

Corkscrew Middle School

8-Step problem solving step zero school strategic goals
students college and career needs assessment resources
instruction effective leadership strategies ambitious
environment supportive step family and community involvement
improvement building relationships increased achievement
public and mission vision teaching



2014-15 School Improvement Plan

Corkscrew Middle School

1165 COUNTY ROAD 858, Naples, FL 34120

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	52%
Alternative/ESE Center	Charter School	Minority
No	No	53%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	26
Technical Assistance Items	28
Appendix 3: Budget to Support Goals	29

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	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Corkscrew Middle is to provide a positive learning environment where each student has the opportunity to obtain 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 is to foster a life long love of learning and achievement for every student by utilizing an on going partnership between school, family, and community.

School Environment

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

We offer ambassadors for new students. The public is always invited to attend SAC meetings. Musical performances span a number of cultures. As often as possible, teachers work together on grade level teams.

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

Adult supervision is provided from 8:30 a.m. to 4:00 p.m. with additional supervision during the After School Program. Positive behavior is rewarded via Student Pass. A Youth Relations Deputy is on campus daily and offers advice to students on an as-needed basis.

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

PBS is school-wide; positive behavior is recognized via Student Pass as well as Reward Cards. The Assistant Principal for A/D provides classroom management training on an as-needed basis. PBS team consists of: Assistant Principal for Attendance and Discipline, Office Manager, Reading Coach, InSS, ISS aide, select teachers [one of which is the student council advisor, school counselor and Youth Relations Deputy. The team meets monthly. The primary focus of the team is to promote positive student behavior via reward incentive programs.

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

School counselors are readily available to students. New students are given an Ambassador to assist with first day[s] jitters.

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

Indicators include:

Attendance below 90 percent

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or Mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

Failing grades

At the weekly Leadership meeting students meeting any of the above indicators are discussed and plans for interventions are developed.

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	16	15	20	51
One or more suspensions	4	19	29	52
Course failure in ELA or Math	0	6	5	11
Level 1 on statewide assessment	62	33	35	130

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	21	23	27	71

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

Parent/teacher/student conferences. School counseling on an as needed basis. Students needing intervention are placed in one of the three levels of PBS/RTI. Small-group tutoring is offered for reading, extended time in homeroom is offered for math instruction, Assistant Principal for Attendance and Discipline places students on behavior contracts.

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

CMS has a unique parent base that coupled with our rural location makes parent involvement activities challenging. Historically, we have had the following activities: Beginning of year open house; curriculum night; musical performances; student-led conferences [grades 6, 7, 8], Math night; Reading night; Writing night; instrument rental; picture day; Scholar Bowl matches; awards nights; 5/6 parent open house. CMS plans to continue with the aforementioned for the 2015 SY. CMS had multiple events in 2014 with approximately 1965 parents attending these events.

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

Local providers bring items to the school for both the students and the faculty. We have a partnership with Laces of Love [providing shoes to those in need]. We have school supplies we give to students as needed. NCH provided the school with a new street sign.

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
Snider, Dennis	Principal
Clay, Lon	Assistant Principal
Rosenbalm, Mark	Assistant Principal
Brown, Connie	Guidance Counselor
Columbus, Karen	Other
Ramsay-Sinclair, Yolande	Instructional Coach
Thiewes, Lynn	Guidance Counselor

Duties

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

Principal/Assistant Principal = write, implement, monitor SIP

INSS = monitor MTSS activities

School Counseors = monitor student grades

Assistant Principal/Attendance = monitor student behavior trends, monitor student attendance

Reading Coach = reading data, small group reading instruction

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

The Leadership Team meets weekly [Monday] at 1:30 p.m. Team will discuss on going issues of Differentiation, RTI/PBS. Team will develop action plans for students rising to RTI Level 3.

CMS is not a Title 1 school. We do offer the following:

For homeless students we get backpacks, transportation to keep students in this school, help with PE uniforms if needed. Local funds are given to run the CORE group from Drug-free Collier and that runs parallel to the afterschool program.

Via the use of After School Program funds we have provided more academic offerings designed to improve reading, writing and math. Homework Help is provided as well.

The CMS ESE department has used all of these fed/state agencies. SEDNET in dealing with our EBD students, FDLRS for various teacher trainings and literature, STC for parent presentations on student transition needs and our parent library, McKay Scholarship also (includes 504 kids) for non-home zoned students to attend CMS, and in our IEP meetings (for students age 14+) we inform them of the services available to them through VR .

