

Diplomat Middle School

1039 NE 16TH TER, Cape Coral, FL 33909

<http://dpm.leeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	50%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	42%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Lee 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

To inspire lifelong learning by building character and providing rich academic experiences in a safe learning environment.

Provide the school's vision statement

Students today. Leaders tomorrow.

School Environment

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

During the opening days of the school year teachers incorporate lessons that will help students and teachers to build relationships. These included getting to know you activities, multiple intelligence's surveys, and projects where the students can share about their family background. Students attend a leadership class four days a week for 25 minutes a session. Two of the four days, students are instructed in the Leader in Me Curriculum in which they learn the seven habits. And on one of the four days students are instructed in the Learning for Life Curriculum in which they learn character education. There are many lessons on character education including topics such as: respect, responsibility, empathy, etc... DMS is also a PBS Gold School and character education is part of the culture. Students are taught good character and teachers positively reinforce good character. Staff members try to "catch the students" being good when they display excellent character such as being tolerant or having integrity.

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

The staff at Diplomat Middle School will be operating a Before/After School Program for our students. These programs will provide working parents an opportunity for their child to arrive on campus after 7:30 a.m. and be in an atmosphere which is safe, orderly, and productive until 6:00 p.m. each evening. Some of the activities available are as follows: homework help, library access, computers, games, socialization, sports & recreation, band and orchestra help. Through the leadership classes, academic classes, TV morning news, and through the PBS expectations - students are taught and teachers model appropriate behavior. Students are taught how to treat themselves respectfully and how to treat others respectfully. There is a zero tolerance policy for bullying and especially during the month of October, students are instructed (through Social Studies Classes and through leadership classes) on how to treat each other and are instructed on what to do if they are bullied or if they see someone else being bullied. Students all know what to do if they do not feel safe. Teachers, Counselors, Administrators, and all Staff members serve as a support system and work proactively with the parents to ensure the students feel safe and feel as though they are in an environment where they can learn without negative distractions. All staff members are also required to take safety training which include topics such as reporting child abuse and anti-bullying.

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

Diplomat Middle School is a Positive Behavior Support - Gold- Model School. The PBS program provides a positive and effective alternative to the traditional methods of discipline. PBS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. PBS is consistent with the Individuals with Disabilities Education Act, which advocates the use of positive behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to use suspension and expulsion as disciplinary options.

Cats' Pride is Diplomat Middle's PBS program in which students are strongly encouraged to set high goals regarding their school attitude and academics. The purpose of Cats' Pride is to recognize students who are achieving academic excellence with tangible incentives, intrinsic and extrinsic rewards, and recognition, to promote excellence in character. Students earn their rewards by meeting the following criteria levels:

Gold card: 3.5 - 4.0 GPA, 0 discipline referrals

Silver Card: 3.0 - 3.49 GPA, 0 discipline referrals

Bronze Card: 2.5 - 2.99 GPA, 0 discipline referrals

Student Expectations:

Be on time—in seat when the bell rings

Be prepared with supplies

Be respectful

Be on task

Follow directions

Cats' Pride Qualities

Cooperation

Appreciation

Tolerance

Studiosness

Perseverance

Respect

Integrity

Dedication

Enthusiasm

Cats' Pride Rewards

Along with being recognized for their academics and behavior through the different levels, students are given pawsitive passes for demonstrating good character. And students who have earned any of the levels are eligible for various awards that occur throughout the year.

Beginning of the year rewards include: hat day, free gym time, crazy sock day, clash day, Spirit Day and our annual Faculty vs. student basketball game.

Mid-year rewards includes: free gym time, twin day, mismatch day, spirit day, jersey day, free gym time, Spirit Day and our annual Faculty vs. student volleyball game.

End of year reward: The Annual CATS' PRIDE FESTIVAL. This is our grand celebration of the year, where any student that has earned Cat's Pride is invited to join in on the festivities. At the celebration students are given tickets to enjoy at a variety of carnival like stations as the ultimate conclusion to a positive school year.

Popular Myths Regarding PBS

"The positive in Positive Behavior Support means we give out rewards"

The positive refers to a change of focus from reactive, constantly pointing out what students did wrong (negatives), to proactive teaching and recognizing what children are doing right (positives). It refers to an overall change in the school climate to a learning environment where students and teachers feel appreciated, safe and respected. Rewards are used to assist staff in focusing on the positive.

