Diplomat Elementary School

2015-16 School Improvement Plan

Diplomat Elementary School

1115 NE 16TH TER, Cape Coral, FL 33909

http://dpl.leeschools.net//

School Demographics

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

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	48%

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.

Table of Contents

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

Diplomat elementary students will become dedicated and responsible learners, and respectful and compassionate individuals.

Provide the school's vision statement

To be a Quality School with high expectations of learning for all.

School Environment

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

Diplomat Elementary is part of the NEAF Quality Schools Grant. As a Quality School we implement a program of core beliefs of survival, fun, power, freedom and belonging to build relationships between teachers and students. Before the school year begins, class lists are checked to ensure diversity within each classroom, which allows students and teachers to build relationships from a variety of cultural backgrounds. During the school year, classrooms engage in a variety of activities that create a feeling of belonging, the freedom of choice, and self-empowerment.

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

Diplomat creates a safe environment for students by establishing school and classroom rules. Teachers use consistent classroom management procedures to ensure that students feel safe and respected. There are also several ways students' positive behaviors are recognized, both within the classroom and school-wide. When behaviors do require interventions, a hierarchy of consequences is followed.

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 Elementary has a a behavior plan which is shared with teachers in preschool, is in the teacher handbook, and is presented to students in the classroom. The behavior plan both recognizes and rewards positive behavior and establishes clear and consistent consequences for negative or unsafe behaviors. Clear behavioral expectations are also reinforced by administrators on the School News Show and are reflected in classroom rules.
School wide rules are based on the need for safety and to be respectful of others.

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

Each year the school implements a program that supports character education and developmental growth. This program reinforces and rewards acts of kindness. Additionally, any student who exhibits a radical change in behavior or who tells a teacher that they are struggling with their emotions is referred to the school counselor.
The school counselor has a "lunch bunch" counseling group for children whose emotional difficulties

are affecting work in the classroom or threatening their well being. Once a week the group has lunch with the guidance counselor, as they build connections with one another, and work to build emotional competence.

In addition, the counselor teaches the importance of character education through class instruction by focusing on personal , emotional and developmental growth.

The guidance counselor also works closely with other local agencies coordinating services and making referrals as needed.

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

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 builds positive relationships with families in several ways. Open house, curriculum night, flick on the field, family fun night, and student led conferences are all events to help parents get involved in the school culture. All stakeholders are involved in creating the school's mission and vision statements, which are communicated by posting on the school website. SAC meetings are open for

all parents and community members to attend, and are advertised to all families. The school also has a Parent Teacher Organization, (PTO) that meets to plan school events and provide a forum for parent concerns. Parents are informed of their child's progress using Parentlink, interim reports, report cards and conferences by phone and in person as needed. In addition, the implementation of student led conferences will enable students to communicate their learning and successes to parents.

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 partners with local businesses and community organizations to secure and utilize resources to support the school and student's achievement. Diplomat participates in family nights at local restaurants and receives a part of the proceeds from the businesses. Diplomat works with local businesses and community organizations to supply families with support when they are in need. These partnerships enable students to focus on achievement rather than their basic needs.

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
Vertrees, Mara	Principal
Wilken, Jennifer	Assistant Principal
Marody, Rosalie	Other
Nero, Matthew	Other
Durst, Heidi	Guidance Counselor
Walworth, Debbie	Instructional Coach
Chilson, Nica	Teacher, ESE
Edwards, Jenny	Teacher, K-12

Duties

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

Principal/Assistant Principal
• Interact with parent/community groups sharing concerns with leadership
• Provide or coordinate continuous professional development
• Monitor Student Achievement Data
• Share recent research, and District and State initiatives
• Plan for implementation of curricular, and extra curricular activities to support the needs of students
Reading Support Personnel
•Plan for student interventions
•Train teachers in interventions, progress monitoring, differentiated instruction
•Implement Tier 3 supplemental and intensive interventions
•Keep progress monitoring notes & anecdotals of interventions implemented
•Collect school-wide data for team to use in determining at-risk student
Speech and Language Pathologist
•Share information with the team and with teachers regarding language development and strategies

to support students.
•Works with the team to coordinate student services and interventions and testing accommodations.
School Counselor
• Leads inititatives to prevent bullying and in Character Education
• Shares information on interventions for students, and mandated reporter rules and requirements
• Works with diverse student needs including 504, Gifted Assessment Team Chair, and student with emotional needs.
ESE Teacher/Staffing Specialist
• Share student progress data with group.
• Lead training on interventions.
Specialist (Intervention, Behavior, OT, PT, ASD)
• Provide intervention for struggling students including MTSS
• Share information on individual student needs and concerns
• Provide staff trainings
ESOL/ELL Representative
• Share with leadership status of ELL students and needs for student success
• Training for staff on monitoring, grading, communication and other requirements for ELL students
Monitor and share new research, initiatives and regulations.