The APC [Clay] assures that all district adopted materials are available to teachers. The Reading Coach [Ramsay-Sinclair] assures that all literacy-based testing and subsequent data analysis occurs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Cal Boggess	Teacher
Dennis Snider	Principal
Thais Kuoman	Parent
Josephine Fooths	Parent
Olga Martinez	Teacher
Barb Southwick	Parent
Ollie Phipps	Parent
Joe Freshwater	Parent
Janine Clover	Parent
Irene Duryea	Parent
Sharon Mobley	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 School Advisory Council [SAC] is pleased that CMS remains an A school. The School Improvement Plan [SIP] is presented to the SAC at the start of each school year and is addressed during the year as the need arises.

Development of this school improvement plan

School Improvement Plan ideas are shared with the School Advisory Council; the council will eventually approve the plan or offer suggestions to amend the plan.

Preparation of the school's annual budget and plan

SAC provides funding for student planner purchase at 6th grade. SAC provides funding for Accelerated Reader program.

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

School improvement funds [\$4500] are used to fund the school's Accelerated Reader program. \$325 was used to purchase Scholastic Magazine for the school.

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
Clay, Lon	Assistant Principal
Snider, Dennis	Principal
Rosenbalm, Mark	Assistant Principal
Brown, Connie	Guidance Counselor
Columbus, Karen	Other
Ramsay-Sinclair, Yolande	Instructional Coach
Thiewes, Lynn	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

1. LLT meets monthly. Team develops strategies for improved literacy instruction based primarily upon input from the Reading Coach. Examples include: argumentative writing in science and social studies classes 678; target vocabulary instruction in science 678; vocabulary.com use 678. On 1234567 days ELA teachers will target text prompted writing.
2. The promotion of school-wide reading via book fair; promote reading on the morning announcements; give prizes to students who meet their reading goals, and have twice per year a reading reward activity period.
3. Participate in Sunshine State Young Reader's Award Program
4. Increase use of Accelerated Reader by students and teachers.
5. Progress monitor our students through Data Warehouse and benchmark testing.
6. Increase use of Angel to increase parental communication of student assignments.
7. Differentiate instruction in all classrooms
8. Assign at-risk students a mentor [assign students to teachers during HR to target reading].
9. Promote joyful engagement of reading
10. Analyze areas of reading weakness at each grade level based on 2014 FCAT scores; create action plans to address these deficits [e.g., small group reading instruction during HR that targets specific reading areas].

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

Common planning for most academic departments; PLCs meet either by department or grade-level; PLCs meet weekly; one common assessments via social studies departments by end of first semester. Grade level teams meet as needed to discuss student issues and forward concerns to the Intervention Support Specialist who in turn addresses these issues with the Leadership Team.

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

School-based leadership opportunities are provided to the faculty [Team Leaders, Department Chairs]. The Leadership Team of the school meets weekly to discuss/share school/curriculum issues. Faculty members serve as CTEM supports as well.

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

Common planning; PLCs; no first-year teachers at CMS for the 2015 SY.

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

The school uses established district curriculum pacing guides as well as district approved instructional materials. Lesson plans are reviewed by the administration on a regular basis with feedback provided to the teachers. PLCs address curriculum concerns [either via departments or grade level]. District pacing guides align with and are based upon state 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 from the Data Warehouse is used to guide lesson planning and instruction. Accommodations are provided to ESE and ELL students. There is an expectation that data analysis is used to structure instruction including differentiated instruction for ESE and ELL students.

Level 1 and 2 students are given additional assistance in reading and/or math [Intensive classes; small-group instruction; tutoring help during HR].

Webb's DOK questions are an every day part of instruction and are identified in lesson plans.

Exit slips are commonly used to gauge students' level of understanding and to refocus teaching as needed.

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

Strategy: Extended School Day

Minutes added to school year: 4,320

Homework Help is one of the courses offered in the After School Program. Other courses are enrichment activities. Students are encouraged to participate in the After School Program.

Strategy Rationale

Some students need additional time to better understand academic concepts. This is addressed via the Homework Help component of the After School Program.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Clay, Lon, claylo@collierschools.com

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

Attendance; review of completed HW at the end of the session via session facilitator.

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

Each spring rising 6th grade students and parents visit the school. During this visit we explain what happens in middle school [dress code, code of conduct, attendance expectations]. Course selection options are addressed at that time. Also, each spring 8th graders visit the local high school. Gifted Curriculum Specialists will be holding transition meetings with individual 8th grade gifted 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

School counselors offer career counseling and advice via 8th grade U. S. History. CMS 8th graders participate in the CCPS sponsored middle school initiative partnership with Junior Achievement (JA) of Southwest Florida. This brings the Economics for Success curriculum to 8th grade students. This curriculum focuses on the goal of achieving a successful economic life including choosing the right career.

