

The School District of Lee County

Diplomat Middle School



2016-17 Schoolwide Improvement Plan

Diplomat Middle School

1039 NE 16TH TER, Cape Coral, FL 33909

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	A	A

**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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Diplomat Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

Students today. Leaders tomorrow.

2. School Environment

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

During the opening days of the school year teachers incorporate lessons that will help students and teachers to build relationships. Students stay with their leadership teacher during the entire first day. Initial activities include: getting to know you activities, multiple intelligence's surveys, and projects where the students can share about their family backgrounds. Students attend a leadership class four days a week for 25 minutes a session. Two of the four days, students are instructed in the Leader in Me Curriculum in which they learn the seven habits. And on one of the four days students are instructed in the PEACE curriculum which consists of team building activities that promote students to make "peaceful" choices and create a culture of antibullying. DMS is also a PBS Gold School and character education is part of the culture. Students are taught good character and teachers positively reinforce good character. Staff members try to "catch the students" being good when they display excellent character such as being tolerant or having integrity.

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

The staff at Diplomat Middle School will be operating a Before School Program for our students. This program will provide working parents with an opportunity for their child to arrive on campus after 7:30 a.m. and be in an atmosphere which is safe, orderly, and productive until 4:00 p.m. Some of the activities available are as follows: homework help, library access, computers, games, socialization, sports & recreation, band and orchestra help. Through the leadership classes, academic classes, TV morning news, and through the PBS expectations - students are taught and teachers model appropriate behavior. Students are taught how to treat themselves respectfully and how to treat others respectfully. There is a zero tolerance policy for bullying. As previously stated, diplomat instituted a new anti-bullying program, called - PEACE. This program encourages students to handle problems and situations with peace (problem solving, empathy, appreciation, cooperation, enthusiasm). Students all know what to do if they do not feel safe. Teachers, Counselors, Administrators, and all Staff members serve as a support system and work proactively with the parents to ensure the students feel safe and feel as though they are in an environment where they can learn without negative distractions. All staff members are also required to take safety training which include topics such as reporting child abuse and anti-bullying.

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

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

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

Gold card: 3.5 - 4.0 GPA, 0 discipline referrals

Silver Card: 3.0 - 3.49 GPA, 0 discipline referrals

Bronze Card: 2.5 - 2.99 GPA, 0 discipline referrals

Student Expectations:

Roar

R - Respect

O - On task / On Time

A - Attitude

R- responsible

Cats' Pride Qualities

Cooperation

Appreciation

Tolerance

Studiosness

Perseverance

Respect

Integrity

Dedication

Enthusiasm

Cats' Pride Rewards

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

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

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

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

Popular Myths Regarding PBS

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

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

"PBS uses bribes to get children to behave"

Using a reward system is not the same as bribing a student to behave appropriately. A bribe is something offered or given to a person in a position of trust to influence that person's views or conduct. PBS acknowledges and rewards students for following school-wide expectations and rules. Appropriate behavior is acknowledged after it occurs. Rewards are earned, not offered as payoff in exchange for good behavior.

We will no longer punish children for inappropriate behavior"

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

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

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

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The Intervention Specialist and the MTSS Advistory Committe monitors students in the MTSS Process.

MTSS is defined as:

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

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

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

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

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

Currently in Diplomat Middle there are 43 in tier 2 and 11 in tier 3 status.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	13	24	30	0	0	0	0	67
One or more suspensions	0	0	0	0	0	0	1	0	8	0	0	0	0	9
Course failure in ELA or Math	0	0	0	0	0	0	38	55	38	0	0	0	0	131
Level 1 on statewide assessment	0	0	0	0	0	0	89	135	90	0	0	0	0	314

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	8	14	19	0	0	0	0	41

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

In addition to receiving interventions in the classroom through differentiated instruction, students also receive tier two and three interventions (if needed) from the reading coach and from the MTSS