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

School Leadership begins with a review of State Standards and the District Academic plan, using both to secure resources and training for teachers and staff to ensure consistent and aligned learning opportunities for all students.
The school uses student data to identify struggling students who are consistently scoring below grade level or below peers in the core academics. Students deemed at risk are monitored and provided Tier 1 classroom interventions. If students continue to struggle, the teacher completes the Comprehensive form and brings the student forward to the MTSS team. The team includes classroom teachers and curriculum specialist all who have been trained in MTSS and in strategic interventions. Team decisions and suggestions are data based and support the student in Tier 2 with research-based strategies and interventions, screenings, and request for parental involvement. School funds provide for resource teachers to work with classroom teachers to provide Tier 3 interventions and student progress monitoring.
At Diplomat Elementary federal, state and local funds will be used to support the SIP goals for student learning. These funds will support professional development which impacts literacy and math in the common core state standards and on specific interventions for students. SAI funds support the presence of a Reading specialist and spends a portion of her day in the classroom to provide specific interventions for students struggling academically. Title II funds will be used to support professional development in the areas outlined in the SIP. Funds from SIP, SAI, and the Fee-Based afterschool program will be used to support afterschool tutoring for students who are struggling in Mathematics.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jenny Edwards	Teacher
Mindy Hamilton	Education Support Employee
Amber Lane	Parent
Marilyn Crews	Teacher
Dawn Wernsing	Parent
Flavia Torrente	Parent
Joan Schlereth	Parent
Sal Romano	Parent
Martha Talcovitz	Education Support Employee
Michael Boddy	Teacher
Cindy Gallagher	Parent
Anabelle Elliott	Business/Community
Mathew Neff	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The principal presented the data from last year's school improvement plan at the initial SAC meeting. SAC members discussed successes and challenges as well as methods to increase student achievement.

Development of this school improvement plan

The SIP was developed by the School Leadership Team with input from parents in particular with regard to interventions for struggling students. The Plan and the supporting data was then presented to the full SAC for discussion and input before submitting.

Preparation of the school's annual budget and plan

The principal presented a budget plan that was reviewed and approved at the spring SAC meeting.

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

School Improvement funds will primarily be used for classroom instructional materials and substitutes for the classroom. The District Academic Plan which is aligned to the Florida Standards requires complex texts and the integration of Social Studies and Science in all grades and instruction in cursive. Supplies funds will be used on materials to support this work.
Additionally, money will be used for substitutes to allow for professional development through model classrooms in Quality processes, classroom interventions and for training in implementing the Multi-tiered Systems of Support (RTI) processes.

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
Kelley, Cindy	Teacher, K-12
Hurrell, Julie	Teacher, K-12
Hall, Leah	Teacher, K-12
Moise, Amy	Teacher, K-12
Jones, Wynell	Teacher, K-12
Treanor, Kristie	Teacher, ESE
Vertrees, Mara	Principal
Wilken, Jennifer	Assistant Principal
Boddy, Michael	Teacher, K-12
Marody, Rosalie	Other
Walworth, Debbie	Instructional Coach
Nero, Matthew	Other

Duties

Describe how the LLT promotes literacy within the school

The LLT meets twice per quarter for literacy updates from the district. This group is facilitated by the principal and will address Florida Standards and implementation of the new district Academic Plans. Members will determine school development needs. The team will bring information back to their grade level through the PLC. Teachers will work in collaborative teams to build their skills and develop lessons that will positively impact student learning.The LLT will focus on professional development that will lead to teacher efficacy in instruction and assessment of student writing based on literary content or on non-fiction sources.

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

PLC time allows teachers to work together to analyze data and plan for intervention techniques. In addition, teachers have common planning time to collaborate for lesson planning and instruction. Grade level teachers are also physically grouped in close proximity to promote collaborative, positive planning.