Numerous CTE Industry Certification courses are offered.

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

CTE courses are open to 6, 7, 8 grade students. Courses offered include: computer applications in business 1, computer keyboarding, introduction to technology and exploring communications

technology.

Microsoft industry certifications are offered in Word and Excel.

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

From feedback report: "Percent of graduates who completed at least one level 3 high school math course"

From feedback report: COLLIER district total = 52.4% state total = 59.1

CMS will continue to "stretch" as many 8th grade students into Algebra 1 as is possible.

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

CMS is not a High School.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Differentiated Instruction: If teachers analyze and interpret ongoing assessment data to plan for instruction, intervention and enrichment then student achievement will increase.
- G2.** With the understanding that literacy skills are the basis for comprehending content, if lesson plans and instruction feature specific writing activities and strategies, [e.g.notebooking/journaling, short and extended response writing, exit ticket] then student achievement will increase.
- G3.** Rigor: If students engage in cognitively complex activities that require active processing of information,]e.g., designing, creating, synthesizing, analyzing, proving, finding connections, critiquing, debating, arguing, etc.] then student achievement will increase.

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. Differentiated Instruction: If teachers analyze and interpret ongoing assessment data to plan for instruction, intervention and enrichment then student achievement will increase. **1a**

Targets Supported **1b**

 G043613

Indicator	Annual Target
Math Gains	25.0
ELA/Reading Gains	25.0

Resources Available to Support the Goal **2**

- Data Warehouse, Achieve 3000, FAIR-FS, ALEKS, UMath, Quarterly Benchmark Assessments.

Targeted Barriers to Achieving the Goal **3**

- Teachers have not been trained to/do not create plans based on analysis and interpretation of ongoing assessment data.

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

Review of Team and Department Meeting Minutes

Review of lesson plans

CTEM observations

Usage reports from Achieve 3000

Person Responsible

Lon Clay

Schedule

Monthly, from 11/3/2014 to 5/1/2015

Evidence of Completion

Meeting minutes/Leadership Team discussion minutes, small-group/centers-based instruction, use of Tech Books, formative and summative assessments.

G2. With the understanding that literacy skills are the basis for comprehending content, if lesson plans and instruction feature specific writing activities and strategies, [e.g.notebooking/journaling, short and extended response writing, exit ticket] then student achievement will increase. 1a



Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	75.0

Resources Available to Support the Goal 2

- Language Arts Department Chair, Reading Coach, InSS, District ELA Coordinator

Targeted Barriers to Achieving the Goal 3

- Teachers are not trained to be reading and writing instructors.

Plan to Monitor Progress Toward G2. 8

Observation of reading/writing instruction occurring in the classroom.

Person Responsible

Dennis Snider

Schedule

Monthly, from 11/3/2014 to 5/1/2015

Evidence of Completion

CTEM observations, review of lesson plans.

Plan to Monitor Progress Toward G2. 8

CTEM observations, review of lesson plans.

Person Responsible

Dennis Snider

Schedule

Monthly, from 11/3/2014 to 5/1/2015

Evidence of Completion

CTEM observations.

G3. Rigor: If students engage in cognitively complex activities that require active processing of information, [e.g., designing, creating, synthesizing, analyzing, proving, finding connections, critiquing, debating, arguing, etc.] then student achievement will increase. **1a**

 G043615

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	65.0

Resources Available to Support the Goal **2**

- Teachers must provide itemized criteria to students on how to obtain and provide deeper understanding of the content within their answers. Students must cite evidence from the text to help support answers.

Targeted Barriers to Achieving the Goal **3**

- When higher order深深理解 questions are used, students are not held accountable for answering at equally deep levels.

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

Monitor lesson plans, CTEM visits.

Person Responsible

Lon Clay

Schedule

Monthly, from 11/3/2014 to 5/1/2015

Evidence of Completion

Complex tasks described within lesson plans; observed via CTEM visits; use of Agile Mind, observed teacher questioning techniques, Webb's DOK questions observed during classroom visits; observed posted in lesson plans; notebooking/journal writing

Action Plan for Improvement

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

Problem Solving Key

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

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

G1. Differentiated Instruction: If teachers analyze and interpret ongoing assessment data to plan for instruction, intervention and enrichment then student achievement will increase. **1**

 G043613

G1.B1 Teachers have not been trained to/do not create plans based on analysis and interpretation of ongoing assessment data. **2**

 B106866

G1.B1.S1 Continue to train teachers on the use of data to drive instruction. **4**

 S129407

Strategy Rationale

A deep understanding of student data is necessary to successfully present subject matter.

