

Corkscrew Elementary School



2014-15 School Improvement Plan

Corkscrew Elementary School

1065 COUNTY ROAD 858, Naples, FL 34120

[no web address on file]

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
45%

Alternative/ESE Center
No

Charter School
No

Minority
53%

School Grades History

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

Corkscrew Elementary School students, staff, parents, and community work cooperatively as a team to foster a productive and diverse learning environment "Where Excellence is Expected".

Provide the school's vision statement

Corkscrew Elementary School will be a place that students will remember with pride. Here they will have engaging experiences that will develop a love of learning and self-confidence. All students will learn necessary skills with opportunity for continual practice through a curriculum that is diverse, exciting, and challenging. Administration, staff, and community will support an environment that will maximize student potential and promote responsible citizens. Achievements will be recognized and praised. This vision will be accomplished by a professional staff that holds high expectations for their own performance, embraces innovation, and reflects the belief that all students can learn.

School Environment

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

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

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

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

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

The school environment is focused on Positive Behavior Support (PBS) which provides evidence-based strategies and systems to assist in improving academic performance, while decreasing the problem behavior and establishing a positive school culture. PBS is utilized school-wide, as well as on school buses. PBS helps facilitate safe and orderly procedures that are school-wide. These procedures are introduced, modeled, practiced, and revisited as needed, by each staff member. Our School Counselor supports teachers and families with concerns regarding the social-emotional

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

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

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

Corkscrew Elementary is recognized by the state of Florida as a Gold Level Model Positive Behavior Support (PBS) school. School wide expectations are reviewed each year on the first day of school with students in each area of the school to support positive behavior plans. The PBS Committee is made up of leadership members (principal, assistant principal, and school counselor) and at least one member from each grade level team. This committee meets monthly analyze data, identify training needs and problem solve. Along with a discipline plan, positive rewards are incorporated into all parts of Corkscrew Elementary's day. Some of the positive incentives we offer are, quarterly attendance awards, Character Star Awards, and Excellence Awards.

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

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

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

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

Early warning signs are monitored by the Assistant Principal and district personnel monitor attendance for all students. Our staff meets with students and their families to develop and implement plans to improve attendance as needed. Each week the leadership team meets weekly to review Student Pass discipline referrals and infractions, and any concerns shared by teachers. Students are referred to the MTSS team and individual behavior plans are developed. The school leadership team, with teacher input, develops a grade level watch list to identify specific academic needs of students who potentially demonstrate early warning indicators. Individual PMP's and interventions are planned and implemented with full support of the parents. These strategies include, but are not limited to, Leveled Literacy Intervention (LLI), Comprehension Intervention, My Sidewalks, Reading Horizons, and My Reading Coach.

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
	1	2	3	4	5	
Attendance below 90 percent	9	4	1	2	1	17
One or more suspensions	0	1	0	2	0	3
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	0	0	1	12	2	15
retained Students	2	1	1	0	0	4
	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
	4		
Students exhibiting two or more indicators	1		1

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

MTSS will be used to aid in improving academics for students who show early warning signs. Tier 1 interventions are utilized to strengthen all classroom instruction. The reading coach, math coach, and leadership team will aid teachers in strategies that strengthen daily instruction. Grade level teams will have common planning time to plan collaboratively. Tier 2 interventions will take place across grade level teams during common 30 minute MTSS block of time in their day. During this time, teachers will provide grade level interventions for students identified as needing additional support to meet grade level expectations and increase academic performance. Grade level teams will collaborate with the intervention support specialist, academic coaches, and the leadership team at MTSS PLCs to group these students, create progress monitoring plans (PMPs) and analysis the data collected during MTSS time. Support staff will be available to help facilitate these tier 2 interventions with grade levels teams. Tier 3 interventions will take place daily for 30 minutes. These interventions will be facilitated by support staff (reading resource, ELL teacher, ESE teachers...). These strategies include, but are not

limited to, Leveled Literacy Intervention (LLI), Comprehension Intervention, My Sidewalks, Reading Horizons, and My Reading Coach.

