

Corriher-Lipe Middle School School Improvement Plan 2015-2016

Corriher-Lipe Middle School
Rowan-Salisbury School System

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Overview

Plan Name

Corriher-Lipe Middle School School Improvement Plan 2015-2016

Plan Description

Corriher-Lipe Middle School School Improvement Plan 2015-2016

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All classrooms at Corriher-Lipe Middle School will be CCRP: Collaborative, Connected Learning, Relevant, and Personalized.	Objectives: 1 Strategies: 5 Activities: 5	Academic	\$750
2	All students at Corriher-Lipe Middle School will become proficient readers.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$500
3	Facilitate a Culture Transformation	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$8500

Goal 1: All classrooms at Corriher-Lipe Middle School will be CCRP: Collaborative, Connected Learning, Relevant, and Personalized.

Measurable Objective 1:

100% of All Students will demonstrate a behavior of engagement in Reading by 06/12/2015 as measured by data from formal and informal classroom observations as well as data analysis of Discovery Ed Benchmark Testing.

Strategy 1:

CCRP Defined - Teachers will understand what CCRP - Collaborative, Connected Learning, Relevant, and Personalized - means and how it looks in the classroom and plan lessons accordingly.

Research Cited: In his book, Every Child, Every Day, Dr. Mark Edwards introduces and explains the CCRP concept.

Edwards, M. A. (2013). Every Child, Every Day: A Digital Conversion Model for Student Achievement. New York: Pearson Publishing.

Status	Progress Notes	Created On	Created By
N/A	CCRP has been part of professional development but the process of implementation continues to be a work in progress.	March 10, 2015	Beverly Pugh

Activity - Professional Learning Communities (PLC)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in weekly PLCs meetings and focus on increasing elements of CCRP and increasing rigor using constructive feedback from colleagues.	Professional Learning	08/25/2014	05/26/2016	\$0	No Funding Required	Leadership team will guide PLC meetings for grade level and content area teachers.

Status	Progress Notes	Created On	Created By
In Progress	The Literacy Coach has made CCRP a focus of her professional development and her collaborative space. She works with teams and individuals to promote.	March 10, 2015	Beverly Pugh

Strategy 2:

Classroom Walkthrough Tool - Administrators will use a Classroom Walkthrough Tool to collect data and provide feedback on the use of CCRP in classrooms. We have selected the research-based Classroom Mosaic.

Research Cited: Although there are a growing number of cloud-based teacher observation systems, we have three key advantages:

We're flexible to fit the needs of any school or district; we don't force you to use a certain model, instead we enhance the forms and methods that your school or district is currently using.

We designed Classroom Mosaic to be simple; It was created so that even the most "tech-phobic" person would be able to start using it quickly.

We're affordable for any size school or district. There is not a tool on the market that matches all of the features of Classroom Mosaic and has a price tag as reasonable as us.

Brunner, C., & Honey, M. (2001). The consortium for technology in the preparation of teachers: Exploring the potential of handheld technology for preservice education. New York: EDC Center for Children and Technology.

Status	Progress Notes	Created On	Created By
N/A	The CWT - Mosaic - has been purchased.	March 10, 2015	Beverly Pugh

Activity - Using Classroom Mosaic as CWT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will use the CWT Classroom Mosaic to collect data on engaging classroom instruction. This program allows for immediate feedback to teachers concerning the level of implementation observed.	Academic Support Program	10/15/2014	05/13/2016	\$250	District Funding	The three administrators - principal and two assistant principals - are responsible for using the instrument and providing feedback to teachers.

Strategy 3:

Problem Based Learning - Teachers will participate in professional learning on the use of Problem Based Learning as an instructional strategy that will promote a higher level of student engagement.