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

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

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

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

Diplomat Middle School has a Positive Behavior Support team who solicits partnership agreements from local businesses such as Chik-fil-A. Chik-fil-A. It is the goal of Diplomat Middle School to create new community partnerships in order to secure resources for our students. For the 2016/17 school year DMS has two teacher marketing representatives who work with the community businesses in order to gain support for our school and students. The SAC Committee is also interested in helping to partner with more community businesses in order to support student achievement.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership
 Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Bennington, Maura	Principal
Schnabel, Quinn	Teacher, K-12
Toadvine, Caroline	School Counselor
Sheehy, Lori	Administrative Support
Griffith, Julie	Other
conley, jillian	Teacher, K-12
Migliore, David	Teacher, K-12
Rucker, Dawn	Administrative Support
Morales, Ed	Other
Bernau, Heather	Teacher, K-12
Hart, Jean	Teacher, K-12
Dahlburg, Melissa	Teacher, K-12
Schnabel, Tim	Teacher, K-12
Jackson, Ryan	Assistant Principal
Skryd, Lisa	Teacher, K-12

b. Duties

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

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

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and

supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Department Chairs serve as members of the school leadership team and disseminate information received from district coordinators to both the leadership team and content area PLCs in regards to curriculum. Formative and summative assessment data, STAR data, and common assessment data are collected in department PLCs and shared with the school leadership team to monitor student growth.

The MTSS Advisory Committee at Diplomat Middle School meets on a quarterly basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

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

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

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

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

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

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Maura Bennington	Principal
Julie Griffith	Education Support Employee
Susan Mills	Parent
Erica Mitchinson	Parent
Yaneila Estevez	Parent
Martha Lein	Business/Community
Anastasia Shoveck	Student
Caroline Toadvine	Teacher
Sandra Villela	Teacher
Sarah Papp	Teacher
Tammi Cripe	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

During preschool week the State of our School presentation included information on the data that we currently have (Lee County was waiting on test results from the FSA tests for Math, and ELA) in the following areas: Percentage of students meeting/exceeding - ELA - 60%, Math - 55%, Science - 53%, Civics - 75%, Algebra - 89%; Percentage of students making learning gains - ELA 63%, Math - 43%; Percentage of students in the lowest 25 percentile making gains - ELA 51%, Math - 35%. Also School Improvement Plan ideas were discussed.

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

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

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

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

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Bennington, Maura	Principal
Adams, Kathy	Instructional Media
Villela, Sandra	Teacher, K-12
Call, Charles	Teacher, K-12
Ermacora, Lorna	Teacher, K-12
evans, teresa	Teacher, K-12
Hart, Jean	Teacher, K-12
Kuhn, Jamie	Teacher, K-12
Morales , Jackie	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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

For the 16/17 School year, All students will be required to take a Literacy Course as one of their electives. To ensure that all students are receiving adequate reading strategies and practice that will benefit them in their academics, Diplomat teachers will continue to infuse reading strategies into the

academic and elective classrooms. The Literacy Department will meet once a week to share best practices, decide on which high yielding strategies to focus on, develop training for academic and elective teachers, and review data to determine if the standards have been met and to develop appropriate assessments.

Additionally:

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

Media Center Initiative for 16/17 school year:

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

Book Love - Recommend your favorite books on the Wildcat news.

Divergent - Read from 5 genres to receive the Divergent Reading Award

Two Book Fairs

Literacy Fair - January 2017

Global Read Aloud - Oct. 3 - Nov. 11

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

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

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

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

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

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

and meet the standards, as well as keep appropriate pace with the county academic plan.

Currently the Stephen Hayford is being mentored by Sandra Villela and Joseph Reynolds is being mentored by Melissa Dahlburg.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

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

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Professional Learning Communities made up of content area teachers meet on a weekly basis. Teachers in the departments - Math, Social Studies, Language Arts, Science, Literacy, and Electives - have common planning times. Within these PLCs teachers create formative and summative assessments, and share the results of these assessments. The data from these assessments are used to determine which standards the students are achieving proficiency in. PLC teachers will then work collaboratively to determine how instruction will be modified and supplemented for the struggling students. Teachers also work together with the support of the Literacy Department to determine which reading strategies to incorporate. Strategies are then implemented, such as reteaching and collaborative learning groups, in order to assist students who are not meeting proficiency. Additionally the MTSS Coordinator meets with those students that are not making adequate gains through the core curriculum. The tutoring takes place during non-literacy electives. Finally, after school tutoring for math homework help is available starting quarter two.