"PBS uses bribes to get children to behave"

Using a reward system is not the same as bribing a student to behave appropriately. A bribe is something offered or given to a person in a position of trust to influence that person's views or

conduct. PBS acknowledges and rewards students for following school-wide expectations and rules. Appropriate behavior is acknowledged after it occurs. Rewards are earned, not offered as payoff in exchange for good behavior.

We will no longer punish children for inappropriate behavior"

PBS does not ignore inappropriate behavior. Consequences are more than "punishment". They are the actions that follow the inappropriate behavior and can either help to increase or decrease inappropriate behaviors. PBS views appropriate consequences as those that are effective in changing the student's inappropriate behavior. Schools plan for inappropriate behavior by matching the level of consequences to the severity of the problem behaviors and maintaining consistency across campus.

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

There are two school counselors at Diplomat Middle School. Gary Carden is the school counselor for the boys and Caroline Toadvine is the school counselor for the girls. The counselors follow a comprehensive plan - based on a needs assessment in the beginning of the year - to ensure the student's needs, including social and emotional, are being met. Counseling services to address social/emotional needs include: individual counseling, group counseling, peer mentoring and staff mentoring. Student and Staff mentors are trained by the school counselors and use activities from the Take Stock in Children Mentoring Handbook when they meet with their mentees, weekly. Students in need of emotional and social support are identified through: the counseling department, teacher referrals, parent referrals, the MTSS Advisory Committee, and the Counseling Advisory Committee.

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

The Intervention Specialist and the MTSS Advisory Committee monitors students in the MTSS Process.

MTSS is defined as:

Multi-Tiered Systems of Support is a general education initiative aimed at improving student achievement and helping more students experience success in the general education classroom. It uses a problem-solving framework to identify and address academic and behavioral difficulties using scientific, research-based instruction.

The RTI Model consists of 3 tiers. Most students are in tier one status; 5%-10% of the student population is in tier 2 status; and 5% of the student population is in tier 3 status.

Meetings : The MTSS Advisory Committee meets at least once a month. Members include: Intervention Specialist, Counselors, Teachers, Administrators, School Psychologist, ESE Teacher, Behavioral Specialist, Social Worker, and a Support Staff Representative. The committee reviews school data including: academics, behavior, attendance, and social/emotional needs. The committee establishes goals for the above and identifies areas of need in order to implement support for the needed areas through tier one initiatives. These initiatives are communicated through PLC's, Leadership meetings, Staff meetings, and Grade level meetings. The intervention specialist ensures that tier one, tier two, and tier three interventions are implemented with fidelity. The IS conducts Problem Solving Meetings Team meetings for those students receiving tier two and tier three interventions. The IS also coordinates the implementation of the tier two and three interventions as documented in the Student Improvement Plan or the Positive Behavior Intervention Plan. The persons responsible for the tier two and three interventions include the following: classroom teachers, counselors, the Intervention Specialist, the Math MTSS support teacher, the ZAPP coordinator, the Reading Coach, and the Administrators.

Training – MTSS training will be conducted primarily through staff training's, and PLC meetings.

SIP and PBIP Plans – if a student is receiving tier 2 or 3 interventions they have a SIP (Student Improvement Plan) or a PBIP (Positive Behavior Intervention Plan). This can be found in the pink folder in their cumulative file. Teachers will receive communication from the Intervention Specialist - if they have students that are receiving interventions and will be given information about what those interventions are and who is providing those to the student. Teachers are also made aware of tier two and tier three interventions through FOCUS because there will be an I next to the students' name if they are currently in tier two or three.

Currently in Diplomat Middle there are 55 students receiving tier two and tier three interventions. Six students are receiving tier three interventions and 49 students are receiving tier two interventions.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	0	0	0	
One or more suspensions	0	1	1	2
Course failure in ELA or Math	25	44	21	90
Level 1 on statewide assessment	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

In addition to receiving interventions in the classroom through differentiated instruction, students also receive tier two and three interventions (if needed) from the reading coach and from the MTSS resource math teacher. If a student is receiving tier two or three interventions a team is established to write and monitor the SIP or PBIP. The team meets periodically with the parent to review the data and: discuss gains, re-evaluate needs, adjust goals, and interventions. Included in these plans are identified areas of improvement, goals and strategies. The Counselors, Administrators, and the Intervention Specialist provide behavior interventions. The philosophy at DMS is mastery of the standards. Therefore teachers work with their students when they do not perform well on: tests, classwork, and homework. Teachers encourage students to hand in missing work, and to redo assignments and tests to show mastery of the concepts. One day a week, students review their current data and progress in their coursework, in the leadership class. Students maintain a portfolio in which they record goals and graph current academic data and gains. The students work on making SMART goals and discussing strategies for academic improvement with their leadership teacher and sharing ideas and strategies with their peers.