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

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

Corkscrew Elementary has a successful parent involvement program and our school works to continue to provide opportunities for our parents to stay involved in school. The following opportunities are Corky's Crew welcoming, lunchroom orientation, Summer Reading Celebration, Fall Fling, fundraising for coupon book and spring catalog, movie night, classroom volunteers, book fairs, PTA, SAC, and reading partners promoting school wide reading. Parents who are involved in the education of their children have a positive impact on learning.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

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

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
Smith, Ronna	Principal
Vieira, Jessica	Assistant Principal
Bullen, D'Nai	Other
Lyberg, Dan	Guidance Counselor
McCosh, Rebecca	Other

Duties

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

Both the Principal and Assistant Principal share the responsibility of providing instructional leadership. School leaders attend weekly common planning with grade level teams, review weekly lesson plans, observe classroom instruction, monitor the implementation of the curriculum, and develop schedules to ensure a safe and orderly learning environment. School leaders meet regularly with teachers to discuss their ideas regarding instructional decisions and school operation through common planning meetings, Grade level PLC/MTSS meetings, the School Improvement Leadership teams, the School Advisory Council, and the Faculty Advisory Council. Additionally, school leaders meet informally with teachers and teams to get their perspectives,

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 MTSS Leadership team will review, discuss, and monitor student academic and/or behavioral procedures and data while working in conjunction with faculty to support students' needs. The MTSS Leadership Team meets biweekly to review students in the MTSS process. The team focuses on implementation, data collection, interventions, and supports needed by the instructional staff for implementation of MTSS. School administrators and teachers from the school-based MTSS team will participate in monthly grade level PLC's to facilitate the MTSS process at each grade level. When reviewing the MTSS data, the MTSS Leadership Team, in collaboration with MTSS support staff, and classroom teachers make data-driven decision about intervention changes.

School leadership develops a daily instructional plan in order to maximize the amount of time to provide available resources. Additionally, intervention time is allocated at each grade level to meet all student needs. Resource personnel, including Reading Coach, ESE resource teachers, Intervention Support Specialist, ELL teacher and tutor, Media Specialist and Speech and Language Pathologist, are scheduled in classrooms to work with students in addition to their classroom teacher. Our school supplements the school locational budget through the after-school program run by the school.

Through these efforts, we are able to provide an after school program for identified students in grades 3, 4, and 5 focused on academic needs. All supplemental programs and materials are coordinated and monitored by the principal.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Ronna Smith	Principal
Emmi Sass	Parent
Adrienne Gaglidardo	Parent
Barbara Diaz	Parent
Mary Ann Garcia	Parent
Monica Ramos	Teacher
Tricia Wiklinson	Parent
Jessica Stricker	Teacher
Meredith Wiacek	Business/Community

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

Corkscrew Elementary exceeded all of their school improvement goals from FY 13-14. CES had the largest point gain in the state of Florida's grading scale in Collier county Public Schools. The School Improvement Plan was submitted to the SAC for their review and approval. A review of each goal and objective was conducted. End of year data related to each goal and objective will be presented to the SAC for their evaluation.

Development of this school improvement plan

Development of this school improvement plan was developed with teachers, parents, and leadership team after careful review of the FY 13-14 data. The instructional staff of CES comes together in curriculum leadership teams to address academic data concerns and analysis student data. The School Advisory Council also supports the understanding of student data and academic growth. An analysis of student achievement and school performance data occurs at the initial SAC meeting. The SAC reviews various aspects of the school as suggested by the priorities related to the data and provides input into the written plan for school improvement including priorities and strategies. Student achievement data will be monitored as well as the associated strategies and priorities within the SIP. The objectives, and action plans for each goal in the School Improvement Plan are presented to the SAC. The School Advisory Council has the opportunity to contribute their ideas and make additions and/or changes to the plan. The final plan is voted and approved by the SAC.