2. 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: 3,240

Students struggling in math can attend optional math tutoring sessions after school.

Strategy Rationale

Many students struggle to understand math. This program is provided to them as a way to help them understand their homework and achieve success. Transportation is also provided on those two days.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jackson, Ryan , ryanjj@leeschools.net

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

Students will achieve their classroom math goals and make gains on the star assessment.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

For incoming sixth graders, diplomat middle school works with a team of: teachers, counselors, and administrators, to individually meet with each incoming student. During these meetings the following topics are discussed: middle school credit requirements, academic curriculum, literacy and elective choices. Students are encouraged to rank their most desired electives based on their personal interests. Students are further encouraged to try different electives because middle school is a time for students to explore their individual personalities and developing interests. Each year the counselors work with 6th and 7th graders to develop their next year's schedule. Again middle school requirements, personal interests, and elective exploration are taken into account.

Counselors work individually throughout the year with students and parents to plan appropriate coursework. Individual needs are taken into account such as: proper placement based on academic needs, personal interests in regards to electives, credit retrieval, and virtual school coursework. In addition, counselors work on career exploration, individually with students to motivate students academically and for students to understand the relevance of academic coursework in regards to high school and career planning. Counselors also support the Career Exploration Elective and work with the Social Studies Career Teachers to assist in career lesson development. The school counseling department also organizes the peer/teacher mentor program. In this program peer and adult mentors are trained to deliver Take Stock in Children Mentoring Lessons. Included in these lessons are career exploration, personality inventories, and goal setting. Finally, counselors work with groups of academically challenged eighth grade students in order to further explore: values, goals, high school, and career paths. Lessons from High School Success, Choosing a Good Road by Jonathan Brennan are utilized to assist the group in this process.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

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

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

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

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

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

N/A

B. 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.

N/A

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Diplomat Middle School will promote a school environment of student leadership, safety, respect, trust, high academic and behavioral expectations.

- G2.** All Teachers will work in PLC groups where they will use student data from aligned assessments to plan and make instructional and curriculum decisions.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Diplomat Middle School will promote a school environment of student leadership, safety, respect, trust, high academic and behavioral expectations. 1a

G082941

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	410.0

Targeted Barriers to Achieving the Goal 3

- Some students do not take advantage of the opportunities offered to them through the Restorative Justice Plan

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBS
- Leader in Me
- PEACE
- Weekly Data Chats
- Leadership Homerooms and Leadership Teachers
- Teacher and Peer Mentors
- School Counselors
- MTSS Teacher
- Sixth Grade Student Success Classes
- School Wide Incentives such as: Lock In's, Pep Rallys, Field Day

Plan to Monitor Progress Toward G1. 8

We will collect behavioral data, student academic data including students progress on meeting their learning gains, students' individual goals will be kept on file in their leadership rooms, and the PBS survey.

Person Responsible

Caroline Toadvine

Schedule

Quarterly, from 8/15/2016 to 5/19/2017

Evidence of Completion

We will review the information/data above (disipline reports, academic data, and survey) during quarterly advisory meetings.

G2. All Teachers will work in PLC groups where they will use student data from aligned assessments to plan and make instructional and curriculum decisions. **1a**

G082942

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	65.0
FSA Mathematics Achievement	67.0
FCAT 2.0 Science Proficiency	62.0
Civics EOC Pass	85.0
ELA/Reading Gains	70.0
Math Gains	55.0
ELA/Reading Lowest 25% Gains	62.0
Math Lowest 25% Gains	51.0
School Grade - Percentage of Points Earned	610.0
Algebra I EOC Pass Rate	93.0

Targeted Barriers to Achieving the Goal **3**

- Teachers being able to efficiently use and analyze, (STAR, Performance Matters, and Standards Tracking) in order to guide, assess, and implement instruction

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Professional Development - (Performance Matters, STAR, and Castle)
- Reading Coach
- PLC time
- Peer support for all teachers
- Common Planning Time
- Department Chairs
- Principal Maura Bennington
- Curriculum Council Meetings

Plan to Monitor Progress Toward G2. 8

Students will participate in a baseline STAR Assessment which assess for Math and ELA skills. Teachers will track student gains as well as their strengths and weaknesses. Students will also record their 15/16 FSA scores, create 16/17 Math and ELA goals, and track their STAR Data.

