

Diplomat Elementary School

1115 NE 16TH TER, Cape Coral, FL 33909

<http://dpl.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) |
| Elementary School PK-5 | No | 78% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 49% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | A | 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>.

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 6 |
| Supportive Environment | 6 |
| Family and Community Engagement | 7 |
| Effective Leadership | 8 |
| Public and Collaborative Teaching | 11 |
| Ambitious Instruction and Learning | 12 |
| 8-Step Planning and Problem Solving Implementation | 16 |
| Goals Summary | 16 |
| Goals Detail | 16 |
| Action Plan for Improvement | 19 |
| Appendix 1: Implementation Timeline | 40 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 43 |
| Professional Development Opportunities | 43 |
| Technical Assistance Items | 45 |
| Appendix 3: Budget to Support Goals | 0 |

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 Elementary 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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Diplomat Elementary has been a part of the NEAF Quality Schools Grant. As a Quality School we implement a program of core beliefs, 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.

At Diplomat Elementary we also build relationships through special events held annually such as: Parent Conference Nights in October, Student-Led Conferences in March, Family Movie Nights (Flick on the Field), Community Education Nights (PTO), and other events that bring parents and families together with the staff.

b. 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. Rules are taught and enforced through praise and reward, and through consistent consequences when rules are broken.

School Rules include:

- * Be respectful
- * Be Courteous
- * Keep hands and feet to yourself
- * When moving about the campus – walk, keep voices down, be safe

These rules are reviewed on the news show and enforced by all.

Diplomat Elementary has a safety team which reviews school and district processes and outlines procedures for a safe school.

Teachers use consistent classroom management procedures to ensure that students feel safe and respected. These procedures are established the first week of school and the creation of a class mission statement develops a feeling of accountability in each student.

There are also several ways students' positive behaviors are recognized, both within the classroom and school-wide. Students are identified for outstanding behavior by any staff member throughout the year and are recognized for that behavior with a principal party at the end of each quarter. Diplomat recognizes academic and classroom achievements with an awards ceremony at the end of the year.

Parents are invited to attend and all students in primary grades are recognized. When behaviors do require interventions, a hierarchy of consequences is followed.

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 Elementary has 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 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 respect for others.

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.

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

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 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 and shown every morning on the school news. 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 and families are informed of their child's progress using Parentlink, interim reports, report cards and conferences in person or by phone at least two times a year. Student-led conferences enable students to communicate their learning and successes to parents.

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 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.

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 |
|-------------------|---------------------|
| Vertrees, Mara | Principal |
| Wilcken, Jennifer | Assistant Principal |
| Marody, Rosalie | Instructional Coach |
| Nero, Matthew | Other |
| Durst, Heidi | School Counselor |
| Walworth, Debbie | Instructional Coach |
| Chilson, Nica | Teacher, ESE |
| Edwards, Jenny | Teacher, K-12 |
| Pace, Joseph | Teacher, ESE |

b. Duties

1. 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

Instructional Coach

- Plan for student interventions
- Train teachers in interventions, progress monitoring, differentiated instruction

- Implement Tier 3 supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Collect school-wide data for team to use in determining at-risk student

School Counselor

- Leads initiatives 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.

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.

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. A review of student numbers and achievement level of students guides administration in the allocation of DRA to staff the school. The Leadership of the school also works with grade levels to determine supplemental materials to meet the needs of students for educational support or enrichment.

The school uses progress monitoring 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 Review Form and brings the student forward to the MTSS team. The team includes classroom teachers and curriculum specialists 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 Intervention Specialist who facilitates MTSS and provides 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 and the Fee-Based after school program will be used to support after school tutoring for students who are struggling in Mathematics and Reading.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|------------------|----------------------------|
| Rody Guzman | Education Support Employee |
| Dawn Wernsing | Parent |
| Martha Talcovitz | Education Support Employee |
| Michael Boddy | Teacher |
| Cindy Gallagher | Parent |
| Anabelle Elliott | Business/Community |
| Tiffany Lamance | Parent |
| Ashley Henderson | Parent |
| Jessica Bazan | Teacher |
| Jessica Doan | Parent |
| Kerri Sears | Business/Community |
| Alecia Roy | Parent |
| Mara Vertrees | Principal |

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

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.

b. Development of this school improvement plan

The SIP was developed by the School Leadership Team with input from parents with regard to interventions for struggling students, academic plans to promote learning gains for all students, and school safety. The school safety committee was also consulted on their perceived needs for the school and student safety. The Plan and the supporting data was then presented to the full SAC for discussion and input and approval before submitting.

c. 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.