Action Step 1 **5**

Teachers will receive on-going monthly training on the use of the data warehouse and the use of data to drive instruction.

Person Responsible

Lon Clay

Schedule

Monthly, from 11/3/2014 to 5/1/2015

Evidence of Completion

In-service sign-in logs; lesson plan reviews; PLC minutes

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

In-service sign-in logs; lesson plan reviews; PLC minutes

Person Responsible

Lon Clay

Schedule

Monthly, from 11/3/2014 to 5/4/2015

Evidence of Completion

In-service sign-in logs; lesson plan reviews; PLC minutes

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

In-service sign-in logs; lesson plan reviews; PLC minutes

Person Responsible

Lon Clay

Schedule

On 5/1/2015

Evidence of Completion

In-service sign-in logs; lesson plan reviews; PLC minutes

G2. With the understanding that literacy skills are the basis for comprehending content, if lesson plans and instruction feature specific writing activities and strategies, [e.g.notebooking/journaling, short and extended response writing, exit ticket] then student achievement will increase. 1

 G043614

G2.B1 Teachers are not trained to be reading and writing instructors. 2

 B106867

G2.B1.S1 On-going training by Reading Coach. 4

 S125326

Strategy Rationale

Reading Coach has background to train integrated reading/writing processes.

Action Step 1 5

The Reading Coach will provide training in reading and writing processes.

Person Responsible

Yolande Ramsay-Sinclair

Schedule

Monthly, from 11/3/2014 to 5/1/2015

Evidence of Completion

Attendance sheets; training summaries.

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

Review of attendance sheets and training summaries.

Person Responsible

Lon Clay

Schedule

Monthly, from 11/3/2014 to 5/1/2015

Evidence of Completion

Review of training documentation.

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

Classroom visits where reading/writing instruction is occurring.

Person Responsible

Dennis Snider

Schedule

Monthly, from 11/3/2014 to 5/1/2015

Evidence of Completion

CTEM based processes.

G3. Rigor: If students engage in cognitively complex activities that require active processing of information, [e.g., designing, creating, synthesizing, analyzing, proving, finding connections, critiquing, debating, arguing, etc.] then student achievement will increase. 1

 G043615

G3.B1 When higher order深深 understanding questions are used, students are not held accountable for answering at equally deep levels. 2

 B106868

G3.B1.S1 Teachers will design individual and group activities to facilitate working on complex tasks that require students to generate and test hypotheses. Teachers will engage students in work characterized by cognitively complex tasks that require them to examine similarities and differences and examine errors in reasoning. 4

 S118205

Strategy Rationale

High order thinking/processing is an essential component of Common Core.

Action Step 1 5

Provide professional development on creating criteria/scales that break down the elements of an answer that shows deeper understanding.

Person Responsible

Lon Clay

Schedule

Monthly, from 11/3/2014 to 5/1/2015

Evidence of Completion

Monitoring of evidence is student generated answers in the classroom.

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

Checking for criteria/scales that describe to students how their answers show deeper understanding of the content.

Person Responsible

Lon Clay

Schedule

On 5/1/2015

Evidence of Completion

Monitoring of student understanding and cognitively complex answers.

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

classroom observations; lesson plan reviews;

Person Responsible

Lon Clay

Schedule

On 5/1/2015

Evidence of Completion

classroom observations; lesson plan reviews; student interviews.

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
G3.B1.S1.A1	Provide professional development on creating criteria/scales that break down the elements of an answer that shows deeper understanding.	Clay, Lon	11/3/2014	Monitoring of evidence is student generated answers in the classroom.	5/1/2015 monthly
G2.B1.S1.A1	The Reading Coach will provide training in reading and writing processes.	Ramsay-Sinclair, Yolande	11/3/2014	Attendance sheets; training summaries.	5/1/2015 monthly
G1.B1.S1.A1	Teachers will receive on-going monthly training on the use of the data warehouse and the use of data to drive instruction.	Clay, Lon	11/3/2014	In-service sign-in logs; lesson plan reviews; PLC minutes	5/1/2015 monthly
G1.MA1	Review of Team and Department Meeting Minutes Review of lesson plans CTEM observations Usage reports from Achieve 3000	Clay, Lon	11/3/2014	Meeting minutes/Leadership Team discussion minutes, small-group/centers-based instruction, use of Tech Books, formative and summative assessments.	5/1/2015 monthly