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

Diplomat Elementary will use the following strategies to recruit highly qualified personnel: work with local universities to place interns in our school; use the district human resources process to advertise, screen and hire personnel; participate in district job fairs and other recruitment activities.
The school orientation program pairs all teachers new to the school with mentor teachers, sponsors training events for new teachers, and supports the district induction and orientation program APPLES. These teachers meet monthly or more as needed to support and encourage teacher retention. Persons responsible for the recruitment and retention activities are the Principal and Assistant Principal.

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

Pairings of new teacher and mentors are based on proximity and grade level. New teacher orientation includes meetings with peer, mentor, teacher, and administrator. Administrator meets with peer and mentor teacher bi-monthly. Peer teachers and APPLES teachers meet weekly. Any teacher new to Diplomat is assigned a peer teacher, regardless of years of experience. This gives the new-to-Diplomat teacher one person to go to for questions.

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

At Diplomat, all teachers follow the district's Academic Plan to prepare lessons and materials, ensuring core instructional programs and materials are aligned to Florida's standards. Through individual and collaborative planning, teachers use backwards design and standards tracking to ensure standards are being met through the use of adopted materials and programs. Common planning times encourage grade level collaborative planning and implementation of the core instructional programs.

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

Diplomat is in it's second year of becoming a Quality school. Each classroom uses data walls to monitor academic progress, as well as data binders for each child to monitor individual academic progress. During PLC meetings, teachers share and analyze data to plan instruction to help meet each student's needs. Teachers will use PASS (Promoting Academic Success for Students) time to implement the instructional plan, driven by the data presented at PLC meetings to differentiate instruction.
In addition, professional development opportunities promote use of Kagan, thinking maps and other methodology for differentiation.

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: 1,160

Free afterschool tutoring will be offered to students struggling in mathematics. Tutoring will be offered two days a week for one hour with instruction provided by certified personnel.

Strategy Rationale

Students will achieve higher academic success through the increased instruction in basic mathematics skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Wilken, Jennifer, jenniferkw@leeschools.net

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

Student scores on math chapter tests will be monitored to determine student needs and to assess the effectiveness of the afterschool instruction.

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

Kindergarten orientation programs are held each spring. Orientation assists families and students with transition by introducing the families to the school and the school culture. Parents are able to speak with Kindergarten teachers and receive information about dress code, supplies and other basic school procedures.
Open House, which is held the week before school begins, further acquaints parents and children, of all grade levels with the school and allows them to meet their teachers before the first day of school. Students previously identified as in need of ESE services are appropriately scheduled and IEPs are reviewed by staff and school/parent meetings held.
Families of outgoing fifth graders are encouraged to attend open houses at middle schools of their choosing.

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

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

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

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

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:

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 Elementary will increase teacher engagement at least .2% in the Q7 area of 'At work, my opinions seem to matter' as measured by the FY16 Gallup Engagement Survey.

G2. 100% of core subject area teachers will track standards and progress monitor through CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

G3. Diplomat Elementary will increase student achievement gains school-wide in Science by focusing on teaching and learning.

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 Elementary will increase teacher engagement at least .2% in the Q7 area of 'At work, my opinions seem to matter' as measured by the FY16 Gallup Engagement Survey. 1a

G074367

Targets Supported 1b

Indicator	Annual Target
5Es Score: School Commitment	3.82

Resources Available to Support the Goal 2

- Leadership Team
- PLC's
- Survey Monkey

Targeted Barriers to Achieving the Goal 3

- State & District Requirements

Plan to Monitor Progress Toward G1. 8

Plan will be monitored for effectiveness through Administrative meetings

Person Responsible
Mara Vertrees

Schedule
On 6/9/2016

Evidence of Completion
Meeting Agenda and minutes

G2. 100% of core subject area teachers will track standards and progress monitor through CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. [1a]

🔑 G074368

Targets Supported [1b]

Indicator	Annual Target
5Es Score: Collective Responsibility	100.0

Resources Available to Support the Goal [2]

- CASTLE

- PLC's

Targeted Barriers to Achieving the Goal [3]

- Functionality of Program

Plan to Monitor Progress Toward G2. [8]

CASTLE Reports

Person Responsible
Debbie Walworth

Schedule
Quarterly, from 11/2/2015 to 6/9/2016

Evidence of Completion
CASTLE reports will be utilized to log use

G3. Diplomat Elementary will increase student achievement gains school-wide in Science by focusing on teaching and learning. `1a`

🔑 G074369

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal `2`

- Science Lab

- Comitted Staff

- Multi-tiered system of support Team

- Integration Science content into Literacy Block.