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

Diplomat Middle School holds a sixth grade orientation for incoming fifth grade students in the spring of each school year. At this orientation, students and parents are able to meet one on one with a staff member to discuss scheduling or academic and exploratory classes. In addition to this, an Open House is held each year in the evening prior to the first week of school. Student schedules are available at this time and parents and students can meet the teachers and administration. Monthly newsletters are distributed to students to bring home to their parents with a current school calendar of events and activities. DMS maintains a website for parents to use to access information about the school, communicate with teachers, gain information in regards to classes, etc... Parents are encouraged to use the Parentlink system and FOCUS in order to monitor their student's grades and progress in each class. The counselors provide a sixth grade parent back to school night during the first quarter in order to communicate with families about topics such as: How to get involved as a student at DMS, FOCUS, tips for academic success, information about testing, and information about the middle school progression plan. Counselors also meet with parents after the 1st semester and offer an academic achievement training to assist parents in supporting their children's academic needs. Teachers and school counselors communicate with parents through the phone, parent/teacher conferences, and e-mail if a student is struggling. Parents are encouraged to volunteer at Diplomat Middle school in many capacities. A Volunteer Orientation is conducted at the beginning of each school year for those parents who want to get involved.

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

Diplomat Middle School has a Positive Behavior Support team who solicits partnership agreements from local businesses such as Chik-fil-A. Chik-fil-A, for example, supports the school by having fundraiser nights where a portion of sales come back to the school. It is the goal of Diplomat Middle School to create new community partnerships in order to secure resources for our school and students. For the 2015/16 school year DMS has two new teacher marketing representatives who work with the community businesses in order to gain support for our school and students.

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:

Name	Title
Boyle, Linda	Assistant Principal
Bennington, Maura	Principal
Schnabel, Quinn	Teacher, K-12
Adams, Kathy	Instructional Media
Toadvine, Caroline	Guidance Counselor
Sheehy, Lori	Administrative Support
Griffith, Julie	Other
conley, jillian	Teacher, K-12
otto, cindy	Instructional Technology
Migliore, David	Teacher, K-12
Rucker, Dawn	Administrative Support
Morales, Ed	Other
Bernau, Heather	Teacher, K-12
Hart, Jean	Teacher, K-12
Dahlburg, Melissa	Teacher, K-12
Murphy, Shannon	Teacher, K-12
Schnabel, Tim	Teacher, K-12

Duties

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

Department Chairs serve as members of the school leadership team and disseminate information received from district coordinators to both the leadership team and content area PLCs in regards to curriculum. Formative and summative assessment data is collected in department PLCs and shared with the school leadership team to monitor student growth. Administration serves as facilitators for the for the meetings. The Reading Coach shares information regarding changes in curriculum and assessments, and strategies that can be incorporated into classroom lessons to support Reading, Writing, and Discussion in content area and exploratory classes.

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

Department Chairs serve as members of the school leadership team and disseminate information received from district coordinators to both the leadership team and content area PLCs in regards to curriculum. Formative and summative assessment data is collected in department PLCs and shared with the school leadership team to monitor student growth. The MTSS Advisory Committee at Diplomat Middle School meets on a monthly basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completed a needs assessment before writing goals for the year. School Improvement Plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for English Language Learners. These services include after school tutorials, professional development, supplemental scientifically researched based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in non Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program. SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free hot lunch, daily to all students. A free hot breakfast is available daily to all students. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Maura Bennington	Principal
Julie Griffith	Education Support Employee
Susan Mills	Parent
Erin McDonald	Parent
John Bernhard	Parent
Patty Phelan	Parent
Svetlana Grassel	Parent
Erica Mitchinson	Parent
Yaneila Estevez	Parent
Martha Lein	Business/Community
Lisa Bernhard	Education Support Employee
Anastasia Shoveck	Student
Kathy Adams	Teacher
Caroline Toadvine	Teacher
Sandra Villela	Teacher

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

During preschool week the State of our School presentation included information on the data that we currently have (Lee County was waiting on test results from the FSA tests for Math, and ELA) in the following areas: the Algebra EOC, the Civics EOC, and the Science FCAT - for the 2014 - 15 school year. The data showed the following: For the Algebra EOC - 156 students took the test - 89% scored between a 3 and 5; For Civics - 73% scored between a 3 and 5 - 19% scored a 5 - 29% scored a 4 - 25% scored a 3 - 14% scored a 2 - and 13% scored a 1; For 8th grade science - 53% scored between a 3 and 5 - 12% scored a 5 - 16% scored a 4 - 26% scored a 3 - 31% scored a 2 and 15% scored a 1. Also during the meeting current focus areas for the School Improvement Plan were shared including teacher engagement and standards tracking through castle.