2. 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.

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 |
|-------------------|---------------------|
| Edwards, Jenny | Teacher, K-12 |
| Hurrell, Julie | Teacher, K-12 |
| Walworth, Debbie | Instructional Coach |
| Welling, Kali | Teacher, K-12 |
| Turner, Kristen | Teacher, K-12 |
| Miller, Norah | Teacher, K-12 |
| Rogaliner, Bailey | Teacher, K-12 |
| Tejeda, Amy | Teacher, K-12 |
| Vertrees, Mara | Principal |
| Wilcken, Jennifer | Assistant Principal |
| Ziruolo, Debbie | Teacher, K-12 |

b. Duties

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

The LLT meets monthly to review student data, discuss literacy updates from the district . This group is facilitated by administration and will address the implementation of Florida Standards. 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.

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.

Professional Learning Communities (PLC) allow 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.

2. 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 A.P.P.L.E.S. 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.

3. 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 A.P.P.L.E.S. 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. We also offer new to Diplomat teacher the opportunity to observe other teachers in action, regardless of the years of experience, so that they can see how classrooms operate.

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.

At Diplomat, each grade level selected representatives to create an instructional plan to ensure the core instructional programs and materials are aligned to the Florida Standards. These representatives used the Lee County School District Academic Plan, The Florida Standards, and district adopted material to create a grade level academic plan. 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.

Grade level instructional plans have been reviewed by administration and the reading specialist for fidelity to Florida Standards.

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.

Diplomat is in its third year as 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 an intervention time - PASS (Promoting Academic Success for Students) time - to

implement the instructional plan, driven by the data presented/discussed at PLC meetings to differentiate instruction. Students in the MTSS process receive targeted instruction based on their needs identified by the classroom teacher and agreed upon by the MTSS team and the parent. In addition, professional development opportunities promote use of Kagan, thinking maps, and other methodology for differentiation.

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: 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

Wilcken, Jennifer, jenniferkw@leeschools.net

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

Student scores in STAR Math as well as classroom assessments will be monitored quarterly to determine student needs and to assess the effectiveness of the afterschool instruction.

Strategy: Before School Program

Minutes added to school year: 300

Kagan Instructional Strategies

Strategy Rationale

Cooperative learning promotes student engagement and increase academic achievement when used effectively.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Wilcken, Jennifer, jenniferkw@leeschools.net

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

Lesson Plans, team meeting minutes and walkthroughs will determine use and effectiveness of strategies.

Strategy: After School Program

Minutes added to school year: 580

Free after school tutoring will be offered to students struggling in reading. Tutoring will be offered one day a week for one hour with instruction provided by certified personnel.

Strategy Rationale

Students will achieve higher academic success through the increased instruction in reading and vocabulary.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Vertrees, Mara, marakv@leeschools.net

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

STAR Reading progress monitoring will be used to review the effectiveness of the program.

Strategy: Before School Program

Minutes added to school year: 580

Math Superstars identifies students with strong math skills and coaches them to extend their knowledge and abilities.

Strategy Rationale

Proficient students who have a love of math should be encouraged to reach even higher and given an opportunity to work above grade level.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Boddy, Michael, michaelpb@leeschools.net

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

STAR math progress monitoring will be used to review the effectiveness of the program.

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.

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.

Fifth grade classes are departmentalized by reading/social studies and math/science to acquaint students with the practice of changing classroom and multiple teachers. Families of outgoing fifth graders are encouraged to attend open houses at middle schools of their choosing.

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.

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

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

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.

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.

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.

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

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** The school will develop a safe environment where students feel well respected, emotionally supported, and secure in their daily activities.
- G2.** Teachers will increase student achievement by meeting individual needs based on student data.