- School is organized as a Professional Learning Community with Collaborative Teams.

- Data rich environment with data used to inform instruction

- Classroom technology including SMART Boards, student computers, and instructional software.

Targeted Barriers to Achieving the Goal `3`

- Student absenteeism.

- Lack of teacher training in interventions and strategies for students in Tier 2 and Tier 3 of MTSS.

- Teachers need more training and experience with new academic plan.

- No extra time for remediation.

- Lack of resources and time for lab experiments

Plan to Monitor Progress Toward G3. `8`

Data review in PLC collaborative teams
Review of Lesson Plans

Person Responsible

Mara Vertrees

Schedule

Annually, from 10/1/2015 to 6/9/2016

Evidence of Completion

Student Data reports, Teacher observation data, Oncourse lesson plans, Walkthroughs

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 Elementary will increase teacher engagement at least .2% in the Q7 area of 'At work, my opinions seem to matter' as measured by the FY16 Gallup Engagement Survey. 1

🔍 G074367

G1.B1 State & District Requirements 2

🔍 B194150

G1.B1.S1 Create teacher input for school individualization 4

🔍 S205680

Strategy Rationale

Action Step 1 5

Create a plan to consistently involve teachers in the decision-making process

Person Responsible

Mara Vertrees

Schedule

On 11/2/2015

Evidence of Completion

Surveys, Issue Bin

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

Plan will be presented at the Administrative Meeting

Person Responsible

Mara Vertrees

Schedule

On 10/2/2015

Evidence of Completion

Meeting Agenda

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

Plan will be revisited

Person Responsible

Jennifer Wilken

Schedule

Quarterly, from 1/8/2016 to 1/8/2016

Evidence of Completion

Meeting agenda

G1.B1.S2 Provide teacher surveys for feedback `4`

🔑 S205681

Strategy Rationale

Action Step 1 `5`

Provide opportunities for teachers to submit their opinions through surveys

Person Responsible

Jennifer Wilken

Schedule

Quarterly, from 10/1/2015 to 6/9/2016

Evidence of Completion

Survey Reports

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Quarterly checks will be made to ensure teacher participation

Person Responsible

Jennifer Wilken

Schedule

Quarterly, from 10/30/2015 to 6/9/2016

Evidence of Completion

Teacher participation report

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Surveys will be analyzed

Person Responsible

Jennifer Wilken

Schedule

On 6/9/2016

Evidence of Completion

Survey reports and documents created based on survey feedback

G1.B1.S3 Provide feedback and follow-up from leadership `4`

`🔑 S205682`

Strategy Rationale

Action Step 1 `5`

Creating task-significance through follow-up and feedback from leadership

Person Responsible

Mara Vertrees

Schedule

Evidence of Completion

Follow-up and feedback will be demonstrated throughout the year through action taken from teacher input

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

PLC and Leadership Meetings

Person Responsible

Mara Vertrees

Schedule

Monthly, from 10/30/2015 to 6/9/2016

Evidence of Completion

Meeting Minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Teacher Gallup Poll

Person Responsible

Mara Vertrees

Schedule

On 6/9/2016

Evidence of Completion

Information will be gathered from the Gallup poll to demonstrate an increase in teacher engagement

G2. 100% of core subject area teachers will track standards and progress monitor through CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. 1

🔑 G074368

G2.B1 Functionality of Program 2

🔑 B194152

G2.B1.S1 Provide feedback to District based on needs 4

🔑 S205683

Strategy Rationale

Action Step 1 5

Provide feedback from CASTLE training on challenges and solutions from our teachers

Person Responsible

Debbie Walworth

Schedule

Monthly, from 10/1/2015 to 6/9/2016

Evidence of Completion

Needs collected through PD

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

Implement an issue bin at each training

Person Responsible

Debbie Walworth

Schedule

Quarterly, from 10/1/2015 to 6/9/2016

Evidence of Completion

An issue been will be implemented to address teacher concerns and ideas

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

Time during PLC's will be dedicated for progress monitoring

Person Responsible

Mara Vertrees

Schedule

Quarterly, from 11/2/2015 to 6/9/2016

Evidence of Completion

PLC Agendas

G2.B1.S2 Provide professional development to teachers `4`

🔑 S205684

Strategy Rationale

Action Step 1 `5`

Teachers will receive professional development for CASTLE implementation

Person Responsible

Debbie Walworth

Schedule

Monthly, from 10/30/2015 to 6/9/2016

Evidence of Completion

In-Service Records

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

School-based training held

Person Responsible

Debbie Walworth

Schedule

Quarterly, from 10/30/2015 to 6/9/2016

Evidence of Completion

Training handouts

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Teacher use of CASTLE for interventions