Preparation of the school's annual budget and plan

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

SAC funds will be used to support teachers professional development. Funds will be used to purchase intervention programs for MTSS tiered interventions. In October, a request was presented and approved by SAC for Math Navigator which will be utilized for tier 2 math interventions. Additional funds will be utilized for professional development opportunities. Fourth grade teachers to writers workshop sessions with Melissa Forney.

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

Since the school improvement funds were not allocated until late last school year, the SAC decided that the monies would be rolled over to the current academic year. SAC will discuss the projected use of funds during the October and April meetings. SAC will work to determine the best use of funds to support the School Improvement projects and objectives.

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
McCosh, Rebecca	Instructional Coach
Smith, Ronna	Principal
Lopez, Cristy	Teacher, K-12
Newell, Christin	Teacher, K-12
Peluchette, Debie	Teacher, K-12
Phipps, Tonya	Teacher, K-12
Vieira, Jessica	Assistant Principal
Winslow, Sandy	Teacher, K-12
Wise, Natalie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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

The Literacy Leadership Team meets to organize and create activities for Family Literacy Night. Family Literacy Night is a fun way to inform families of literacy activities that can be used at home. The Literacy Leadership Team makes literacy decisions for their grade-level teams like professional development needs, curriculum needs, and school improvement ideas. The Literacy Leadership Team in conjunction with the leadership team will host a Family Literacy event during "Celebrate Literacy Florida!" Week in January 26-30.

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

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

Positive school culture and working relationships facilitate professional focus on continuous improvement. Academic Coaches will be sitting in on Grade Level Planning to support discussion, model instructional strategies, and align instruction with the standards with fidelity. Collaborative planning binders will be created for MAFS and LAFS materials and will be utilized at team collaborative planning meetings. Academic coaches and leadership will meet regularly to support this process.

Curriculum Leadership Cross-Grade-Level Teams have been established to establish and monitor SIP goals and plan for implementation. These teams helped to create academic area SIP goals and will monitor our progress as a school towards these goals.

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

MTSS PLCs will be held monthly for each grade level. At these meetings, teachers will work with leadership, intervention support specialist, and te academic coaches to plan for effective interventions, review and analyze tiered data and move students within the MTSS tiered groups. Teachers will participate in monthly PLC meetings. At these meetings, grade level teams will unpack a standard per meeting to determine instructional strategies and expected standards of performance.

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

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

1. District, State and Federal Initiatives, staff input, classroom observations, data, teacher selected deliberate practice goals and student data. The persons responsible for implementation is Administration.
 2. Instructional Leadership: Regularly scheduled grade level PLC meetings to support teachers in the areas of MTSS, data analysis, instructional strategies and practice. Classroom observations to support teachers/grade levels with best practices, appropriate staff development; and meaningful feedback.
 3. New Teacher Support: Facilitating new teachers partnerships with a qualified mentor. Regularly scheduled meetings with specific personnel to orient and support new teachers in the areas of school and district procedures, initiatives, and instruction.
 4. Use of Time: Provide common planning time for each grade level. Staff development calendar is designed to support the school improvement process, staff input, and classroom observations.
 5. Empowering Teachers: Continue to build a supportive and collaborative culture that recognizes faculty efforts both formally and informally. Involve teachers in meaningful decision making.
 6. School Management and Safety: Continue to support and improve school wide, multi-tiered academic and behavior support and intervention. Continued implementation and improvement of positive behavior support to teachers in the areas of discipline, management and school safety.
 7. Recruitment: Continue to build relationships with area universities for referrals of interns and potential candidates. Increased instructional staff training in mentor teacher support.
- CCPS policy is to hire only highly qualified teachers. Consequently, all teachers are certified and HQ in their area.

All above initiatives are supported by Administration.

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

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

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

New teachers are assigned additional CTEM observations by the Principal and Assistant Principal.

Based on these observations, additional help is provided to help ensure success for the new teacher.