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. The school will develop a safe environment where students feel well respected, emotionally supported, and secure in their daily activities. 1a

G083012

Targets Supported 1b

| Indicator | Annual Target |
|---------------------------------|---------------|
| School Climate Survey - Parent | 85.0 |
| School Climate Survey - Student | 85.0 |
| School Climate Survey - Staff | 85.0 |

Targeted Barriers to Achieving the Goal 3

- Safety Protocols not established
- Lack of school-wide procedures to reduce bullying
- Ineffective communication procedures

Resources Available to Help Reduce or Eliminate the Barriers 2

- Safety Committee
- PTO
- District Communication Department
- District Safety Department
- School Counselor Anti-bullying program
- Schoolwide Character building program

Plan to Monitor Progress Toward G1. 8

Review and analyze response on parent, student and staff climate surveys.

Person Responsible

Mara Vertrees

Schedule

Semiannually, from 8/8/2016 to 5/26/2017

Evidence of Completion

Statistical results from the survey.

G2. Teachers will increase student achievement by meeting individual needs based on student data. 1a

G083013

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FSA ELA Achievement | 71.0 |
| ELA/Reading Gains | 64.0 |
| ELA/Reading Lowest 25% Gains | 60.0 |
| FSA Mathematics Achievement | 81.0 |
| Math Gains | 74.0 |
| Math Lowest 25% Gains | 65.0 |
| FCAT 2.0 Science Level 5 | 67.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of materials and resouces for differentiation
- Need for standardized assessments
- Limited personnel to meet student needs
- Lack of parent involvement in academics
- Student attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Specialized materials
- Professional development
- Collaborative planning
- Increase parent involvment
- School Culture

Plan to Monitor Progress Toward G2. 8

STAR Reading Reports will be monitored each quarter

Person Responsible

Jennifer Wilcken

Schedule

Quarterly, from 10/14/2016 to 5/26/2017

Evidence of Completion

Literacy Leadership Team will meet quarterly and review STAR Reading scores to determine effectiveness

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. The school will develop a safe environment where students feel well respected, emotionally supported, and secure in their daily activities. **1**

 G083012

G1.B1 Safety Protocols not established **2**

 B220127

G1.B1.S1 Safety Committee Meeting will establish procedures with assistance from the District Safety Department. **4**

 S232358

Strategy Rationale

Clear established safety procedures will add to the security of our campus.

Action Step 1 **5**

Conduct a Safety Committee Meeting with members of the District Safety Department

Person Responsible

Joseph Pace

Schedule

On 10/28/2016

Evidence of Completion

Minutes from meeting and protocols document created

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

Document of established procedures will be shared with administration

Person Responsible

Jennifer Wilcken

Schedule

On 11/7/2016

Evidence of Completion

Agenda and minutes from Safety Committee Meeting

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

Safety Committee will review procedures and how each was implemented at the final safety meeting

Person Responsible

Jennifer Wilcken

Schedule

On 5/26/2017

Evidence of Completion

Minutes from the safety meeting and any changes made to the protocol documents

G1.B2 Lack of school-wide procedures to reduce bullying **2**

 B220128

G1.B2.S1 School Counselor will develop an anti-bullying program to ensure safety and security of students and staff **4**

 S232359

Strategy Rationale

Discussing and demonstrating appropriate behaviors creates respectful and kind students.

Action Step 1 **5**

School Counselor will meet with students to discuss appropriate behaviors

Person Responsible

Heidi Durst

Schedule

Weekly, from 10/21/2016 to 5/19/2017

Evidence of Completion

Schedule of classes with grade levels

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

A schedule of classroom visits and presentations during special rotation will be established and completed throughout the year

Person Responsible

Heidi Durst

Schedule

Weekly, from 10/14/2016 to 5/26/2017

Evidence of Completion

schedule of presentations to students

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monitor the number of referrals based on peer conflict or bullying.

Person Responsible

Jennifer Wilcken

Schedule

Quarterly, from 10/28/2016 to 5/26/2017


Evidence of Completion

Number of referrals

G1.B3 Ineffective communication procedures 2

 B220129

G1.B3.S1 Building Supervisor will check all communication systems including intercoms, pagers and outdoor speakers. School will purchase or repair as needed. 4

 S232360

Strategy Rationale

Communication is essential in a crisis situation.