Person Responsible

Mara Vertrees

Schedule

Quarterly, from 10/30/2015 to 6/9/2016

Evidence of Completion

CASTLE Reports

G3. Diplomat Elementary will increase student achievement gains school-wide in Science by focusing on teaching and learning. `1`

G074369

G3.B2 Lack of teacher training in interventions and strategies for students in Tier 2 and Tier 3 of MTSS. `2`

B194155

G3.B2.S1 Professional Development for faculty regarding specific interventions for struggling students. `4`

S205686

Strategy Rationale

Teachers trained in differentiation have a variety of techniques available to assist students at all levels.

Action Step 1 `5`

Establishment of Collaborative Team for study of MTSS.

Person Responsible

Rosalie Marody

Schedule

Monthly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Names of team members, date set for first meeting.

Action Step 2 `5`

Identify at risk students. Determine strategies for interventions. Review process for monitoring student learning.

Person Responsible

Rosalie Marody

Schedule

Weekly, from 10/29/2015 to 6/5/2016

Evidence of Completion

Process document with identified menu of strategies.

Action Step 3 `5`

Schedule Training for MTSS collaborative team on processes and on use of MTSS Interventions and resources

Person Responsible

Rosalie Marody

Schedule

Quarterly, from 10/6/2015 to 6/5/2016

Evidence of Completion

Training date set, attendance and agenda.

Action Step 4 `5`

Share information on interventions and MTSS processes with all teachers.

Person Responsible

Rosalie Marody

Schedule

Monthly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Teacher Lesson Plans, MTSS Progress Monitoring.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Maintain student folders within cum folder documenting MTSS process for each at risk student.

Person Responsible

Rosalie Marody

Schedule

Every 6 Weeks, from 8/17/2015 to 6/9/2016

Evidence of Completion

Student Cum folders. Student achievement data.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Progress monitoring for struggling and at risk students. Students should show learning gains as a result of Tier 2 and 3 Interventions and differentiated instruction in the classroom.

Person Responsible

Rosalie Marody

Schedule

Every 6 Weeks, from 10/30/2015 to 6/9/2016

Evidence of Completion

Student data graphs, student improvement plans.

G3.B3 Teachers need more training and experience with new academic plan. 2

B194156

G3.B3.S1 Sharing information through the Professional Learning Community. 4

S205687

Strategy Rationale

PLCs provide opportunities for collaboration on lessons and analysis of student data.

Action Step 1 5

Give more time to discuss academic plan.

Person Responsible

Mara Vertrees

Schedule

Biweekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Schedules and meeting notes.

Action Step 2 5

School trainer instructs staff on academic plan.

Person Responsible

Jennifer Wilken

Schedule

Quarterly, from 10/1/2015 to 6/9/2016

Evidence of Completion

Meeting date

Plan to Monitor Fidelity of Implementation of G3.B3.S1 `6`

Principal will monitor lesson plans and complete classroom walk throughs.

Person Responsible

Mara Vertrees

Schedule

Monthly, from 9/8/2015 to 6/9/2016

Evidence of Completion

Lesson plans and walk through notes.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Teachers will be informally surveyed for understanding of the academic plan.

Person Responsible

Mara Vertrees

Schedule

Weekly, from 11/2/2015 to 6/9/2016

Evidence of Completion

Survey results

G3.B3.S2 Model Lessons `4`

🔑 S205688

Strategy Rationale

Action Step 1 `5`

Invite District Personnel to provide instruction through model lessons.

Person Responsible

Schedule

Evidence of Completion

Traininig Date and Schedule.

Action Step 2 `5`

Selected Teachers will implement strategies from model lesson and share results (student engagement, formative assessment data) with Collaborative Team.

Person Responsible

Schedule

Evidence of Completion

PLC Meeting Notes and Agenda, Teacher Lesson Plan with accompanying data.

Plan to Monitor Fidelity of Implementation of G3.B3.S2 `6`

Presentation of Model Lessons and discussion including review of student data in the Professional Learning Community.

Person Responsible

Schedule

Evidence of Completion

Agendas, Lesson Plans, Observation.