Research Cited: Problem-based approaches to learning have a long history of advocating experience-based education. Psychological research and theory suggests that by having students learn through the experience of solving problems, they can learn both content and thinking strategies. Problem-based learning (PBL) is an instructional method in which students learn through facilitated problem solving. In PBL, student learning centers on a complex problem that does not have a single correct answer. Students work in collaborative groups to identify what they need to learn in order to solve a problem. They engage in self-directed learning (SDL) and then apply their new knowledge to the problem and reflect on what they learned and the effectiveness of the strategies employed. The teacher acts to facilitate the learning process rather than to provide knowledge. The goals of PBL include helping students develop 1) flexible knowledge, 2) effective problem-solving skills, 3) SDL skills, 4) effective collaboration skills, and 5) intrinsic motivation. Hmelo-Sliver, C. E., Problem-Based Learning: What and How Do Students Learn? Educational Psychology Review, Vol. 16, No. 3, September 2004.

Status	Progress Notes	Created On	Created By
N/A	Teachers have participated in PBL professional development but this is an ongoing effort.	March 10, 2015	Beverly Pugh

Activity - Implement PBL Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a school-based PBL Team based on teachers who attended the district PBL Summer Institute. Plan and deliver PBL professional development as part of monthly Staff PLCs.	Professional Learning	09/08/2014	05/04/2015	\$0	No Funding Required	The members of the school-based PBL team will meet with the Literacy Design Coach and the principal to plan the professional development activities.

Status	Progress Notes	Created On	Created By
In Progress	A few teachers use PBL as part of their regular planning process. Some have implemented one PB. A few others have not planned and implemented a PBL.	March 10, 2015	Beverly Pugh

Strategy 4:

Discovery Education - With the use of district funds taken from school-based allotments, Discovery Ed will be purchased for the use of all core content teachers. Research Cited: "This study shows that Discovery Education's Techbook series has the power to advance achievement when used by talented educators who are deeply committed to student success and passionate about transforming the learning experience with digital media," said Dr. Harriet Jaworowski, Associate Superintendent for Instruction and Accountability at Rock Hill School District Three. "We are proud to collaborate with Discovery Education to offer our teachers high-quality resources and professional development that ultimately results in students being authentically engaged in the learning process and prepared for successful futures."

<http://irockanytimeanywhere.com/new-research-discovery-educations-techbook-supports-increased-academic-achievement/>

Status	Progress Notes	Created On	Created By
N/A	Discovery Ed has been purchased by the district and is being used for instruction and assessment,	March 10, 2015	Beverly Pugh

Activity - Using the Tools of Discovery Ed	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Implementation of Discovery Education will include the following: Purchase and implementation of tech books in math, science and social studies; Benchmark Assessments in reading, math, and science (8); and the use of instructional tools for all subjects.</p>	<p>Academic Support Program</p>	<p>08/25/2014</p>	<p>06/10/2016</p>	<p>\$0</p>	<p>District Funding</p>	<p>All staff will be responsible for the implementation of Discovery Ed with professional development being provided by the Literacy Design Coach, the Technology Facilitator, and the Chair of the School Improvement Team.</p>
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Status	Progress Notes	Created On	Created By
<p>In Progress</p>	<p>Discovery Ed has become a key part of instructional delivery and assessment. Although teachers are at different places in the use of Discovery Ed as a planning tool, all staff and students are involved in DE Benchmark assessments. The results inform the decision making for our Intervention Time groups.</p>	<p>March 10, 2015</p>	<p>Beverly Pugh</p>

Strategy 5:

Moby Max - All students will have access to the computer-based intervention program called Moby Max. Teachers will use Moby Max as part of Hive Time, regular classroom instruction, and assigned as homework, when appropriate.

Research Cited: Principles of Scientific Based Research in MobyMax Students who have spent just 40 hours using MobyMax average one full grade level increase in both math and language. These results are due largely to MobyMax's pedagogy, which incorporates multiple research based techniques that have proven highly effective in increasing student achievement.