Development of this school improvement plan

Teachers will meet in content area Professional Learning Communities on a weekly basis. Each PLC will develop a goal that will meet the criteria outlined in the School Improvement plan, along with strategies for meeting this goal. Formative and summative assessments will be developed in PLC's to monitor student progress and achievement. These goals and strategies will become a part of the School Improvement plan. The SAC reviews and approves the School Improvement Plan each year and votes for approval of the School Improvement Plan. The membership reviews goals, strategies and budget of the SIP.

Preparation of the school's annual budget and plan

The school's annual budget is presented to the School Advisory Council for review after it is prepared by the principal, Mrs. Bennington.

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

School Improvement Funds ,when allocated by the state, are spent to support the School Improvement plan including staff training and materials.

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:

Name	Title
Bennington, Maura	Principal
Boyle, Linda	Assistant Principal
Adams, Kathy	Instructional Media
Villela, Sandra	Teacher, K-12
Call, Charles	Teacher, K-12
Ermacora, Lorna	Teacher, K-12
evans, teresa	Teacher, K-12
Hart, Jean	Teacher, K-12
Kuhn, Jamie	Teacher, K-12
Odiorne, Erika	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

This year's focus is on research based strategies that work across all content areas to promote learning and higher order thinking. A focus will be placed on Marzano's highest yielding strategies, Similarities and Differences and Summarizing and Note-Taking.

For the 15/16 School year, only students earning a one in previous years on the FCAT reading test, will be required to take intensive reading - per the state. Additionally parents can choose to have their child, opt out of the intensive reading class by signing a waiver. To ensure that all students are receiving adequate reading strategies and practice that will benefit them in their academics, Diplomat teachers will continue to infuse reading strategies into the academic and elective classrooms and students will be required to take a literacy class. Literacy classes, other than Reading 1,2, and 3 - include: Book Battle, Model United Nations, Wold Cultures, Child Development, Journalism, Career Exploration Class, Film and Literature, Philosophy, and Public Speaking. The Literacy Department will meet once a week to share best practices, decide on which high yielding strategies to focus on, develop training for academic and elective teachers, and review data to determine if the standards have been met and to develop appropriate assessments.

Additionally:

The PLCs across the curriculum are working on text complexity to align with the Common Core Standards. Also, the PLC's across the curriculum are working together to incorporate literacy into their instruction.

Media Center Initiative for 15/16 school year:

FIVE - Students will receive an incentive for reading 5 books in a category. I.e. award winning book, genre, author, series, and classification.

IRP - Students will be encouraged to enter bi-monthly research project contests to create displays for the media center and a chance to win Book Fair cash.

Bookmarks - Students will be encouraged to make bookmarks in the featured theme and these will be reproduced for all students to use.

ARSAC - Creative and enthusiastic readers will be encouraged to meet with media specialist once per month to brainstorm ideas, as well as facilitate and promote media center events

Reader's Cafe - This is a lunch invitation for students who are outstanding in each of the academic disciplines.

Book Club Stew - Students will be invited to form their own book clubs to read and discuss a common book over lunch together.

Spark Books - Students have a gap in background knowledge. This program will send 3 high interest library books to participating classrooms every two weeks for students to enjoy in the room. The goal is to spark interest in learning.

P.O.P. Days - Students who come for book checkout on these days will receive an incentive if they have a book checked out but no overdues or fines. They Principled, On-time, and Praiseworthy.

14 by 14 - Students will be encouraged to read 14 books by February 14th for a chance to win a LOVE 2 READ oversized bear at the Valentine's Day Dance.

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

Teachers will meet on a weekly basis in content area Professional Learning Communities. This allows teachers the opportunity to develop common assessments and common lessons. PLCs will evaluate data from common assessments, and will determine how to best meet student needs. Additionally PLC's will discuss ways to incorporate Reading, Writing, and Discussion - based on the the book, "Focus", into their class - to increase student achievement. Teachers will also decide how to use best literacy practices as shared by the Literacy Department to determine ways to best incorporate reading strategies into their instruction.

