroom observations concerning Elements #1, 2, 39, 40, 41 will be used to analyze data and set student goals.	Kasten, John	8/18/2014	Increased proficiency in all content areas from the starting point of the benchmark or QB1 OR FCAT SY14 testing result data to the final benchmark test data or FSA testing result data at the end of SY15.	6/3/2015 weekly
G3.B1.S1.MA1	Eighty percent of the Reading Coach's time will be spent in teacher classrooms modeling and monitoring literacy strategies and providing coaching to ELA teachers. Observations of classroom teaching will be conducted to look at specific elements #10, 15, 21, and 22	Kasten, John	8/18/2014	CTEM look-for counts at applying/ innovating levels for elements #10, 15, 21 and 22	5/29/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** If teachers work to implement authentic differentiated instruction and analyze ongoing assessment data to plan for instruction, intervention and enrichment then 73% of CPM students will make learning gains on the state assessment for reading/writing in 2014-2015.

**G1.B1** 1. Many teachers have been trained in the use of a variety of teaching models available and are learning to implement those strategies including those that feature interactive learning and differentiated instruction; continued training is needed for those new to CPM/CCPS. 2. Teachers have been trained to create lesson plans based on analysis and interpretation of ongoing assessment, however, ongoing training and support is needed for increased teacher follow through for proper implementation of strategies found in those lesson plans.

**G1.B1.S1** Lesson plans and classroom instruction will routinely feature differentiated content, process, product or learning environment based on the specific needs of individual students within the class. (\*ESE, ELL, 504, Gifted, and other demonstrated needs) (1 - Providing Clear Learning Goals and Scales, 2 - Tracking Student Progress, 39 - Communicating Value and Respect for Low Expectancy Students, 40 - Asking Questions of Low Expectancy Students, 41 - Probing Incorrect Answers with Low Expectancy Students)

### PD Opportunity 1

Students will be arranged into flexible groups as a part of Differentiated Instruction in all content area classes.

#### Facilitator

Differentiated Instruction trainers from the district office and master teachers with extensive experience with differentiation.

#### Participants

All faculty across the content areas

#### Schedule

Daily, from 8/18/2014 to 6/3/2015

**G2.** If Content Area Literacy and Learning (CALL) is used with fidelity in all content area courses at CPM, this will reinforce the understanding that literacy skills are the basis for comprehending content, and then all target subgroups of students will be on track to reduce the percent of non-proficient students by 50% by 2016-2017.

**G2.B1** 1. Content area teachers need continued training and support in aligning text to literacy strategies. 2. Many teachers have had limited training in or are unfamiliar with the Florida Standards.

**G2.B1.S1** Teachers will use a variety of strategies to have students record or represent their learning, e.g., CCS: Higher-Order Thinking Questions, Summarizing, Paraphrasing, Entrance and Exit Cards, Academic and Science Notebooks (with focused feedback), Cornell Notes, and "Process Writing across Content Areas" (#13 Recording and Representing Knowledge).

### **PD Opportunity 1**

Strategies for Higher Order Thinking Questions will be taught at frequent professional development opportunities, these strategies will be modeled by the Reading Coach and master teachers.

#### **Facilitator**

Reading Coach and ELA master teachers

#### **Participants**

All content area teachers

#### **Schedule**

Monthly, from 8/18/2014 to 6/3/2015

**G3.** If student work demonstrates a level of rigor, i.e., cognitive complexity, deep understanding and knowledge, consistent with the demands of Florida State Standards then the percentage of students achieving proficiency on the Algebra EOC will be at 95%.

**G3.B1** 1. Questioning does not always require deep understanding of the content during classroom presentations.

**G3.B1.S1** 2. Teachers will design group activities that: • Facilitate processing new knowledge (10 - Processing New Knowledge) • Facilitate students in practicing and deepening knowledge (15 - Organizing Students to Practice and Deepen Knowledge) • Facilitate working on complex tasks that require students to generate and test hypotheses (21 - Organizing Students for Cognitively Complex Tasks, 22 - Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing) • Group activities structured with clear procedures, roles and individual accountability

### **PD Opportunity 1**

Easy Trainings (short PD opportunities) will be provided to assist teachers in designing group activities that facilitate the incorporation of higher levels of rigor in lesson plans.

#### **Facilitator**

Administration, Reading Coach, InSS, and Master Teachers

#### **Participants**

All faculty across the content areas

#### **Schedule**

Weekly, from 9/2/2014 to 5/28/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> If teachers work to implement authentic differentiated instruction and analyze ongoing assessment data to plan for instruction, intervention and enrichment then 73% of CPM students will make learning gains on the state assessment for reading/writing in 2014-2015.	10,000
<b>Grand Total</b>	<b>10,000</b>

**Goal 1: If teachers work to implement authentic differentiated instruction and analyze ongoing assessment data to plan for instruction, intervention and enrichment then 73% of CPM students will make learning gains on the state assessment for reading/writing in 2014-2015.**

Description	Source	Total
<b>B1.S1.A1</b> - \$10,000 was approved by the SAC committee at the September 4, 2014 meeting to purchase 20 iPads, covers, and AirWatch software to support the use of centers and differentiated instruction in the classrooms.	School Improvement Funds	10,000
<b>Total Goal 1</b>		<b>10,000</b>