Person Responsible

Alicia Ford

Schedule

Every 2 Months, from 8/29/2016 to 5/9/2017

Evidence of Completion

Alicia Ford, Ryan Jackson, and leadership teachers are ensuring that all students are participating in the STAR Assessments. Teachers are tracking gains especially ELA, Math Teachers, and Leadership Teachers. Students are also recording results and gains. The Advisory Team will review and discuss data during quarterly meetings.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Diplomat Middle School will promote a school environment of student leadership, safety, respect, trust, high academic and behavioral expectations. **1**

 G082941

G1.B1 Some students do not take advantage of the opportunities offered to them through the Restorative Justice Plan **2**

 B219901

G1.B1.S1 All students will participate in a Leadership class for 25 minutes, four times a week. **4**

 S232159

Strategy Rationale

The purpose of this class is to promote student leadership, problem solving skills, social skills, and academic/behavioral success through four programs: Leader in Me, PEACE, PBS, and Data Chats.

Action Step 1 **5**

Leadership Teachers, with the guidance of the lighthouse teacher committee and lighthouse student class - will work with their leadership classes four times a week to implement: Leader in Me, PEACE, PBS, and Data Chats.

Person Responsible

Linda Mann

Schedule

Daily, from 8/10/2016 to 5/18/2017

Evidence of Completion

Attendance in Leadership, calendared leadership/data chat activities, weekly peace emails with lessons.

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

The lighthouse committee will work together to plan lessons for the leadership classes, discuss school wide goals, develop action teams, and monitor the success of the program.

Person Responsible

Linda Mann

Schedule

Monthly, from 8/10/2016 to 5/18/2017

Evidence of Completion

Monthly Meetings are calendared, Linda Mann prepares the agenda for the monthly meetings via email, the minutes are recorded, and all the documents are stored in the Leadership Google Classroom.

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

We will know if the leadership classes are effective based on students knowing their goals and attaining their academic and behavioral goals and also based on the grade levels progressing on their star assessments.

Person Responsible

Alicia Ford

Schedule

Every 2 Months, from 8/10/2016 to 5/18/2017

Evidence of Completion

Students will each have a leadership binder to document goals (behavioral and academic) and gains (star, grades, discipline, FSA, baseball cards) and bulletin boards will display the grade levels progress on Math and ELA - STAR Gains.

G1.B1.S2 Continued Implementation of PBS 4

S232160

Strategy Rationale

We will use proactive strategies for teaching and supporting appropriate student behavior to create positive school environments in the classrooms and non-classroom locations.

Action Step 1 5

Tammy Labelle and the PBS Team will meet monthly to implement and monitor the PBS program

Person Responsible

Tammy Labelle

Schedule

Monthly, from 9/2/2016 to 5/5/2017

Evidence of Completion

Meetings are calendared with agendas, minutes are recorded and filed

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

Team will review all elements of PBS including: behavioral and academic data, implementation, training, and rewards/incentives for both students and teachers

Person Responsible

Tammy Labelle

Schedule

Monthly, from 9/2/2016 to 5/5/2017

Evidence of Completion

The attainment of goals will be reviewed monthly, the PBS team will track behavioral/academic data and students and teachers will complete the survey

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

We will know if the program is working based on the students reaching their PBS goals, and the PBS survey.

Person Responsible

Tammy Labelle

Schedule

Quarterly, from 9/2/2016 to 5/5/2017

Evidence of Completion

The following will be collected: CAT cards, academic data, behavioral data, mentoring data, and eligible students being able to participate in PBS incentive activities and will be communicated during advisory meetings.