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

1. Regular meetings of new teachers with Assistant Principal; APC
2. Following up with Highly Qualified plans; Principal
3. Mentoring; Veteran teachers mentored with new teachers to our school
4. Quarterly breakfasts for new teachers to meet with the Administration and School Counselors in order to gain support and share ideas.

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

The mentor and mentee meet on a weekly basis to discuss best practices, curriculum/standards, student engagement, instructional techniques, lesson planning, and any concerns. Mentors will review mentee lessons weekly, using guided questions to ensure lessons are written to meet the needs of all students and meet the standards, as well as keep appropriate pace with the county academic plan.

Caroline Toadvine - Natasha Pratt

Caroline Toadvine taught Middle School Social Studies for thirteen years before becoming a school counselor. She has been a mentor teacher in the past. Mrs. Toadvine is currently the Guidance Department Chair, Equity Coordinator, and School Improvement Team Chair. Because Mrs. Toadvine

has a more flexible schedule - she will be able to observe and assist Ms. Pratt in her classroom. Natasha Pratt is currently teaching sixth and seventh grade math.

Sandra Villela and Oliver Dominguez.

Mrs. Villela has had many years of teaching experience and holds a masters degree in Educational Leadership. Sandra is currently in charge of the ESOL department and is the Literacy Department Chair. She currently teaches Reading 2 and 3. She will serve as an excellent mentor to Mr. Dominguez, who is currently teaching art.

Quinn Schnabel and Jessica Favazzo:

Quinn Schnabel has been a highly effective Language Arts Teacher for almost 20 years. She has been a golden apple finalist for two years in a row. Quinn is currently the Language Arts Department Chair, as well as one of the 8th grade team leaders. She will be mentoring Jessica Favazzo who is currently teaching Language Arts Two.

Tammy Labelle and Max Harger:

Tammy has experience as both an elementary teacher and a Middle School Science Teacher. Tammy served as the Science Department Chair and Odyssey of the Mind Club Sponsor before becoming the Intervention Specialist and Test Coordinator at DMS. She currently holds a masters in Educational Leadership. Her flexible schedule will allow her the time to assist Max Harger who is currently teaching: Science 3.

Mary Graham will and Jeremy Lau.

Mary has joined us this year and brings her computer/business highschool teaching experience to the middle school. She will be working with Mr. Lau who started with us this year.

Mrs. Wojnar and Mrs. Pegram.

Mrs. Wojnar joined us this year as our science teacher and she will be working with Mrs. Pegram, our 8th grade math 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

Language Arts, Social Studies, Science, and Math textbooks are all aligned with the Florida Standards. In addition, Students were issued Chrome Books in which they can access textbooks online. Academic Plans are created at the district level which are aligned to the Florida Standards as well, based on the programs that were newly adopted. All teachers are required to include the Florida Standards in their lesson plans, and objectives must be tied to a standard.

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

Professional Learning Communities made up of content area teachers meet on a weekly basis. Teachers in the departments - Math, Social Studies, Language Arts, Science, Literacy, and Electives - have common planning times. Within these PLCs teachers create formative and summative assessments, and share the results of these assessments. The data from these assessments are used to determine which standards and objectives the students are achieving proficiency in. PLC teachers will then work collaboratively to determine how instruction will be modified and supplemented for the struggling students. Teachers also work together with the support of the Literacy Department to determine which reading strategies to incorporate. Strategies are then

implemented, such as reteaching and collaborative learning groups, in order to assist students who are not meeting proficiency.

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

Strategy: Extended School Day

Minutes added to school year:

Leadership PLCs will meet to discuss effective learning and Literacy strategies to be used in the classroom.

Strategy Rationale

Leadership PLCs are made up of content area, ESE, and exploratory department chairs who engage in cross-curricular discussion of effective learning strategies.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Bennington, Maura, mauragb@leeschools.net

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

Formative and summative assessment data will be collected by department heads and shared at Leadership PLCs in order to determine the effectiveness of particular strategies.