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 `7`

Follow-through and implementation of District Academic Plan

Person Responsible

Schedule

Evidence of Completion

Lesson Plans, Student Products, Student Scores

G3.B3.S3 Teacher Training in close read strategy to support critical thinking and the integration of science into the literacy block. 4

Strategy Rationale

🔑 S205689

Action Step 1 5

Training for classroom teachers to implement the close-read strategy

Person Responsible

Debbie Walworth

Schedule

Evidence of Completion

Meeting notes, training agenda, lesson plans.

Plan to Monitor Fidelity of Implementation of G3.B3.S3 6

Teachers will use the close-read strategy in the classroom.

Person Responsible

Debbie Walworth

Schedule

Evidence of Completion

Lesson Plans Student Product Classroom walkthroughs.

Plan to Monitor Effectiveness of Implementation of G3.B3.S3 7

Students will use close reading and other reading strategies such as mark the text to promote engagement with complex texts in the content areas.

Person Responsible

Mara Vertrees

Schedule

Evidence of Completion

Lesson Plans, Student Product, Student scores on formative assessments.

G3.B5 Lack of resources and time for lab experiments 2

B194158

G3.B5.S1 Increase lab time 4

S205691

Strategy Rationale

Action Step 1 5

Use Tactics Teams to create time in the lab for each class

Person Responsible

Jennifer Wilken

Schedule

Quarterly, from 10/1/2015 to 6/9/2016

Evidence of Completion

Lesson Plans, Science Lab Schedule

Plan to Monitor Fidelity of Implementation of G3.B5.S1 6

Monitor lab use

Person Responsible

Mara Vertrees

Schedule

Quarterly, from 10/1/2015 to 6/9/2016

Evidence of Completion

Lesson Plans, Walk-throughs

Plan to Monitor Effectiveness of Implementation of G3.B5.S1 `7`

Monitor lab usage

Person Responsible

Jennifer Wilken

Schedule

On 6/9/2016

Evidence of Completion

Lab schedule, Walk-throughs

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.B1.S1.A1	Create a plan to consistently involve teachers in the decision-making process	Vertrees, Mara	10/1/2015	Surveys, Issue Bin	11/2/2015 one-time
G1.B1.S2.A1	Provide opportunities for teachers to submit their opinions through surveys	Wilken, Jennifer	10/1/2015	Survey Reports	6/9/2016 quarterly
G1.B1.S3.A1	Creating task-significance through follow-up and feedback from leadership	Vertrees, Mara	Follow-up and feedback will be demonstrated throughout the year through action taken from teacher input	one-time	
G2.B1.S1.A1	Provide feedback from CASTLE training on challenges and solutions from our teachers	Walworth, Debbie	10/1/2015	Needs collected through PD	6/9/2016 monthly
G2.B1.S2.A1	Teachers will receive professional development for CASTLE implementation	Walworth, Debbie	10/30/2015	In-Service Records	6/9/2016 monthly
G3.B2.S1.A1	Establishment of Collaborative Team for study of MTSS.	Marody, Rosalie	8/17/2015	Names of team members, date set for first meeting.	6/9/2016 monthly
G3.B3.S1.A1	Give more time to discuss academic plan.	Vertrees, Mara	8/17/2015	Schedules and meeting notes.	6/9/2016 biweekly
G3.B3.S2.A1	Invite District Personnel to provide instruction through model lessons.		Traininig Date and Schedule.	one-time	
G3.B3.S3.A1	Training for classroom teachers to implement the close-read strategy	Walworth, Debbie	Meeting notes, training agenda, lesson plans.	one-time	
G3.B5.S1.A1	Use Tactics Teams to create time in the lab for each class	Wilken, Jennifer	10/1/2015	Lesson Plans, Science Lab Schedule	6/9/2016 quarterly
G3.B2.S1.A2	Identify at risk students. Determine strategies for interventions. Review	Marody, Rosalie	10/29/2015	Process document with identified menu of strategies.	6/5/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	process for monitoring student learning.				
G3.B3.S1.A2	School trainer instructs staff on academic plan.	Wilken, Jennifer	10/1/2015	Meeting date	6/9/2016 quarterly
G3.B3.S2.A2	Selected Teachers will implement strategies from model lesson and share results (student engagement, formative assessment data) with Collaborative Team.		PLC Meeting Notes and Agenda, Teacher Lesson Plan with accompanying data.	one-time	