Collier - 0442 - Corkscrew Middle School - 2014-15 SIP
Corkscrew Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	In-service sign-in logs; lesson plan reviews; PLC minutes	Clay, Lon	11/3/2014	In-service sign-in logs; lesson plan reviews; PLC minutes	5/1/2015 one-time
G1.B1.S1.MA1	In-service sign-in logs; lesson plan reviews; PLC minutes	Clay, Lon	11/3/2014	In-service sign-in logs; lesson plan reviews; PLC minutes	5/4/2015 monthly
G2.MA1	Observation of reading/writing instruction occurring in the classroom.	Snider, Dennis	11/3/2014	CTEM observations, review of lesson plans.	5/1/2015 monthly
G2.MA2	CTEM observations, review of lesson plans.	Snider, Dennis	11/3/2014	CTEM observations.	5/1/2015 monthly
G2.B1.S1.MA1	Classroom visits where reading/writing instruction is occurring.	Snider, Dennis	11/3/2014	CTEM based processes.	5/1/2015 monthly
G2.B1.S1.MA1	Review of attendance sheets and training summaries.	Clay, Lon	11/3/2014	Review of training documentation.	5/1/2015 monthly
G3.MA1	Monitor lesson plans, CTEM visits.	Clay, Lon	11/3/2014	Complex tasks described within lesson plans; observed via CTEM visits; use of Agile Mind, observed teacher questioning techniques, Webb's DOK questions observed during classroom visits; observed posted in lesson plans; notebooking/journal writing	5/1/2015 monthly
G3.B1.S1.MA1	classroom observations; lesson plan reviews;	Clay, Lon	11/3/2014	classroom observations; lesson plan reviews; student interviews.	5/1/2015 one-time
G3.B1.S1.MA1	Checking for criteria/scales that describe to students how their answers show deeper understanding of the content.	Clay, Lon	11/3/2014	Monitoring of student understanding and cognitively complex answers.	5/1/2015 one-time

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. Differentiated Instruction: If teachers analyze and interpret ongoing assessment data to plan for instruction, intervention and enrichment then student achievement will increase.

G1.B1 Teachers have not been trained to/do not create plans based on analysis and interpretation of ongoing assessment data.

G1.B1.S1 Continue to train teachers on the use of data to drive instruction.

PD Opportunity 1

Teachers will receive on-going monthly training on the use of the data warehouse and the use of data to drive instruction.

Facilitator

Yonande Ramsay-Sinclair

Participants

All CMS faculty

Schedule

Monthly, from 11/3/2014 to 5/1/2015

G2. With the understanding that literacy skills are the basis for comprehending content, if lesson plans and instruction feature specific writing activities and strategies, [e.g.notebooking/journaling, short and extended response writing, exit ticket] then student achievement will increase.

G2.B1 Teachers are not trained to be reading and writing instructors.

G2.B1.S1 On-going training by Reading Coach.

PD Opportunity 1

The Reading Coach will provide training in reading and writing processes.

Facilitator

Yolande Ramsay-Sinclair

Participants

All academic core teachers.

Schedule

Monthly, from 11/3/2014 to 5/1/2015

G3. Rigor: If students engage in cognitively complex activities that require active processing of information, [e.g., designing, creating, synthesizing, analyzing, proving, finding connections, critiquing, debating, arguing, etc.] then student achievement will increase.

G3.B1 When higher order深深理解 questions are used, students are not held accountable for answering at equally deep levels.

G3.B1.S1 Teachers will design individual and group activities to facilitate working on complex tasks that require students to generate and test hypotheses. Teachers will engage students in work characterized by cognitively complex tasks that require them to examine similarities and differences and examine errors in reasoning.

PD Opportunity 1

Provide professional development on creating criteria/scales that break down the elements of an answer that shows deeper understanding.

Facilitator

Reading coach

Participants

Faculty

Schedule

Monthly, from 11/3/2014 to 5/1/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 2: With the understanding that literacy skills are the basis for comprehending content, if lesson plans and instruction feature specific writing activities and strategies, [e.g.notebooking/journaling, short and extended response writing, exit ticket] then student achievement will increase.	4,946
Grand Total	4,946

Goal 2: With the understanding that literacy skills are the basis for comprehending content, if lesson plans and instruction feature specific writing activities and strategies, [e.g.notebooking/journaling, short and extended response writing, exit ticket] then student achievement will increase.		
Description	Source	Total
B1.S1.A1 - Accelerated Reader	School Improvement Funds	4,624
B1.S1.A1 - Scholastic Magazine	School Improvement Funds	322
Total Goal 2		4,946