Action Step 1 5

Check all communication hardware

Person Responsible

Jennifer Wilcken

Schedule

On 10/3/2016

Evidence of Completion

Checklist completed and all hardware will be working

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Check completed during and after monthly school drills

Person Responsible

Jennifer Wilcken

Schedule

Monthly, from 9/6/2016 to 5/23/2017

Evidence of Completion

Checklist is completed and communication system is working effectively

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Safety committee will conduct and end of year review

Person Responsible

Jennifer Wilcken

Schedule

On 4/28/2017

Evidence of Completion

Checklist form each drill and safety committee observation

G1.B3.S2 Develop a Diplomat Standard Response Protocol and share with faculty, staff and parents. 4

S232361

Strategy Rationale

A common language and plan for response understood by all creates a safer situation when a problem or crisis occurs.

Action Step 1 5

Develop a Standard Response Protocol for all of Diplomat Elementary to follow

Person Responsible

Joseph Pace

Schedule

On 10/28/2016

Evidence of Completion

Plan will be written and presented to administration

Action Step 2 5

Share Standard Response Plan with Faculty, Staff and Parents

Person Responsible

Mara Vertrees

Schedule

On 11/21/2016

Evidence of Completion

Agenda of Faculty and PTO meeting

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Evidence that the Standard Response Protocol was presented and placed in Handbook

Person Responsible

Mara Vertrees

Schedule

On 11/21/2016

Evidence of Completion

Faculty handbook and agenda

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Use of the Standard Response Protocol at all drills

Person Responsible

Mara Vertrees

Schedule

Monthly, from 11/21/2016 to 5/26/2017

Evidence of Completion

Debriefing meeting after every drill or situation

G2. Teachers will increase student achievement by meeting individual needs based on student data. 1

G083013

G2.B1 Lack of materials and resouces for differentiation 2

B220130

G2.B1.S1 Research and acquire materials to meet the needs of all students. 4

S232362

Strategy Rationale

Materials designed to meet specific needs of the learners will increase student engagement

Action Step 1 5

Literacy Leadership Team will determine the materials and learning strategies needed for student engagement

Person Responsible

Mara Vertrees

Schedule

On 10/24/2016

Evidence of Completion

Literacy Team agenda minutes and a list of resources

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

Literacy Leadership Team will discuss use of material at meetings

Person Responsible

Jennifer Wilcken

Schedule

Monthly, from 10/14/2016 to 5/5/2017

Evidence of Completion

Agenda and meeting minutes

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

STAR scores will be used to determine the effectiveness of the materials and strategies

Person Responsible

Jennifer Wilcken

Schedule

Quarterly, from 10/14/2016 to 5/26/2017

Evidence of Completion

Monitor STAR Reading scores each quarter

G2.B2 Need for standardized assessments 2

B220131

G2.B2.S1 Grade levels collaborate to design and review formative and summative assessment based on Florida Standards. 4

S232363

Strategy Rationale

Teachers using the same assessments are able to effectively track and analyze student progress and identify specific needs.

Action Step 1 5

Provide Opportunities for grade level collaboration

Person Responsible

Jennifer Wilcken

Schedule

Weekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Common Planning times Scheduled

Action Step 2 5

Train teachers on how to analyze data

Person Responsible

Debbie Walworth

Schedule

Quarterly, from 8/10/2016 to 5/10/2017

Evidence of Completion

Analyzed STAR Reports - each quarter the process will happen and be maintained by Debbie Walworth

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

PLC's will provide agendas and minutes of meetings

Person Responsible

Jennifer Wilcken

Schedule

Weekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Agendas will show teams are collaborating on building and assessments based on the Florida Standards

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Test results will determine if effective

Person Responsible

Jennifer Wilcken

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Teams will record test results and determine effectiveness

G2.B2.S2 Teachers use collaborative planning time to analyze data and plan for differentiated instruction

4

 S232364

Strategy Rationale

Collaborative planning allows teachers to share responsibility for all students and meet their needs.

