



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Diplomat Middle School

1039 NE 16TH TER

Cape Coral, FL 33909

239-574-5257

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

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 67%
Alternative/ESE Center No	Charter School No	Minority Rate 39%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Diplomat Middle School

Principal

Angela Roles

School Advisory Council chair

tba

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Angela Roles	Principal
Linda Boyle	Assistant Principal for Curriculum
Joan Massop-Fruitt	Assistant Principal
Rob Logsdon	8th Grade
Tanya Norris	8th Grade
Tammy Labelle	8th Grade
Jamilyn Cox	7th Grade
David Migliore	7th Grade
Melissa Dahlberg	6th Grade
Stephanie Rusch	6th Grade
Natallka Hromiak	Reading Coach
Linda Mann	Special Areas
Lisa Skryd	Special Areas
Mary Kay Pickel	Technology
Caroline Toadvine	Guidance
Gary Carden	Guidance
Ed Morales	Building Supervisor

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. At least 51% of the SAC is comprised of non-school district employees. The Diplomat Middle School SAC has a SAC Chair and a school SAC liason.

- McDonald, Erin - SAC Chair/Parent
- Villela, Sandra - DAC Representative/Teacher
- Monteagudo, Leidy - DAC Alternate/Teacher
- Roles, Angela - Administrator
- Bernhard, Lisa - Support Staff
- Griffith, Julie - Support Staff
- Bernhard, John - Community Member
- Wheeler, Dale - Business Member
- Wheeler, Jill - Parent
- White, Diana - Parent
- Giompalo, Lynn - Parent
- Giompalo, Jeff - Parent
- Phelan, Patty - Parent

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The SAC will review and approve the School Improvement Plan. The SAC will also approve expenditures of School Recognition (A+ lottery dollars) as required by Florida Statute.

Projected use of school improvement funds, including the amount allocated to each project

School Improvement funds (when allocated by the state) are spent to support the School Improvement plan including staff training and materials.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Joan Massop-Fruitt

Asst Principal

Years as Administrator: 7

Years at Current School: 7

Credentials

Degrees: BS –
Human
Development K-8
and Special
Education K-12,
Lee University;
MS Educational
Leadership, Nova
Southeastern
University;
Certifications:
Educational
Leadership (All
Levels),
Elementary
Education 1-6,
English For
Speakers of
Other Languages
Endorsement,
Reading
Endorsement,
School Principal
(All Levels),
Varying
Exceptionalities
K-12

Performance Record

2012-2013 School Grade A
2011-2012 School Grade A
2010-2011
Grade: A
Reading Mastery: 77%
Math Mastery: 76%
Science Mastery: 52%
Writing Mastery: 94%
2009-2010
Grade: A
Reading Mastery: 77%
Math Mastery: 72%
Science Mastery: 47%
Writing Mastery: 95%
2008-09.
Grade: A
Reading Mastery: 75%
Math Mastery: 72%
Science Mastery: 50%
Writing Mastery: 99%

AYP: Hispanics & Econ Disadv did not make
AYP in Math, but we made safe harbor
target
2007-08:
Grade: A
Reading Mastery: 70%
Math Mastery: 66%
Science Mastery: 48%
Writing Mastery: 94%

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Dr. Natallka Hromiak

Part-time / District-based Years as Coach: 2 Years at Current School: 10

Areas	Reading/Literacy
Credentials	Bachelor of Arts in English with a Minor in Education M.A. in English Literature Ed.D. in Teaching in Curriculum Certification: Middle Grades 5-9 Endorsements: Reading, ESOL, Gifted
Performance Record	2012-2013 School Grade A 2011-2012 School Grade A 2010-2011 Grade: A Reading Mastery: 77% Math Mastery: 76% Science Mastery: 52% Writing Mastery: 94% 2009-2010 Grade: A Reading Mastery: 77% Math Mastery: 72% Science Mastery: 47% Writing Mastery: 95% 2008-09. Grade: A Reading Mastery: 75% Math Mastery: 72% Science Mastery: 50% Writing Mastery: 99% AYP: Hispanics & Econ Disadv did not make AYP in Math, but we made safe harbor target 2007-08: Grade: A

Classroom Teachers

of classroom teachers

47

receiving effective rating or higher

44, 94%

Highly Qualified Teachers

100%

certified in-field

46, 98%

ESOL endorsed

14, 30%

reading endorsed

8, 17%

with advanced degrees

18, 38%

National Board Certified

3, 6%

first-year teachers

2, 4%

with 1-5 years of experience

12, 26%

with 6-14 years of experience

18, 38%

with 15 or more years of experience

15, 32%

Education Paraprofessionals

of paraprofessionals

9

Highly Qualified

9, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

6

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The mentor and mentee are meeting monthly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning.