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

Corkscrew Elementary, along with all Collier County Public Schools adhere to the Florida Standards. Curriculum maps and pacing guides are created by district curriculum coordinators. In order to communicate these expectations, the school district has created a Curriculum and Instruction webpage with digital access to pacing guides along with links to additional resources, lists of district materials available to teachers, and helpful hints and websites to access for differentiated instruction strategies to meet the needs of all students. This site guides teachers to the selection of materials and programs that are aligned with the standards.

All instructional staff post lesson plans in Angel which are monitored by building Administration and coaches. These plans are also reviewed during classroom observations including formal and informal observations.

Building Reading and Math/Science Coaches along with Administration attend Grade Level Planning Meetings to review upcoming lessons and discuss how to best deliver instruction to meet the standards, develop high order questions to ensure deep knowledge is taking place and model best practices.

During PLCs, Grade Level Teams will participate in unpacking the standards with the guidance of Coaches and Administration. Coaches will participate in coaching cycles during which time they will model quality instruction for teachers who are new to the grade level, the building, or in need of assistance to improve instruction with approved materials and programs.

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

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

Through a combination of MTSS meetings, PLC meetings, and collaborative planning, teams actively work to adapt the curriculum to best teach the standards for all learners. CCPS subject-area curriculum maps lay out the scope and sequence of each quarter and provide a list of all resources available to teach the standards. In addition, collaborative planning with grade-level teachers, ELL

and ESE support teachers, and academic coaches, provides time for teams to share other resources that may be more appropriate for different types of learners. Collaborative structures help give all learners a chance to be active participants in class discussions and activities. Diverse formative assessments also allow students to demonstrate what they have learned in ways that best meet their needs.

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

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

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

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

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

Strategy: After School Program

Minutes added to school year: 21,600

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

Strategy Rationale

Strategy Purpose(s):

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

McCosh, Rebecca, mccosr@collierschools.com

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

Attendance data will be collected and analyzed.

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

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

Curriculum Support:

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

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

TRANSITION FROM EARLY CHILDHOOD PROGRAMS TO ELEMENTARY SCHOOL

- Inform parents of readiness skills during Kindergarten Round-Up. (Required)

- Offer preschool programs and collaborate with kindergarten teachers regarding grade level expectations.
- Meet with local preschool programs to discuss readiness for transitioning students.
- Implement a staggered start schedule during the first week of school.
- Allow classroom visitations for transitioning students and their parents.

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

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

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

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

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

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

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

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 CES teachers increase student engagement, during the 2014-2015 school year, by .5, across all subject areas as evidenced by CTEM "look-for" summary report DQ 5, DQ 2 element 7, and DQ3 element 15, then student achievement will increase and student discipline issues will decrease.
- G2.** If CES teachers utilize Collaborative Planning, during the 2014-2015 school year, to develop common lesson plans, instructional strategies, assessments, and grading protocols then there will be an overall increase in student achievement as evidenced by at least a 2% increase on state assessments while there will be a decrease in students not meeting proficiency standards.

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 CES teachers increase student engagement, during the 2014-2015 school year, by .5, across all subject areas as evidenced by CTEM "look-for" summary report DQ 5, DQ 2 element 7, and DQ3 element 15, then student achievement will increase and student discipline issues will decrease. 1a

G039762

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ED	71.0
AMO Math - All Students	74.0
FCAT 2.0 Science Proficiency	78.0

Resources Available to Support the Goal 2

- Professional Development on collaborative structures (ie: Kagan resources, World Cafe)
- Utilization of Instructional Coaches to support engagement strategies
- STEM lab - Monthly labs for third, fourth, and fifth grade students.
- Use of Vernier Probeware
- The Advanced Study Department's menu of professional development options in the areas of differentiation, rigor, engagement, Webb's Depth of Knowledge, developing higher order questioning, Socratic seminar, Kagan structures to support gifted teaching strategies, and teacher expectations as it impacts student achievement.