G2. All Teachers will work in PLC groups where they will use student data from aligned assessments to plan and make instructional and curriculum decisions. 1

G082942

G2.B1 Teachers being able to efficiently use and analyze, (STAR, Performance Matters, and Standards Tracking) in order to guide, assess, and implement instruction 2

B219902

G2.B1.S1 Weekly PLC Time 4

S232161

Strategy Rationale

PLC's will work together once a week to discuss student performance and data especially from common assessments and STAR. Teachers will analyze the data to make determinations in regards standards being met and standards that are not being met within the specific academic. Furthermore, Department Chairs will share information from Monthly Curriculum Council Training's.

Action Step 1 5

Department Chairs will meet weekly with their PLC groups to discuss data from common assessments (classroom tests, edulastic), analyze standards achievement, and analyze STAR data in order to make and design further instructional and curriculum decisions. PLC's will share best practices. Additionally, Department Chairs will share information learned from monthly Curriculum Council Training's. Language Arts, Literacy, and Elective PLC's will meet on Tuesdays and Math, Science, and Social Studies PLC's will meet on Thursdays.

Person Responsible

Ryan Jackson

Schedule

Weekly, from 10/25/2016 to 5/18/2017

Evidence of Completion

PLC Leaders will hand in minutes from weekly meetings.

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

Department Chairs will meet weekly with PLC groups. Meetings are documented on School Calendar and Minutes are recorded and collected.

Person Responsible

Ryan Jackson

Schedule

Weekly, from 10/25/2016 to 5/18/2017

Evidence of Completion

Meetings are scheduled on Master Calendar. Department Chairs will keep and record minutes. Minutes will be handed into Administration.

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

We will know if our PLC work is successful when we see assessments that are aligned with the standards and also by teachers developing common assessments and lessons based on the data.

Person Responsible

Ryan Jackson

Schedule

On 5/18/2017

Evidence of Completion

Minutes from PLC meetings and minutes from Curriculum Council meetings will be collected and kept on file with administration.

G2.B1.S2 Monthly Professional Development in Curriculum Council 4

S232162

Strategy Rationale

Teachers will participate in professional development for the purpose of understanding the data and tracking data - specifically for STAR, Performance Matters and Castle tracking.

Action Step 1 5

Professional Development Sessions will be provided to the Curriculum Council members in order for members to gain knowledge in using and analyzing STAR data, Performance Matters data, and standards tracking. Members will share information with their departments and also Department Chairs will share Academic Achievements on: STAR Assessments, Common Assessments and Edulastic.

Person Responsible

Alicia Ford

Schedule

Monthly, from 9/14/2016 to 5/18/2017

Evidence of Completion

Minutes from Curriculum Council Meetings

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

Principal Maura Bennington will work with Alicia Ford to prepare the agenda and attend Curriculum Council Meetings in order to plan, oversee, and participate in professional development. Also, Principal Maura Bennington will ask each department chair to report on: standards tracking, assessment results, and how teachers are using the data to drive instruction.

Person Responsible

Maura Bennington

Schedule

Monthly, from 9/14/2016 to 5/17/2017

Evidence of Completion

Principal Bennington will prepare meeting agendas attend curriculum council meetings and minutes will be recorded.

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

We will know if the Professional Development provided to department chairs and in turn those chairs providing guidance to the PLC groups was effective based on: teacher's tracking of standards and creation of common assessments that are aligned with state standards.

Person Responsible

Maura Bennington

Schedule

Monthly, from 11/16/2016 to 5/18/2017

Evidence of Completion

Department Chairs will provide assessment results and standards tracking updates, during curriculum council meetings.

G2.B1.S3 Data Chats with the principal 4

 S232163

Strategy Rationale

Principal Bennington will meet with the teachers two times a year in which the teachers will discuss current data, student gains, assessment results and how assessments are driving current instruction.

Action Step 1 5

Principal Bennington will meet with all teachers two times a year to discuss data.