Jillian Conley (paired with Quinn Schnabel) rationale: same subject area

Valerie Sebastian (paired with Tanya Norris) rationale: veteran teacher, previous success with new teacher development

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Problem-Solving team 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 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The MTSS Problem-Solving Team for Diplomat Middle School consists of the following members:

Caroline Toadvine - Guidance Counselor

Gary Carden - Guidance Counselor

Linda Boyle - Assistant Principal for Curriculum

Joan Massop-Fruitt - Assistant Principal

The roles of each member are as follows:

Principal/Assistant Principal

- Facilitate implementation of the MTSS problem-solving process in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Diplomat Middle School utilizes the district adopted data management system, Pinnacle Analytics and Performanc Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions. Additionally, Lexile data is used to monitor student progress in reading.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Lee County School District has developed a comprehensive training and support plan for schools. District level support personnel have been hired to sustain the implementation of the MTSS problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

Personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, behavior management techniques, and ESOL strategies, and are provided on-going staff development training regarding the MTSS problem-solving process and research based practices to support the academic and behavioral needs of students within a multi-tiered student support system.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Leidy Monteagudo	Chairperson
Sandra Villela	Reading representative
Amber Lane	Math representative
Jean Hart	Reading representative
Kim Bryant	Science representative
Kathy Adams	Electives representatives
Matthew Booth	Social Studies representatives
Natallka Hromiak	Reading Coach
Angela Roles	Principal
Linda Boyle	Assistant Principal for Curriculum
Joan Massop-Fruitt	Assistant Principal
Caroline Toadvine	Guidance representative
Peggy Walsh Heffner	ESE representative

How the school-based LLT functions

Representatives from each subject area meet once a month to communicate and collaborate on reading strategies used in the classroom. Between meetings, members of the team meet with their PLCs to share what was discussed at the last meeting and continue our school's ongoing efforts to promote school-wide literacy initiatives.

Major initiatives of the LLT

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.

Additionally:

The PLCs across the curriculum are working on text complexity to align with the Common Core Standards.

Support the Media Center Initiative for 13-14 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 gaps 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.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Teachers will discuss content area reading strategies every month within subject area PLCs and will collaborate to review and plan using data. PLCs will work to identify text to use in classroom instruction with appropriate text complexity, aligning with Common Core Standards and best classroom practices. Marzano High Yield Strategies are reviewed with teachers at monthly staff meetings.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Eighth Grade Social Studies teachers 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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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 curriculums, 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. 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.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	68%	No	75%
American Indian				
Asian	85%	90%	Yes	87%
Black/African American	69%	63%	No	72%
Hispanic	68%	69%	Yes	72%
White	73%	68%	No	76%
English language learners	29%	40%	Yes	36%
Students with disabilities	47%	39%	No	52%
Economically disadvantaged	68%	65%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	230	29%	32%
Students scoring at or above Achievement Level 4	308	38%	41%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		34%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		16%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	594	74%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	594	74%	75%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	199	76%	79%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%	63%	No	73%
American Indian				
Asian	93%	70%	No	93%
Black/African American	66%	42%	No	69%
Hispanic	68%	68%	Yes	71%
White	73%	63%	No	75%
English language learners	38%	46%	Yes	44%
Students with disabilities	43%	37%	No	48%
Economically disadvantaged	68%	60%	No	71%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	266	33%	36%
Students scoring at or above Achievement Level 4	222	28%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	34%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	527	66%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	432	54%	73%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	136	81%	84%
Middle school performance on high school EOC and industry certifications	165	82%	85%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	79	30%	33%
Students scoring at or above Achievement Level 4	42	16%	19%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Goals Summary

- G1.** Increase student achievement gains school-wide by focusing on teaching and learning.