MobyMax's pedagogy and curriculum system incorporate the most effective practices for increasing student outcomes as identified by Professor John Hattie's exhaustive research of over 800 metaanalyses.

Guskey, T. R. (2010). Lessons of Mastery Learning. Educational Leadership, 68(2), 525

William, Dylan. (2009) Assessment for Learning: Why, What and How? London: Institute of Education.

Status	Progress Notes	Created On	Created By
N/A	Moby Max has been purchased and is being used by all teachers at varying levels, with a focus on its' use during our Intervention Time.	March 10, 2015	Beverly Pugh

Activity - Using Moby Max	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Moby Max and Achieve 3000 will be used during Hive Time with additional use in classes and at home.	Academic Support Program	09/15/2014	05/13/2016	\$500	Other	All certified staff are responsible for the training and use of Moby Max during intervention time. The core classroom teachers will determine additional use of the program as part of daily classroom work and homework assignments.

Status	Progress Notes	Created On	Created By
In Progress	Moby Max is being used in intervention time, classrooms, and at home.	March 10, 2015	Beverly Pugh

Goal 2: All students at Corriher-Lipe Middle School will become proficient readers.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency - on or above grade level - in Reading by 06/01/2017 as measured by local and/or state assessments.

Strategy 1:

Intervention Time - During intervention time (Hive Time) students will be grouped based on data from common assessments and benchmark data to work on specific skills to increase reading proficiency. Moby Max and Achieve 3000 will be primary intervention tools with support of guided instruction in classrooms and student conferencing to close gaps in identified skill deficiencies.

Research Cited: A strategic intervention time based on data-driven instructional planning improves student achievement. Use of guided instruction allows for needs-based instruction in small groups with scaffolding supports from teachers.

Edwards, M. A. (2013). Every child, every day: A digital conversion model for student achievement. New York, NY: Pearson Publishing.

Fisher, D. & Frey, N. (2010). Guided instruction: how to develop confident and successful learners. Alexandria, Va: ASCD Publishing.

Status	Progress Notes	Created On	Created By
N/A	Our Intervention Time - RAD(Refocus And Discover) - is now fully implemented with all staff (except clerical and custodial) involved on a daily basis. Students groups are created after each Discovery Ed Benchmark assessment with 1-3 week focus on reading or math.	March 10, 2015	Beverly Pugh

Activity - Daily Intervention Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be involved in a daily intervention time, Hive Time. Grade level reads will be utilized during hive time to promote and foster literacy.	Academic Support Program	08/25/2014	05/20/2016	\$500	Other	All administrators and certified teachers.

Status	Progress Notes	Created On	Created By
In Progress	Daily intervention time (Hive Time) is established that implements literacy strategies and math skills focused on student data.	November 10, 2015	Tonya German
In Progress	We have established a daily intervention time called RAD (Refocus And Discover). All students and all staff (except clerical and custodians) are involved in providing data-driven differentiated instruction.	March 10, 2015	Beverly Pugh

Strategy 2:

Literacy Design Coach - The district will provide a Literacy Design Coach for all middle Schools to work to support all teachers.

Research Cited: With the ever-increasing focus on reading achievement in schools today, many districts are hiring literacy coaches to provide embedded professional learning opportunities for their teachers. Coaching holds great promise as a tool to increase teachers' content knowledge. It's an essential ingredient in educators'

efforts to increase student achievement, and it has the potential to nurture a culture of academic focus by valuing current professional knowledge and extending and enhancing effective pedagogical practice.

Moran, M. C. (2007). Differentiated Literacy Coaching. Alexandria, VA: ASCD.