Person Responsible

Maura Bennington

Schedule

Semiannually, from 9/12/2016 to 5/18/2017

Evidence of Completion

Meetings will be calendared and teachers will hand in reports that they are presenting to/ discussing with Principal Bennington.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Data Chats will be calendared and teachers will provide reports for Principal Bennington during the data chats.

Person Responsible

Maura Bennington

Schedule

Semiannually, from 9/19/2016 to 5/18/2017

Evidence of Completion

Meetings will be calendared and teacher reports will be collected and kept on file.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

We will know if the data chats are effective based on teacher's being able to communicate the learning needs and gains of their students, explaining how they are addressing the needs through instruction, assessment, and common assessments,

Person Responsible

Maura Bennington

Schedule

Semiannually, from 9/19/2016 to 5/18/2017

Evidence of Completion

Teachers will bring data to the semi-annual meetings and also will provide the filled out data sheets to the principal, during the data chat.

G2.B1.S4 Fifteen teachers will participate in a three day Marzano Training. This is a proficiency scales workshop and solutions for standards based grading. 4

S232164

Strategy Rationale

Participants will learn how to create assessments and design higher level questions and questioning techniques to increase student understanding and achievement and to assist students in meeting their learning gains.

Action Step 1 5

Fifteen teachers will participate in a three day Marzano Training.

Person Responsible

Ryan Jackson

Schedule

On 11/18/2016

Evidence of Completion

Event will be calendared. Attendance will be recorded and substitutes will be provided for teachers to attend.

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Ryan Jackson will coordinate with the Marzano Company and Trainers to implement training in November.

Person Responsible

Ryan Jackson

Schedule

On 11/18/2016

Evidence of Completion

Training will be calendared and attendance will be recorded. Trained teachers will share information with their departments and peer teachers and recorded in the PLC minutes.

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

We will know if the information provided to the teachers was successful, based on the teachers creating assessments that efficiently measure the academic standards and by teachers using proficiency scales to guide instruction.