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

For incoming sixth graders, diplomat middle school works with a team of: teachers, counselors, and administrators, to individually meet with each incoming student. During these meetings the following topics are discussed: middle school credit requirements, academic curriculum, literacy and elective choices. Students are encouraged to rank their most desired electives based on their personal interests. Students are further encouraged to try different electives because middle school is a time for students to explore their individual personalities and developing interests. Each year the counselors work with 6th and 7th graders to develop their next year's schedule. Again middle school requirements, personal interests, and elective exploration are taken into account. Counselors work individually throughout the year with students and parents to plan appropriate coursework. Individual needs are taken into account such as: proper placement based on academic needs, personal interests in regards to electives, credit retrieval, and virtual school coursework. In addition, counselors work on career exploration, individually with students to motivate students academically and for students to understand the relevance of academic coursework in regards to high school and career planning. Counselors also support the Career Exploration Elective and work with the Social Studies Career Teachers to assist in career lesson development. The school counseling department also organizes the peer/teacher mentor program. In this program peer and adult mentors are trained to deliver Take Stock in Children Mentoring Lessons. Included in these lessons are career

exploration, personality inventories, and goal setting. Finally, counselors work with groups of academically challenged eighth grade students in order to further explore: values, goals, high school, and career paths. Lessons from High School Success, Choosing a Good Road by Jonathan Brennan are utilized to assist the group in this process.

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

Currently the elective Career Research and Decision Making, is being offered to eighth graders. This course will take a deeper look into career options based on personality inventories. High School Curriculum, College Coursework, and Career Training will be discussed. Guest Speakers, including School Business Partners, will be coming in to speak to students.

Each week, during the leadership class, Leader in Me Lessons will be presented. Part of the Leader in Me Curriculum focuses on College and Career Awareness - especially the 8th grade curriculum.

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

Eighth Grade Social Studies teachers and the Career Research and Decision Making course - promote career awareness throughout the school year so that students can connect the relevance of school coursework/electives/clubs/etc... to future high school and career planning. This is done through: class discussions, current event lessons, and career exploration. Students prepare a high school schedule – personal education plan – based on high school academic requirements, chosen high schools, chosen programs of study, and chosen career paths. Students and Counselors then keep a copy of their plan. Prior to the PEP, students participate personality inventories and career exploration activities in the computer labs, teacher also use Learning for Life Lessons to further explore career planning. This year all students are required to take a year long computer/business class in which they will earn industry certification for the course upon completion of the course.

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Diplomat Middle School Learning Gains Baseline: Test - ELA FSA 2015 Balanced Scorecard Grade - 6 Relative Position 15th - bottom of the 3rd quartile (26-50%) The 2016 ELA FSA 6th grade relative position will increase to the 2nd quartile (51-75%) or greater out of the 21 district schools as measured on the Balanced Scorecard.
- G2.** Teacher Engagement will increase at least .2% in the area of "committed to quality" as measured by the FY16 Gallup Teacher Engagement Survey.
- G3.** 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

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. Diplomat Middle School Learning Gains Baseline: Test - ELA FSA 2015 Balanced Scorecard Grade - 6 Relative Position 15th - bottom of the 3rd quartile (26-50%) The 2016 ELA FSA 6th grade relative position will increase to the 2nd quartile (51-75%) or greater out of the 21 district schools as measured on the Balanced Scorecard. **1a**

 G074135

Targets Supported **1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	70.0

Resources Available to Support the Goal **2**

- After school tutoring
- Reading Coach
- PLC time
- Literacy, Reading, and Language Arts Teachers
- All teachers
- Achieve 3000

Targeted Barriers to Achieving the Goal **3**

- Students needing more reading instruction - including reading strategies and practice working with ELA -FSA type materials

G2. Teacher Engagement will increase at least .2% in the area of "committed to quality" as measured by the FY16 Gallup Teacher Engagement Survey. 1a

G074136

Targets Supported 1b

Indicator	Annual Target
5Es Score: Collective Responsibility	4.3

Resources Available to Support the Goal 2

- Teacher Leaders
- Administration
- PLC Time
- Teachers
- Professional Development

Targeted Barriers to Achieving the Goal 3

- The time for collaboration

Plan to Monitor Progress Toward G2. 8

At the end of each quarter - Administration will review weekly PLC minutes, Team Leader Reports, Leadership Discussions of the quality standard, and quarterly observation progress and teacher reflections.

Person Responsible

Maura Bennington

Schedule

Quarterly, from 10/26/2015 to 6/10/2016

Evidence of Completion

At the end of each quarter the Administration will review PLC notes and leadership meeting notes.

G3. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. 1a

G074137

Targets Supported 1b

Indicator	Annual Target
5Es Score: Quality PD	100.0

Resources Available to Support the Goal 2

- PLC Time
- Teacher Leaders
- District Leadership
- Teachers
- CASTLE

Targeted Barriers to Achieving the Goal 3

- Teacher Readiness

Plan to Monitor Progress Toward G3. 8

Throughout the year the following will be collected: PLC agendas, PLC minutes, PLC formative and summative Results

Person Responsible

Maura Bennington

Schedule

Weekly, from 10/27/2014 to 7/1/2016

Evidence of Completion

PLC agendas, PLC minutes, PLC formative and summative results will be collected to ensure weekly to ensure a portion of PLC time is being used to track the standards in CASTLE.