G3.B2.S1.A3	Schedule Training for MTSS collaborative team on processes and on use of MTSS Interventions and resources	Marody, Rosalie	10/6/2015	Training date set, attendance and agenda.	6/5/2016 quarterly
G3.B2.S1.A4	Share information on interventions and MTSS processes with all teachers.	Marody, Rosalie	8/17/2015	Teacher Lesson Plans, MTSS Progress Monitoring.	6/9/2016 monthly
G1.MA1	Plan will be monitored for effectiveness through Administrative meetings	Vertrees, Mara	10/1/2015	Meeting Agenda and minutes	6/9/2016 one-time
G1.B1.S1.MA1	Plan will be revisited	Wilken, Jennifer	1/8/2016	Meeting agenda	1/8/2016 quarterly
G1.B1.S1.MA1	Plan will be presented at the Administrative Meeting	Vertrees, Mara	10/2/2015	Meeting Agenda	10/2/2015 one-time
G1.B1.S2.MA1	Surveys will be analyzed	Wilken, Jennifer	10/30/2015	Survey reports and documents created based on survey feedback	6/9/2016 one-time
G1.B1.S2.MA1	Quarterly checks will be made to ensure teacher participation	Wilken, Jennifer	10/30/2015	Teacher participation report	6/9/2016 quarterly
G1.B1.S3.MA1	Teacher Gallup Poll	Vertrees, Mara	6/1/2016	Information will be gathered from the Gallup poll to demonstrate an increase in teacher engagement	6/9/2016 one-time
G1.B1.S3.MA1	PLC and Leadership Meetings	Vertrees, Mara	10/30/2015	Meeting Minutes	6/9/2016 monthly
G2.MA1	CASTLE Reports	Walworth, Debbie	11/2/2015	CASTLE reports will be utilized to log use	6/9/2016 quarterly
G2.B1.S1.MA1	Time during PLC's will be dedicated for progress monitoring	Vertrees, Mara	11/2/2015	PLC Agendas	6/9/2016 quarterly
G2.B1.S1.MA1	Implement an issue bin at each training	Walworth, Debbie	10/1/2015	An issue been will be implemented to address teacher concerns and ideas	6/9/2016 quarterly
G2.B1.S2.MA1	Teacher use of CASTLE for interventions	Vertrees, Mara	10/30/2015	CASTLE Reports	6/9/2016 quarterly
G2.B1.S2.MA1	School-based training held	Walworth, Debbie	10/30/2015	Training handouts	6/9/2016 quarterly
G3.MA1	Data review in PLC collaborative teams Review of Lesson Plans	Vertrees, Mara	10/1/2015	Student Data reports, Teacher observation data, Oncourse lesson plans, Walkthroughs	6/9/2016 annually
G3.B2.S1.MA1	Progress monitoring for struggling and at risk students. Students should show learning gains as a result of Tier 2 and 3 Interventions and differentiated instruction in the classroom.	Marody, Rosalie	10/30/2015	Student data graphs, student improvement plans.	6/9/2016 every-6-weeks
G3.B2.S1.MA1	Maintain student folders within cum folder documenting MTSS process for each at risk student.	Marody, Rosalie	8/17/2015	Student Cum folders. Student achievement data.	6/9/2016 every-6-weeks
G3.B3.S1.MA1	Teachers will be informally surveyed for understanding of the academic plan.	Vertrees, Mara	11/2/2015	Survey results	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B3.S1.MA1	Principal will monitor lesson plans and complete classroom walk throughs.	Vertrees, Mara	9/8/2015	Lesson plans and walk through notes.	6/9/2016 monthly
G3.B5.S1.MA1	Monitor lab usage	Wilken, Jennifer	10/1/2015	Lab schedule, Walk-throughs	6/9/2016 one-time
G3.B5.S1.MA1	Monitor lab use	Vertrees, Mara	10/1/2015	Lesson Plans, Walk-throughs	6/9/2016 quarterly
G3.B3.S2.MA1	Follow-through and implementation of District Academic Plan		Lesson Plans, Student Products, Student Scores	one-time	
G3.B3.S2.MA1	Presentation of Model Lessons and discussion including review of student data in the Professional Learning Community.		Agendas, Lesson Plans, Observation.	one-time	
G3.B3.S3.MA1	Students will use close reading and other reading strategies such as mark the text to promote engagement with complex texts in the content areas.	Vertrees, Mara	Lesson Plans, Student Product, Student scores on formative assessments.	one-time	
G3.B3.S3.MA1	Teachers will use the close-read strategy in the classroom.	Walworth, Debbie	Lesson Plans Student Product Classroom walkthroughs.	one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. 100% of core subject area teachers will track standards and progress monitor through CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