Status	Progress Notes	Created On	Created By
N/A	The position of Literacy Design Coach was added to each middle school for the 2014-15 school year. This position has become an integral part of day-to-day instructional planning and embedded professional development. The coach meets weekly with the principal to plan Intervention Time, professional development at the grade level and whole staff, and well as work on the need for instructional strategies with specific teachers.	March 10, 2015	Beverly Pugh

Activity - Literacy Coach Job Description	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Literacy Design Coach will provide literacy professional development; promote research-based best practices; make classroom visits and provide constructive feedback; and model lessons. The coach will meet weekly with the leadership team to plan her work.	Academic Support Program	08/25/2014	06/10/2016	\$0	District Funding	The Literacy Design Coach will be responsible for supporting teachers with implementing literacy strategies in classrooms.

Strategy 3:

Literacy Team - The Literacy Team - led by the principal - will support the work of the Literacy Design Coach. The Literacy Design Coach will work with teams and individual teachers to understand the goals, strategies, and activities of literacy as the #1 goal in the 2014-2016 School Improvement Plan.

Research Cited: Developing a support team that includes the principal will assist in the implementation of new instructional strategies. Multiple research studies show that any new initiative requires the active support of a team and the school principal for the initiative to be effective.

Managing school change and improvement is one of the most complex tasks of school leadership. As Fullan (1993), Sparks (1993), and others point out, school leaders need to understand the change process in order to lead and manage change and improvement efforts effectively. They must learn to overcome barriers and cope with the chaos that naturally exists during the complex process of change (Fullan & Miles, 1992).

Principals and other key school leaders should help teachers and other stakeholders build effective teams by developing new organizational structures and creating a shared vision that focuses on authentic student learning (Newmann, 1993; Maeroff, 1993). Such inspired and informed leadership is critical to the success of schools.

Peterson, K. (1995). Critical Issue: Leading and Managing Change and Improvement. North Central Regional Education Laboratory.

Status	Progress Notes	Created On	Created By
N/A	The Literacy Team is the focus for all school wide planning this year even coordinating with our Rachel's Challenge initiative to host a fall campfire event for students.	March 10, 2015	Beverly Pugh

Activity - Literacy Team Job Description	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Literacy Team will work with the Literacy Design Coach to promote school-wide literacy. The team will work to facilitate the following: create a collaborative website that provides 24 hours access to school databases; develop and host family literacy nights; plan and implement monthly school-wide literacy events; promote school-wide literacy events. Superhero Book Bingo will be implemented school-wide to foster a love for reading.	Academic Support Program	09/15/2014	06/10/2016	\$0	No Funding Required	The Literacy Design Coach will be responsible for leading the Literacy Team with the support of the principal.

Status	Progress Notes	Created On	Created By
In Progress		October 15, 2015	Tonya German
In Progress	The Literacy Team job description continues to be our focus for leading the number one goal of our School Improvement Plan - Literacy.	March 10, 2015	Beverly Pugh

Goal 3: Facilitate a Culture Transformation

Measurable Objective 1:

collaborate to address issues in the Teacher Working Conditions Survey by 01/31/2016 as measured by creating and implementing a school-based teacher working conditions survey.

Status	Progress Notes	Created On	Created By
Met		October 15, 2015	Tonya German

Strategy 1:

Safety Issues - Using input from the district as well as information from the Safe Haven School Report, make changes in safety interventions.

Research Cited: School climate is a broad, multifaceted concept that involves many aspects of the student’s educational experience. A positive school climate is the product of a school’s attention to fostering safety; of a supportive academic, disciplinary, and physical environment; and of respectful, trusting, and caring relationships throughout the school community no matter the setting—from Pre-K/Elementary School to higher education.

The contents of the National Center on Safe Supportive Learning Environments Web site were assembled under a contract from the U.S. Department of Education, Office of Safe and Healthy Students to the American Institutes for Research (AIR), Contract Number ED-ESE-12-O-0035.

Status	Progress Notes	Created On	Created By
N/A	We have used information from the Safe Havens Report to inform decisions related to safety capital outlay.	March 10, 2015	Beverly Pugh

Activity - 600 Building	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Close the 600 (auxiliary building) Building across the street from the main school building that currently houses the 7th grade.	Policy and Process	06/11/2014	12/31/2014	\$0	District Funding	Teachers are responsible for packing up all personal materials with the actual move completed by a moving company and the district maintenance department.