Targeted Barriers to Achieving the Goal 3

- Varied ability and comfort levels of staff

Plan to Monitor Progress Toward G1. 8

CTEM Look-for Summary Reports will reflect the progress towards our goal of increased student engagement.

Person Responsible

Ronna Smith


Schedule

Monthly, from 9/23/2014 to 4/30/2015

Evidence of Completion

CTEM Look-for Summary Report will reflect a .5 increase in Design Question #5.

G2. If CES teachers utilize Collaborative Planning, during the 2014-2015 school year, to develop common lesson plans, instructional strategies, assessments, and grading protocols then there will be an overall increase in student achievement as evidenced by at least a 2% increase on state assessments while there will be a decrease in students not meeting proficiency standards. **1a**

 G039761

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	79.0
AMO Math - All Students	74.0
FCAT 2.0 Science Proficiency	78.0

Resources Available to Support the Goal **2**

- Instructional Coaches
- Collaborative Planning binders
- Professional Development in Collaborative Planning
- Common Grade Level Planning Time

Targeted Barriers to Achieving the Goal **3**

- New Language Arts and Math Florida Standards

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

Leadership and Academic Coaches will aid in the collaborative planning process with each grade level team.

Person Responsible

Ronna Smith

Schedule

Weekly, from 9/25/2014 to 5/29/2015

Evidence of Completion

All teachers will create a collaborative planning binder to be utilized at collaborative planning meetings, PLCs and MTSS PLC Data Chats.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If CES teachers increase student engagement, during the 2014-2015 school year, by .5, across all subject areas as evidenced by CTEM "look-for" summary report DQ 5, DQ 2 element 7, and DQ3 element 15, then student achievement will increase and student discipline issues will decrease. **1**

 G039762

G1.B2 Varied ability and comfort levels of staff **2**

 B117057

G1.B2.S2 On early release day, professional development will model collaborative structures that are geared toward student engagement. **4**

 S128794

Strategy Rationale

To build a comfort level with a variety of collaborative structures to meet the diverse needs of teachers and students.

Action Step 1 **5**

During professional development, instructional staff will receive models, examples, and resources for collaborative structures to increase student engagement.

Person Responsible

Ronna Smith

Schedule

Monthly, from 8/12/2014 to 5/29/2015

Evidence of Completion

Early Release Day and Staff Development Day agendas, as well as, lesson plans that indicate collaborative structures used in the classroom, posted in Angel .

Action Step 2 5

We will survey teachers to determine individual needs, to differentiate professional development.

Person Responsible

Ronna Smith

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Surveys will be tallied and discussed at Leadership meetings to plan for professional development.

Action Step 3 5

Offer opportunities to teachers to conduct classroom observations with their colleagues or side by side coaching.

Person Responsible

Ronna Smith

Schedule

On 5/29/2015

Evidence of Completion

Teacher will share information from their observations at PLCs, as evidenced by PLC agendas and notes, in Data Warehouse.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Collaborative structures will be observed and documented through CTEM observations.

Person Responsible

Ronna Smith

Schedule

Monthly, from 9/23/2014 to 4/30/2015

Evidence of Completion

The increased use of collaborative structures and student engagement will be monitored and documented using CTEM Design Question #5 and supported with observational data and through common planning evidence in lesson plans, in Angel and PLC feedback.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Compliance with District mandated CTEM observations and review of data with staff in regards to progress toward the goal.

Person Responsible

Ronna Smith

Schedule

Monthly, from 9/23/2014 to 4/30/2015


Evidence of Completion

CTEM Look-for Summary Report will reflect a .5 increase in Design Question #5 and an observable shift in the engagement of students in their learning environment.


G2. If CES teachers utilize Collaborative Planning, during the 2014-2015 school year, to develop common lesson plans, instructional strategies, assessments, and grading protocols then there will be an overall increase in student achievement as evidenced by at least a 2% increase on state assessments while there will be a decrease in students not meeting proficiency standards. 1

 G039761

G2.B1 New Language Arts and Math Florida Standards 2

 B117168

G2.B1.S1 During monthly PLCs teachers will highlight and review upcoming standards, unpacking what the instruction will look like. 4

 S129167

Strategy Rationale

In order for grade level teams to become more familiar with standards.