Person Responsible

Ryan Jackson

Schedule

Daily, from 11/14/2016 to 5/18/2017

Evidence of Completion

Assessments will be created to measure standards and assessment results will be shared during PLC meetings.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B1.S4.MA1  M300591	Ryan Jackson will coordinate with the Marzano Company and Trainers to implement training in...	Jackson, Ryan	11/14/2016	Training will be calendared and attendance will be recorded. Trained teachers will share information with their departments and peer teachers and recorded in the PLC minutes.	11/18/2016 one-time
G2.B1.S4.A1  A297020	Fifteen teachers will participate in a three day Marzano Training.	Jackson, Ryan	11/14/2016	Event will be calendared. Attendance will be recorded and substitutes will be provided for teachers to attend.	11/18/2016 one-time
G1.B1.S2.MA1  M300581	We will know if the program is working based on the students reaching their PBS goals, and the PBS...	Labelle, Tammy	9/2/2016	The following will be collected: CAT cards, academic data, behavioral data, mentoring data, and eligible students being able to participate in PBS incentive activities and will be communicated during advisory meetings.	5/5/2017 quarterly
G1.B1.S2.MA1  M300582	Team will review all elements of PBS including: behavioral and academic data, implementation,...	Labelle, Tammy	9/2/2016	The attainment of goals will be reviewed monthly, the PBS team will track behavioral/academic data and students and teachers will complete the survey	5/5/2017 monthly
G1.B1.S2.A1  A297016	Tammy Labelle and the PBS Team will meet monthly to implement and monitor the PBS program	Labelle, Tammy	9/2/2016	Meetings are calendared with agendas, minutes are recorded and filed	5/5/2017 monthly
G2.MA1  M300592	Students will participate in a baseline STAR Assessment which assess for Math and ELA skills....	Ford, Alicia	8/29/2016	Alicia Ford, Ryan Jackson, and leadership teachers are ensuring that all students are participating in the STAR Assessments. Teachers are tracking gains especially ELA, Math Teachers, and Leadership Teachers. Students are also recording results and gains. The Advisory Team will review and discuss data during quarterly meetings.	5/9/2017 every-2-months
G2.B1.S2.MA1  M300587	Principal Maura Bennington will work with Alicia Ford to prepare the agenda and attend Curriculum...	Bennington, Maura	9/14/2016	Principal Bennington will prepare meeting agendas attend curriculum council meetings and minutes will be recorded.	5/17/2017 monthly
G1.B1.S1.MA1  M300579	We will know if the leadership classes are effective based on students knowing their goals and...	Ford, Alicia	8/10/2016	Students will each have a leadership binder to document goals (behavioral and academic) and gains (star, grades, discipline, FSA, baseball cards) and bulletin boards will display the grade levels progress on Math and ELA - STAR Gains.	5/18/2017 every-2-months
G1.B1.S1.MA1  M300580	The lighthouse committee will work together to plan lessons for the leadership classes, discuss...	Mann, Linda	8/10/2016	Monthly Meetings are calendared, Linda Mann prepares the agenda for the monthly meetings via email, the minutes are recorded, and all the documents are stored in the Leadership Google Classroom.	5/18/2017 monthly
G1.B1.S1.A1  A297015	Leadership Teachers, with the guidance of the lighthouse teacher committee and lighthouse student...	Mann, Linda	8/10/2016	Attendance in Leadership, calendared leadership/data chat activities, weekly peace emails with lessons.	5/18/2017 daily
G2.B1.S1.MA1  M300584	We will know if our PLC work is successful when we see assessments that are aligned with the...	Jackson, Ryan	10/25/2016	Minutes from PLC meetings and minutes from Curriculum Council meetings will be collected and kept on file with administration.	5/18/2017 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1 M300585	Department Chairs will meet weekly with PLC groups. Meetings are documented on School Calendar and...	Jackson, Ryan	10/25/2016	Meetings are scheduled on Master Calendar. Department Chairs will keep and record minutes. Minutes will be handed into Administration.	5/18/2017 weekly
G2.B1.S1.A1 A297017	Department Chairs will meet weekly with their PLC groups to discuss data from common assessments...	Jackson, Ryan	10/25/2016	PLC Leaders will hand in minutes from weekly meetings.	5/18/2017 weekly
G2.B1.S2.MA1 M300586	We will know if the Professional Development provided to department chairs and in turn those chairs...	Bennington, Maura	11/16/2016	Department Chairs will provide assessment results and standards tracking updates, during curriculum council meetings.	5/18/2017 monthly
G2.B1.S2.A1 A297018	Professional Development Sessions will be provided to the Curriculum Council members in order for...	Ford, Alicia	9/14/2016	Minutes from Curriculum Council Meetings	5/18/2017 monthly
G2.B1.S3.MA1 M300588	We will know if the data chats are effective based on teacher's being able to communicate the...	Bennington, Maura	9/19/2016	Teachers will bring data to the semi-annual meetings and also will provide the filled out data sheets to the principal, during the data chat.	5/18/2017 semiannually
G2.B1.S3.MA1 M300589	Data Chats will be calendared and teachers will provide reports for Principal Bennington during the...	Bennington, Maura	9/19/2016	Meetings will be calendared and teacher reports will be collected and kept on file.	5/18/2017 semiannually
G2.B1.S3.A1 A297019	Principal Bennington will meet with all teachers two times a year to discuss data.	Bennington, Maura	9/12/2016	Meetings will be calendared and teachers will hand in reports that they are presenting to/discussing with Principal Bennington.	5/18/2017 semiannually
G2.B1.S4.MA1 M300590	We will know if the information provided to the teachers was successful, based on the teachers...	Jackson, Ryan	11/14/2016	Assessments will be created to measure standards and assessment results will be shared during PLC meetings.	5/18/2017 daily
G1.MA1 M300583	We will collect behavioral data, student academic data including students progress on meeting their...	Toadvine, Caroline	8/15/2016	We will review the information/data above (disipline reports, academic data, and survey) during quarterly advisory meetings.	5/19/2017 quarterly

V. Professional Development Opportunities

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

G1. Diplomat Middle School will promote a school environment of student leadership, safety, respect, trust, high academic and behavioral expectations.