Status	Progress Notes	Created On	Created By
Completed		October 15, 2015	Tonya German

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In Progress	The 600 Building has been closed for daily student use with the exception of a weight room used by the PE department and the wrestling practice room. The custodial staff continues to identify and tag broken and outdated furniture that needs to be removed by the district maintenance staff.	March 10, 2015	Beverly Pugh
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Activity - Safe Haven School Report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review the Safe Haven School Report with the School Improvement Team. Work with SIT to determine school-level and district-level safety improvements.	Policy and Process	10/16/2014	04/16/2015	\$0	District Funding	The principal is responsible for working with the School Improvement Team to determine safety recommendations to be made to the district whether in the form of Work Orders or requests for use of capital funds.

Status	Progress Notes	Created On	Created By
Completed		October 15, 2015	Tonya German
In Progress	One of the recommendations is the safety report included adding an additional set of doors at the main front entrance so that visitors to the school must enter and remain in the office area. This information was submitted as the primary capital funds request to the district. Bids have been placed, and we are currently waiting for the work to be done.	March 10, 2015	Beverly Pugh

Strategy 2:

Meeting Social and Emotional Needs of Students - The principal will work with school counselors, teachers, parents, and members of the community to support the ongoing work of bullying prevention as well as A Connected School and Transformative Connected Schools System.

Research Cited: NOTE: Our staff was trained in Creating a Connected School. This program has since been merged with the research of another program to become TCSS. The Transformative Connected School System (TCSS) is not a program but a series of principle-based interventions that focuses on developing successful, caring, safe, and high achieving schools. TCSS combines decades of research in the study of human behavior and motivation and its application in the school setting and ten years of research on school effectiveness by the Alliance for the Study of School Climate. (TCSS documents from Rowan-Salisbury Schools' Professional Development.)

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Status	Progress Notes	Created On	Created By
N/A	We continued the decade long work of bullying prevention as we implemented the Connected Schools initiative. This year's focus Rachel's Challenge compliments our ongoing work to meet the social and emotional needs of our students.	March 10, 2015	Beverly Pugh

Activity - Rachel's Challenge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with parents and members of the community to bring the Rachel's Challenge program to CLMS. The program includes: school-wide assemblies for all students and staff; a Friends of Rachel training; a community event; a Chain Reaction event; and followup with the Friends of Rachel program. Friends of Rachel will work with advisor to sponsor mix it up lunches throughout the year.	Behavioral Support Program	09/04/2014	06/10/2016	\$8500	Other	Guidance staff and interested teachers and support staff work with the principal to promote and implement all aspects of Rachel's Challenge.

Status	Progress Notes	Created On	Created By
In Progress	The initial major components of the Rachel's Challenge program were completed in September and October. The MixItUp Council continues to promote the Rachel's Challenge initiative through the Friends of Rachel program.	March 10, 2015	Beverly Pugh

Activity - Guidance Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a school-wide comprehensive guidance program with a focus on grade level assignments for specific counselors, and incorporate guidance curriculum within Hive Time.	Behavioral Support Program	09/02/2014	06/10/2016	\$0	No Funding Required	The principal is responsible for working with the counselors to determine the scope of the program and planning for its implementation.

Activity - Student Management Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and revise the current Student Management Plan to include training and monitoring for consistent implementation.	Behavioral Support Program	11/20/2014	05/21/2015	\$0	No Funding Required	The School Improvement Team is responsible for seeking input from all staff members for the review and revision of the plan. Once the plan is revised, it is the responsibility of the administrative staff to work with teachers to monitor the plan.