Goals Detail

G1. Increase student achievement gains school-wide by focusing on teaching and learning.**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Common planning for collaboration with grade level/subject, protected instructional time
- PLC Time, Flexing schedules to protect PLCs
- Implementation of Common Core Standards to increase rigor across the curriculum; Continue to implement text complexity work cycle
- Check for Three district initiative

- Data - Using and becoming more proficient in Performance Matters and Teen Biz Lexile data for reading Bottom 25% charts for Math using Performance Matters sent out monthly to math department
- Quarterly essential learning targets developed in PLC
- Library programming - 5

Targeted Barriers to Achieving the Goal

- Learning to use Performance Matters to get access to student data
- Transition to Common Core from NGSSS

Plan to Monitor Progress Toward the Goal

Evidence of performance improvement in reading and math formative assessments

Person or Persons Responsible

Principal, APC

Target Dates or Schedule:

Quarterly

Evidence of Completion:

CCEs, common quarterly assessment results

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Learning to use Performance Matters to get access to student data

G1.B1.S1 Teachers will receive data coaching on how to use Performance Matters to identify and monitor students in the bottom 33%.

Action Step 1

Lowest 25% lists will be compiled on SharePoint sent to teachers monthly

Person or Persons Responsible

School PD leaders, Department Heads, APC

Target Dates or Schedule

Throughout school year, monthly, completed by 5/28/2013

Evidence of Completion

SharePoint SIP Electronic data wall

Facilitator:

School staff

Participants:

School PD leaders, Department Heads, APC

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

Lowest quartile charts will be posted on SharePoint

Person or Persons Responsible

Principal, APC

Target Dates or Schedule

monthly

Evidence of Completion

SharePoint SIP Electronic Data Wall

Plan to Monitor Effectiveness of G1.B1.S1

PDSA Form

Person or Persons Responsible

Department Heads, Curriculum Council

Target Dates or Schedule

Quarterly

Evidence of Completion

Curriculum Council notes

G1.B1.S2 PLC time to support teachers' use of Performance Matters

Action Step 1

Using PM data in PLCs

Person or Persons Responsible

School PD Leaders, Reading Coach

Target Dates or Schedule

Ongoing throughout school year, completed by 5/28/13

Evidence of Completion

PLC reports turned in to Principal

Plan to Monitor Fidelity of Implementation of G1.B1.S2

PLC Notes and deliverables

Person or Persons Responsible

PD Leaders, Reading Coach, Principal

Target Dates or Schedule

bi-weekly, completed by 5/28/13

Evidence of Completion

PLC Notes

Plan to Monitor Effectiveness of G1.B1.S2

Anecdotal feedback to Reading Coach, Lowest Quartile charts on SharePoint

Person or Persons Responsible

PLC Leaders, Principals, Reading Coach, APC

Target Dates or Schedule

Quarterly

Evidence of Completion

SharePoint Electronic SIP Data Wall

G1.B3 Transition to Common Core from NGSSS

G1.B3.S3 PLC Workgroups organized by content area and grade level

Action Step 1

Identify essential learning targets for each quarter; develop common assessments

Person or Persons Responsible

All instructional staff

Target Dates or Schedule

Weekly (Tuesdays); completed by 5/28/13

Evidence of Completion

Common Assessment data

Facilitator:

Department Heads, School PD Leaders

Participants:

All instructional staff

Plan to Monitor Fidelity of Implementation of G1.B3.S3

Work product; each quarter 4 deliverables

Person or Persons Responsible

Principal, APC, Reading Coach

Target Dates or Schedule

Weekly, Each Tuesday, completed by 5/28/13

Evidence of Completion

Work product

Plan to Monitor Effectiveness of G1.B3.S3

Work product

Person or Persons Responsible

Principal, APC, Reading Coach

Target Dates or Schedule

Weekly, completed by 5/28/13

Evidence of Completion

Work product

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 and reduced lunch applications throughout the year. 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Learning to use Performance Matters to get access to student data

G1.B1.S1 Teachers will receive data coaching on how to use Performance Matters to identify and monitor students in the bottom 33%.

PD Opportunity 1

Lowest 25% lists will be compiled on SharePoint sent to teachers monthly

Facilitator

School staff

Participants

School PD leaders, Department Heads, APC

Target Dates or Schedule

Throughout school year, monthly, completed by 5/28/2013

Evidence of Completion

SharePoint SIP Electronic data wall

G1.B3 Transition to Common Core from NGSSS

G1.B3.S3 PLC Workgroups organized by content area and grade level

PD Opportunity 1

Identify essential learning targets for each quarter; develop common assessments

Facilitator

Department Heads, School PD Leaders

Participants

All instructional staff

Target Dates or Schedule

Weekly (Tuesdays); completed by 5/28/13

Evidence of Completion

Common Assessment data

Appendix 2: Budget to Support School Improvement Goals