Action Step 1 5

Teachers will unpack 1 standard at monthly PLCs meetings.

Person Responsible

Ronna Smith

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

PLC Agenda notes in Data Warehouse

Action Step 2 5

Teachers will use collaborative planning as an opportunity to decrease barrier.

Person Responsible

Ronna Smith

Schedule

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

Evidence of Completion

Collaborative planning and PLC meeting agendas in Data Warehouse and team lesson plans in Angel.

Action Step 3 5

Academic Coaches, math pioneers, and LAFS/MAFS trainers will lead teams in unit planning and the unpacking of standards during PLCs and team planning.

Person Responsible

Ronna Smith

Schedule

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

Evidence of Completion

PLC agendas and meeting notes located in Data Warehouse.

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

Monthly PLCs and weekly team collaborative planning.

Person Responsible

Ronna Smith

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

PLC agendas will be created by each grade level team PLC facilitator and notes will be taken and input in Data Warehouse PLC notes. Within the PLC agenda there is a section for the team to choose a standard, unpack it, and an action plan area for teacher to indicate what assessment piece they will collect and bring back to the next months meeting. At the following meeting team members will bring work samples to discuss student proficiency. Weekly Grade Level Team Collaborative Planning will be monitored and implemented with fidelity as academic coaches will be present to aid in the collaborative planning process. Also evidenced by team lesson plans in Angel.

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

Leadership and Academic Coaches will aid in the collaborative planning process with each grade level team.

Person Responsible

Ronna Smith

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

All teachers will create a collaborative planning binder to be utilized at collaborative planning meetings, PLCs and MTSS PLC Data Chats.

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.B2.S2.A1	During professional development, instructional staff will receive models, examples, and resources for collaborative structures to increase student engagement.	Smith, Ronna	8/12/2014	Early Release Day and Staff Development Day agendas, as well as, lesson plans that indicate collaborative structures used in the classroom, posted in Angel .	5/29/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Teachers will unpack 1 standard at monthly PLCs meetings.	Smith, Ronna	9/1/2014	PLC Agenda notes in Data Warehouse	5/29/2015 monthly
G1.B2.S2.A2	We will survey teachers to determine individual needs, to differentiate professional development.	Smith, Ronna	9/2/2014	Surveys will be tallied and discussed at Leadership meetings to plan for professional development.	6/5/2015 monthly
G2.B1.S1.A2	Teachers will use collaborative planning as an opportunity to decrease barrier.	Smith, Ronna	8/18/2014	Collaborative planning and PLC meeting agendas in Data Warehouse and team lesson plans in Angel.	5/29/2015 weekly
G1.B2.S2.A3	Offer opportunities to teachers to conduct classroom observations with their colleagues or side by side coaching.	Smith, Ronna	9/8/2014	Teacher will share information from their observations at PLCs, as evidenced by PLC agendas and notes, in Data Warehouse.	5/29/2015 one-time
G2.B1.S1.A3	Academic Coaches, math pioneers, and LAFS/MAFS trainers will lead teams in unit planning and the unpacking of standards during PLCs and team planning.	Smith, Ronna	8/18/2014	PLC agendas and meeting notes located in Data Warehouse.	5/29/2015 biweekly
G1.MA1	CTEM Look-for Summary Reports will reflect the progress towards our goal of increased student engagement.	Smith, Ronna	9/23/2014	CTEM Look-for Summary Report will reflect a .5 increase in Design Question #5.	4/30/2015 monthly
G1.B2.S2.MA1	Compliance with District mandated CTEM observations and review of data with staff in regards to progress toward the goal.	Smith, Ronna	9/23/2014	CTEM Look-for Summary Report will reflect a .5 increase in Design Question #5 and an observable shift in the engagement of students in their learning environment.	4/30/2015 monthly
G1.B2.S2.MA1	Collaborative structures will be observed and documented through CTEM observations.	Smith, Ronna	9/23/2014	The increased use of collaborative structures and student engagement will be monitored and documented using CTEM Design Question #5 and supported with observational data and through common planning evidence in lesson plans, in Angel and PLC feedback.	4/30/2015 monthly
G2.MA1	Leadership and Academic Coaches will aid in the collaborative planning process with each grade level team.	Smith, Ronna	9/25/2014	All teachers will create a collaborative planning binder to be utilized at collaborative planning meetings, PLCs and MTSS PLC Data Chats.	5/29/2015 weekly
G2.B1.S1.MA1	Leadership and Academic Coaches will aid in the collaborative planning process with each grade level team.	Smith, Ronna	9/1/2014	All teachers will create a collaborative planning binder to be utilized at collaborative planning meetings, PLCs and MTSS PLC Data Chats.	5/29/2015 monthly
G2.B1.S1.MA1	Monthly PLCs and weekly team collaborative planning.	Smith, Ronna	9/1/2014	PLC agendas will be created by each grade level team PLC facilitator and notes will be taken and input in Data Warehouse PLC notes. Within the PLC agenda there is a section for the team to choose a standard, unpack it, and an action plan area for teacher to indicate what assessment piece they will collect and bring back to the next months meeting. At the following meeting team members will bring work samples to discuss student proficiency. Weekly Grade Level Team Collaborative Planning will be monitored and implemented with fidelity as academic coaches will be present to aid in the collaborative planning process. Also evidenced by team lesson plans in Angel.	5/29/2015 monthly