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. Diplomat Middle School Learning Gains Baseline: Test - ELA FSA 2015 Balanced Scorecard Grade - 6 Relative Position 15th - bottom of the 3rd quartile (26-50%) The 2016 ELA FSA 6th grade relative position will increase to the 2nd quartile (51-75%) or greater out of the 21 district schools as measured on the Balanced Scorecard. **1**

 G074135

G1.B2 Students needing more reading instruction - including reading strategies and practice working with ELA -FSA type materials **2**

 B193556

G1.B2.S1 Strategies for more reading instruction include: working in small groups with the reading coach, offering free after school ELA tutoring, all teachers using Achieve 3000 bonus points, literacy teachers teaching reading strategies, working with the literature, and using Achieve 3000 to make gains in lexile levels and to practice reading. **4**

 S205100

Strategy Rationale

By providing students more opportunities to practice reading strategies and to practice ELA-FSA type questions - students will have higher reading lexiles, be more proficient in reading and will have a better opportunity to show their gains on the ELA - FSA state test.

Action Step 1 **5**

Person Responsible

Schedule

Evidence of Completion

G2. Teacher Engagement will increase at least .2% in the area of "committed to quality" as measured by the FY16 Gallup Teacher Engagement Survey. 1

G074136

G2.B1 The time for collaboration 2

B193558

G2.B1.S1 PLC's will include, as part of their weekly agendas - committed to quality discussion, strategies, and best practices 4

S205101

Strategy Rationale

By making time during the PLC's teachers can share best practices including instructional and engagement strategies.

Action Step 1 5

PLC Agenda's will include time to review student work, engagement and instructional strategies.

Person Responsible

Maura Bennington

Schedule

Weekly, from 10/26/2015 to 6/10/2016

Evidence of Completion

PLC notes and student achievement/gains reports

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

Administration will review PLC minutes to check for sharing of best practices

Person Responsible

Maura Bennington

Schedule

Weekly, from 10/26/2015 to 6/10/2016

Evidence of Completion

Administration will review weekly PLC minutes to ensure that teachers allotted time to share best practices and to review student work.

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

Teachers will have time to observe the work of other colleagues

Person Responsible

Linda Boyle

Schedule

Quarterly, from 10/26/2015 to 6/10/2016

Evidence of Completion

Administration will review reflection logs from teachers and also will collect and read over PLC minutes to ensure that teachers participated in and reflected upon their quarterly observations of colleagues.

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

PLC minutes, CASTLE Documentation, and Administration weekly meeting documentation

Person Responsible

Maura Bennington

Schedule

Weekly, from 10/26/2015 to 6/10/2016

Evidence of Completion

PLC minutes will be reviewed weekly by administration and team leaders will report quarterly observation schedules to administration.

G3. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. 1

G074137

G3.B1 Teacher Readiness 2

B193560

G3.B1.S1 Teachers will analyze the mastery of the standards/student achievement in the CASTLE Standards Tracker during PLC time. 4

S205103

Strategy Rationale

PLC time can be used to understand the CASTLE Standards Tracker. Department Chairs, who have been trained to use the standard tracker in CASTLE will train PLC members. By utilizing this tracker teachers can discuss best practices, discuss what needs to be retaught in order for students to master that particular standard.

Action Step 1 5

Monitoring the student data - both summative and formative assessments to analyze best teaching practices and instructional strategies in order for the standards to be met.

Person Responsible

Maura Bennington

Schedule

Biweekly, from 10/30/2015 to 6/3/2016

Evidence of Completion

PLC Agendas, PLC Minutes

Action Step 2 5

Reviewing teacher lesson plans to ensure learning strategies are being incorporated to achieve goals.

Person Responsible

Linda Boyle

Schedule

Biweekly, from 10/19/2015 to 7/4/2016

Evidence of Completion

Lesson Plans, PLC minutes

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

PLC Agendas will be designed to include time for the review of the formative and summative assessments in order to ensure that the standards are being met

Person Responsible

Linda Boyle

Schedule

Weekly, from 10/26/2015 to 6/27/2016

Evidence of Completion

PLC minutes will be collected and reviewed by the administration team to ensure teachers are reviewing the assessments and implementing best practices and learning strategies in order to meet the standards

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

PLC agendas, minutes - including formative and summative assessment results will be reviewed and shared at the monthly leadership meetings

Person Responsible

Maura Bennington

Schedule

Monthly, from 10/26/2015 to 5/18/2016

Evidence of Completion

PLC agendas and minutes will be reviewed by the principal who will work with department chairs in order to ensure that best practices and teaching strategies are being implemented for students to master the standards During the monthly leadership meetings results will be reported and departments will share with each other.