G2.B1 Functionality of Program

G2.B1.S1 Provide feedback to District based on needs

PD Opportunity 1

Provide feedback from CASTLE training on challenges and solutions from our teachers

Facilitator

Debbie Walworth

Participants

Teachers

Schedule

Monthly, from 10/1/2015 to 6/9/2016

G2.B1.S2 Provide professional development to teachers

PD Opportunity 1

Teachers will receive professional development for CASTLE implementation

Facilitator

Debbie Walworth

Participants

Teachers

Schedule

Monthly, from 10/30/2015 to 6/9/2016

G3. Diplomat Elementary will increase student achievement gains school-wide in Science by focusing on teaching and learning.

G3.B2 Lack of teacher training in interventions and strategies for students in Tier 2 and Tier 3 of MTSS.

G3.B2.S1 Professional Development for faculty regarding specific interventions for struggling students.

PD Opportunity 1

Identify at risk students. Determine strategies for interventions. Review process for monitoring student learning.

Facilitator

Rosalie Marody

Participants

MTSS Collaborative Team

Schedule

Weekly, from 10/29/2015 to 6/5/2016

PD Opportunity 2

Schedule Training for MTSS collaborative team on processes and on use of MTSS Interventions and resources

Facilitator

District Personnel

Participants

MTSS Collaborative Team Members, one per grade level.

Schedule

Quarterly, from 10/6/2015 to 6/5/2016

PD Opportunity 3

Share information on interventions and MTSS processes with all teachers.

Facilitator

MTSS Collaborative Team

Participants

PLC - Classroom Teachers

Schedule

Monthly, from 8/17/2015 to 6/9/2016

G3.B3 Teachers need more training and experience with new academic plan.

G3.B3.S2 Model Lessons

PD Opportunity 1

Invite District Personnel to provide instruction through model lessons.

Facilitator

District Reading Personnel

Participants

Faculty members

Schedule

PD Opportunity 2

Selected Teachers will implement strategies from model lesson and share results (student engagement, formative assessment data) with Collaborative Team.

Facilitator

Teachers and Administrators

Participants

All teachers

Schedule

G3.B3.S3 Teacher Training in close read strategy to support critical thinking and the integration of science into the literacy block.

PD Opportunity 1

Training for classroom teachers to implement the close-read strategy

Facilitator

District personnel

Participants

All classroom teachers

Schedule

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Create a plan to consistently involve teachers in the decision-making process	$0.00
2	G1.B1.S2.A1	Provide opportunities for teachers to submit their opinions through surveys	$0.00
3	G1.B1.S3.A1	Creating task-significance through follow-up and feedback from leadership	$0.00
4	G2.B1.S1.A1	Provide feedback from CASTLE training on challenges and solutions from our teachers	$0.00
5	G2.B1.S2.A1	Teachers will receive professional development for CASTLE implementation	$0.00
6	G3.B2.S1.A1	Establishment of Collaborative Team for study of MTSS.	$0.00
7	G3.B2.S1.A2	Identify at risk students. Determine strategies for interventions. Review process for monitoring student learning.	$0.00

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			$0.00

8	G3.B2.S1.A3	Schedule Training for MTSS collaborative team on processes and on use of MTSS Interventions and resources	$800.00

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		$800.00

Notes: substitutes for teachers

9	G3.B2.S1.A4	Share information on interventions and MTSS processes with all teachers.	$0.00
10	G3.B3.S1.A1	Give more time to discuss academic plan.	$0.00
11	G3.B3.S1.A2	School trainer instructs staff on academic plan.	$0.00

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			$0.00

12	G3.B3.S2.A1	Invite District Personnel to provide instruction through model lessons.	$0.00
13	G3.B3.S2.A2	Selected Teachers will implement strategies from model lesson and share results (student engagement, formative assessment data) with Collaborative Team.	$0.00
14	G3.B3.S3.A1	Training for classroom teachers to implement the close-read strategy	$0.00
15	G3.B5.S1.A1	Use Tactics Teams to create time in the lab for each class	$0.00

Budget Data

	Total:	$800.00