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 CES teachers increase student engagement, during the 2014-2015 school year, by .5, across all subject areas as evidenced by CTEM "look-for" summary report DQ 5, DQ 2 element 7, and DQ3 element 15, then student achievement will increase and student discipline issues will decrease.

G1.B2 Varied ability and comfort levels of staff

G1.B2.S2 On early release day, professional development will model collaborative structures that are geared toward student engagement.

PD Opportunity 1

During professional development, instructional staff will receive models, examples, and resources for collaborative structures to increase student engagement.

Facilitator

Leadership Team

Participants

Instructional Staff

Schedule

Monthly, from 8/12/2014 to 5/29/2015

G2. If CES teachers utilize Collaborative Planning, during the 2014-2015 school year, to develop common lesson plans, instructional strategies, assessments, and grading protocols then there will be an overall increase in student achievement as evidenced by at least a 2% increase on state assessments while there will be a decrease in students not meeting proficiency standards.

G2.B1 New Language Arts and Math Florida Standards

G2.B1.S1 During monthly PLCs teachers will highlight and review upcoming standards, unpacking what the instruction will look like.

PD Opportunity 1

Teachers will unpack 1 standard at monthly PLCs meetings.

Facilitator

1 Facilitator is assigned per grade level team, assisted by leadership.

Participants

Instructional staff members.

Schedule

Monthly, from 9/1/2014 to 5/29/2015

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 1: If CES teachers increase student engagement, during the 2014-2015 school year, by .5, across all subject areas as evidenced by CTEM "look-for" summary report DQ 5, DQ 2 element 7, and DQ3 element 15, then student achievement will increase and student discipline issues will decrease.	820
Grand Total	820

Goal 1: If CES teachers increase student engagement, during the 2014-2015 school year, by .5, across all subject areas as evidenced by CTEM "look-for" summary report DQ 5, DQ 2 element 7, and DQ3 element 15, then student achievement will increase and student discipline issues will decrease.

Description	Source	Total
B2.S2.A1 - Funds will to be utilized to support professional development, by sending staff to professional development and purchasing academic materials to support diverse learners. Staff attending professional development will present information and model practices learned, to our staff.	School Improvement Funds	820
Total Goal 1		820