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.S1.A1	[no content entered]			one-time	
G2.B1.S1.A1	PLC Agenda's will include time to review student work, engagement and instructional strategies.	Bennington, Maura	10/26/2015	PLC notes and student achievement/ gains reports	6/10/2016 weekly
G3.B1.S1.A1	Monitoring the student data - both summative and formative assessments to analyze best teaching practices and	Bennington, Maura	10/30/2015	PLC Agendas, PLC Minutes	6/3/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	instructional strategies in order for the standards to be met.				
G3.B1.S1.A2	Reviewing teacher lesson plans to ensure learning strategies are being incorporated to achieve goals.	Boyle, Linda	10/19/2015	Lesson Plans, PLC minutes	7/4/2016 biweekly
G2.MA1	At the end of each quarter - Administration will review weekly PLC minutes, Team Leader Reports, Leadership Discussions of the quality standard, and quarterly observation progress and teacher reflections.	Bennington, Maura	10/26/2015	At the end of each quarter the Administration will review PLC notes and leadership meeting notes.	6/10/2016 quarterly
G2.B1.S1.MA1	PLC minutes, CASTLE Documentation, and Administration weekly meeting documentation	Bennington, Maura	10/26/2015	PLC minutes will be reviewed weekly by administration and team leaders will report quarterly observation schedules to administration.	6/10/2016 weekly
G2.B1.S1.MA1	Administration will review PLC minutes to check for sharing of best practices	Bennington, Maura	10/26/2015	Administration will review weekly PLC minutes to ensure that teachers allotted time to share best practices and to review student work.	6/10/2016 weekly
G2.B1.S1.MA2	Teachers will have time to observe the work of other colleagues	Boyle, Linda	10/26/2015	Administration will review reflection logs from teachers and also will collect and read over PLC minutes to ensure that teachers participated in and reflected upon their quarterly observations of colleagues.	6/10/2016 quarterly
G3.MA1	Throughout the year the following will be collected: PLC agendas, PLC minutes, PLC formative and summative Results	Bennington, Maura	10/27/2014	PLC agendas, PLC minutes, PLC formative and summative results will be collected to ensure weekly to ensure a portion of PLC time is being used to track the standards in CASTLE.	7/1/2016 weekly
G3.B1.S1.MA1	PLC agendas, minutes - including formative and summative assessment results will be reviewed and shared at the monthly leadership meetings	Bennington, Maura	10/26/2015	PLC agendas and minutes will be reviewed by the principal who will work with department chairs in order to ensure that best practices and teaching strategies are being implemented for students to master the standards During the monthly leadership meetings results will be reported and departments will share with each other.	5/18/2016 monthly
G3.B1.S1.MA1	PLC Agendas will be designed to include time for the review of the formative and summative assessments in order to ensure that the standards are being met	Boyle, Linda	10/26/2015	PLC minutes will be collected and reviewed by the administration team to ensure teachers are reviewing the assessments and implementing best practices and learning strategies in order to meet the standards	6/27/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G3. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

G3.B1 Teacher Readiness

G3.B1.S1 Teachers will analyze the mastery of the standards/student achievement in the CASTLE Standards Tracker during PLC time.

PD Opportunity 1

Monitoring the student data - both summative and formative assessments to analyze best teaching practices and instructional strategies in order for the standards to be met.

Facilitator

Alica Ford, Tim Schnabel, Tammy Labelle, Cindy Otto

Participants

All PLC Department Members will attend training on tracking standards in CASTLE and trainers will visit PLC's to support the teachers.

Schedule

Biweekly, from 10/30/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B2.S1.A1		\$0.00
2	G2.B1.S1.A1	PLC Agenda's will include time to review student work, engagement and instructional strategies.	\$0.00
3	G3.B1.S1.A1	Monitoring the student data - both summative and formative assessments to analyze best teaching practices and instructional strategies in order for the standards to be met.	\$0.00
4	G3.B1.S1.A2	Reviewing teacher lesson plans to ensure learning strategies are being incorporated to achieve goals.	\$0.00
			Total: \$0.00