Status	Progress Notes	Created On	Created By
In Progress	A review and revision of the Student Management Plan was discussed at School Improvement Team meetings in December and January. The principal was directed to create an AdHoc committee to do this work. With only one staff member available to complete the work, the revision process was tabled until later in the spring.	March 10, 2015	Beverly Pugh

Strategy 3:

Professional Collaboration - Administrators and staff will work together to improve the quality of communication and professional learning.

Research Cited: Professional learning community (PLC) An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Source: www.allthingsplc

So, what is a PLC? We argue that it is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

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Status	Progress Notes	Created On	Created By
N/A	The following structured collaborative times have enhanced collaboration: Tech Tuesdays; Wednesday Grade Level Content Planning; Thursday PD or Grade Level PLCs.	March 10, 2015	Beverly Pugh

Activity - Digital Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use digital staff communication to create more time for collaborative planning and fewer meetings.	Policy and Process	08/18/2014	06/10/2016	\$0	No Funding Required	The principal is responsible collaborating with assistant principals, the Literacy Design Coach, and other school level leaders to promote the use of effective digital communication to staff.

Status	Progress Notes	Created On	Created By
In Progress	One of the major concerns in the NC Working Conditions Survey was the need for more teacher and team planning time. In order to have fewer grade level or staff business meetings, the principal has used email and ConnectEd messages to keep staff informed.	March 10, 2015	Beverly Pugh

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The principal will collaborate with the Literacy Design Coach, Technology Facilitator, and the Assistant Principals on the following: Develop and deliver hands-on technology professional development; and Improve teacher morale through the consistent implementation of more efficient and productive professional development and collaborative sessions.</p>	<p>Professional Learning</p>	<p>09/08/2014</p>	<p>05/02/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>The principal will be responsible for working with the Literacy Design Coach, the Technology Facilitator, the assistant principals, and teacher leaders to plan and implement more efficient professional learning opportunities.</p>
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Status	Progress Notes	Created On	Created By
<p>In Progress</p>	<p>Another concern expressed in the NC Teacher Working Conditions Survey was less than productive, "one size fits all" professional development. Regular collaborative planning with the Literacy Team (principal, literacy coach, technology facilitator, and media coordinator) have allowed for more productive and differentiated professional development.</p>	<p>March 10, 2015</p>	<p>Beverly Pugh</p>

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities (PLC)	Teachers will participate in weekly PLCs meetings and focus on increasing elements of CCRP and increasing rigor using constructive feedback from colleagues.	Professional Learning	08/25/2014	05/26/2016	\$0	Leadership team will guide PLC meetings for grade level and content area teachers.
Implement PBL Instructional Strategies	Develop a school-based PBL Team based on teachers who attended the district PBL Summer Institute. Plan and deliver PBL professional development as part of monthly Staff PLCs.	Professional Learning	09/08/2014	05/04/2015	\$0	The members of the school-based PBL team will meet with the Literacy Design Coach and the principal to plan the professional development activities.
Literacy Team Job Description	The Literacy Team will work with the Literacy Design Coach to promote school-wide literacy. The team will work to facilitate the following: create a collaborative website that provides 24 hours access to school databases; develop and host family literacy nights; plan and implement monthly school-wide literacy events; promote school-wide literacy events. Superhero Book Bingo will be implemented school-wide to foster a love for reading.	Academic Support Program	09/15/2014	06/10/2016	\$0	The Literacy Design Coach will be responsible for leading the Literacy Team with the support of the principal.

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Professional Learning	The principal will collaborate with the Literacy Design Coach, Technology Facilitator, and the Assistant Principals on the following: Develop and deliver hands-on technology professional development; and Improve teacher morale through the consistent implementation of more efficient and productive professional development and collaborative sessions.	Professional Learning	09/08/2014	05/02/2016	\$0	The principal will be responsible for working with the Literacy Design Coach, the Technology Facilitator, the assistant principals, and teacher leaders to plan and implement more efficient professional learning opportunities.
Student Management Plan	Review and revise the current Student Management Plan to include training and monitoring for consistent implementation.	Behavioral Support Program	11/20/2014	05/21/2015	\$0	The School Improvement Team is responsible for seeking input from all staff members for the review and revision of the plan. Once the plan is revised, it is the responsibility of the administrative staff to work with teachers to monitor the plan.