G1.B1 Some students do not take advantage of the opportunities offered to them through the Restorative Justice Plan

G1.B1.S1 All students will participate in a Leadership class for 25 minutes, four times a week.

PD Opportunity 1

Leadership Teachers, with the guidance of the lighthouse teacher committee and lighthouse student class - will work with their leadership classes four times a week to implement: Leader in Me, PEACE, PBS, and Data Chats.

Facilitator

Caroline Toadvine and Matt Pierce

Participants

Classroom Teachers

Schedule

Daily, from 8/10/2016 to 5/18/2017

G2. All Teachers will work in PLC groups where they will use student data from aligned assessments to plan and make instructional and curriculum decisions.

G2.B1 Teachers being able to efficiently use and analyze, (STAR, Performance Matters, and Standards Tracking) in order to guide, assess, and implement instruction

G2.B1.S1 Weekly PLC Time

PD Opportunity 1

Department Chairs will meet weekly with their PLC groups to discuss data from common assessments (classroom tests, edulastic), analyze standards achievement, and analyze STAR data in order to make and design further instructional and curriculum decisions. PLC's will share best practices. Additionally, Department Chairs will share information learned from monthly Curriculum Council Training's. Language Arts, Literacy, and Elective PLC's will meet on Tuesdays and Math, Science, and Social Studies PLC's will meet on Thursdays.

Facilitator

Reading Coach and Department Chairs

Participants

PLC groups

Schedule

Weekly, from 10/25/2016 to 5/18/2017

G2.B1.S2 Monthly Professional Development in Curriculum Council

PD Opportunity 1

Professional Development Sessions will be provided to the Curriculum Council members in order for members to gain knowledge in using and analyzing STAR data, Performance Matters data, and standards tracking. Members will share information with their departments and also Department Chairs will share Academic Achievements on: STAR Assessments, Common Assessments and Edulastic.

Facilitator

Alicia Ford

Participants

Curriculum Council Members

Schedule

Monthly, from 9/14/2016 to 5/18/2017

G2.B1.S4 Fifteen teachers will participate in a three day Marzano Training. This is a proficiency scales workshop and solutions for standards based grading.

PD Opportunity 1

Fifteen teachers will participate in a three day Marzano Training.

Facilitator

Ryan Jackson and Marzano Company.

Participants

Fifteen teachers including department chairs.

Schedule

On 11/18/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Leadership Teachers, with the guidance of the lighthouse teacher committee and lighthouse student class - will work with their leadership classes four times a week to implement: Leader in Me, PEACE, PBS, and Data Chats.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		120-Classroom Teachers	0772 - Diplomat Middle School	Other		\$3,000.00
2	G1.B1.S2.A1	Tammy Labelle and the PBS Team will meet monthly to implement and monitor the PBS program				\$0.00
3	G2.B1.S1.A1	Department Chairs will meet weekly with their PLC groups to discuss data from common assessments (classroom tests, edulastic), analyze standards achievement, and analyze STAR data in order to make and design further instructional and curriculum decisions. PLC's will share best practices. Additionally, Department Chairs will share information learned from monthly Curriculum Council Training's. Language Arts, Literacy, and Elective PLC's will meet on Tuesdays and Math, Science, and Social Studies PLC's will meet on Thursdays.				\$0.00
4	G2.B1.S2.A1	Professional Development Sessions will be provided to the Curriculum Council members in order for members to gain knowledge in using and analyzing STAR data, Performance Matters data, and standards tracking. Members will share information with their departments and also Department Chairs will share Academic Achievements on: STAR Assessments, Common Assessments and Edulastic.				\$0.00
5	G2.B1.S3.A1	Principal Bennington will meet with all teachers two times a year to discuss data.				\$0.00
6	G2.B1.S4.A1	Fifteen teachers will participate in a three day Marzano Training.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		120-Classroom Teachers	0772 - Diplomat Middle School	Title II		\$6,000.00
			<i>Notes: \$6,000</i>			
					Total:	\$9,000.00