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Digital Communication	Use digital staff communication to create more time for collaborative planning and fewer meetings.	Policy and Process	08/18/2014	06/10/2016	\$0	The principal is responsible collaborating with assistant principals, the Literacy Design Coach, and other school level leaders to promote the use of effective digital communication to staff.
Guidance Program	Create a school-wide comprehensive guidance program with a focus on grade level assignments for specific counselors, and incorporate guidance curriculum within Hive Time.	Behavioral Support Program	09/02/2014	06/10/2016	\$0	The principal is responsible for working with the counselors to determine the scope of the program and planning for its implementation.
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Using the Tools of Discovery Ed	Implementation of Discovery Education will include the following: Purchase and implementation of tech books in math, science and social studies; Benchmark Assessments in reading, math, and science (8); and the use of instructional tools for all subjects.	Academic Support Program	08/25/2014	06/10/2016	\$0	All staff will be responsible for the implementation of Discovery Ed with professional development being provided by the Literacy Design Coach, the Technology Facilitator, and the Chair of the School Improvement Team.
Safe Haven School Report	Review the Safe Haven School Report with the School Improvement Team. Work with SIT to determine school-level and district-level safety improvements.	Policy and Process	10/16/2014	04/16/2015	\$0	The principal is responsible for working with the School Improvement Team to determine safety recommendations to be made to the district whether in the form of Work Orders or requests for use of capital funds.
Using Classroom Mosaic as CWT	Administrators will use the CWT Classroom Mosaic to collect data on engaging classroom instruction. This program allows for immediate feedback to teachers concerning the level of implementation observed.	Academic Support Program	10/15/2014	05/13/2016	\$250	The three administrators - principal and two assistant principals - are responsible for using the instrument and providing feedback to teachers.

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600 Building	Close the 600 (auxiliary building) Building across the street from the main school building that currently houses the 7th grade.	Policy and Process	06/11/2014	12/31/2014	\$0	Teachers are responsible for packing up all personal materials with the actual move completed by a moving company and the district maintenance department.
Literacy Coach Job Description	The Literacy Design Coach will provide literacy professional development; promote research-based best practices; make classroom visits and provide constructive feedback; and model lessons. The coach will meet weekly with the leadership team to plan her work.	Academic Support Program	08/25/2014	06/10/2016	\$0	The Literacy Design Coach will be responsible for supporting teachers with implementing literacy strategies in classrooms.
Total					\$250	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Rachel's Challenge	Work with parents and members of the community to bring the Rachel's Challenge program to CLMS. The program includes: school-wide assemblies for all students and staff; a Friends of Rachel training; a community event; a Chain Reaction event; and followup with the Friends of Rachel program. Friends of Rachel will work with advisor to sponsor mix it up lunches throughout the year.	Behavioral Support Program	09/04/2014	06/10/2016	\$8500	Guidance staff and interested teachers and support staff work with the principal to promote and implement all aspects of Rachel's Challenge.

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Corriher-Lipe Middle School

Using Moby Max	Moby Max and Achieve 3000 will be used during Hive Time with additional use in classes and at home.	Academic Support Program	09/15/2014	05/13/2016	\$500	All certified staff are responsible for the training and use of Moby Max during intervention time. The core classroom teachers will determine additional use of the program as part of daily classroom work and homework assignments.
Daily Intervention Time	All students will be involved in a daily intervention time, Hive Time. Grade level reads will be utilized during hive time to promote and foster literacy.	Academic Support Program	08/25/2014	05/20/2016	\$500	All administrators and certified teachers.
Total					\$9500	