Action Step 1 5

Ensure teachers in the same grade level have common planning times

Person Responsible

Jennifer Wilcken

Schedule

On 8/10/2016

Evidence of Completion

Staff Schedules

Action Step 2 5

Staff will use the data collected through assessments to plan for differentiated instruction

Person Responsible

Jennifer Wilcken

Schedule

Weekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

STAR Reading and STAR Math - classroom assessments

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Administration will attend most PLC meetings

Person Responsible

Jennifer Wilcken

Schedule

Weekly, from 8/17/2016 to 5/24/2017

Evidence of Completion

Meeting minutes logged into Castle

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Staff will use assessments to monitor effectiveness

Person Responsible

Jennifer Wilcken

Schedule

Weekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Classroom Assessments and STAR Reading and STAR Math

G2.B3 Limited personnel to meet student needs 2

B220132

G2.B3.S1 Leadership will create schedules that places personnel in the most effective and impactful positions. 4

S232365

Strategy Rationale

With limited personnel each must be placed where they can be most effective in meeting the needs of the school and students

Action Step 1 5

Develop schedules for staff

Person Responsible

Jennifer Wilcken

Schedule

On 8/10/2016

Evidence of Completion

Staff Schedules

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Each quarter, administration will meet with grade level leaders to determine effectiveness and make necessary changes

Person Responsible

Jennifer Wilcken

Schedule

Quarterly, from 10/14/2016 to 5/26/2017

Evidence of Completion

Meeting minutes from Grade Level Leader Meetings

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

At the end of the year, Administration and Grade Level Leaders will meet to discuss the positions and where improvements for the following year can be made.

Person Responsible

Mara Vertrees

Schedule

On 5/24/2017

Evidence of Completion

Minutes from Grade Level lead meeting

G2.B3.S2 Leadership will appeal to district for additional resources. 4

 S232366

Strategy Rationale

As the school grows and student needs become more diverse, additional personnel are needed to meet student needs

Action Step 1 5

Communicating school needs with District Leaders through the process for requesting additional personnel

Person Responsible

Mara Vertrees

Schedule

On 10/14/2016

Evidence of Completion

Request for personnel, emails.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Based on results, administration will hire/buy resources to enhance student learning

Person Responsible

Mara Vertrees

Schedule

On 10/21/2016

Evidence of Completion

Resources will be distributed to grade levels as needed - documented in PLC meeting minutes when resources are distributed. DRA files will reflect any new personnel budgeted.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

STAR Reading and STAR Math scores will determine effectiveness of the resources

Person Responsible

Jennifer Wilcken

Schedule

Quarterly, from 10/14/2016 to 5/26/2017

Evidence of Completion

STAR Reading and STAR Math results

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

STAR Reading and STAR Math scores will determine effectiveness of the resources

Person Responsible

Jennifer Wilcken

Schedule

Quarterly, from 10/14/2016 to 5/26/2017


Evidence of Completion

STAR Reading and STAR Math results

G2.B4 Lack of parent involvement in academics **2**

 B220133

G2.B4.S1 Conduct a survey to determine the wants and needs of our stakeholders **4**

 S232367

Strategy Rationale

Reaching out to parents increases involvement and lets them know their opinion and concerns are valued.

Action Step 1 **5**

Survey are created

Person Responsible

Mara Vertrees

Schedule

On 8/12/2016

Evidence of Completion

Survey Addresses the needs and wants of Diplomat families and stakeholders

Plan to Monitor Fidelity of Implementation of G2.B4.S1 **6**

Teachers and staff distribute and collect the surveys during open house night and the first week of school

Person Responsible

Mara Vertrees

Schedule

On 8/12/2016

Evidence of Completion

Calculations on the number of surveys collected will determine effectiveness

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Administration will create and disseminate surveys to parents

Person Responsible

Jennifer Wilcken

Schedule

On 8/12/2016

Evidence of Completion

Data from surveys will be collected and analyzed to determine areas of wants and needs

G2.B4.S2 Parents are invited to parent/teacher conference night in the fall and a student-led conference in the spring 4

 S232368

Strategy Rationale

When parents are aware of student goals and their progress, they have more opportunities to be involved in their academics.

Action Step 1 5

Send invites to parents and attempt to schedule conferences to meet each family's' needs

Person Responsible

Jennifer Wilcken

Schedule

On 10/28/2016

Evidence of Completion

Each teacher will make a list in google docs of their conference schedule

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Schedules will be checked and monitored.

Person Responsible

Jennifer Wilcken

Schedule

On 10/28/2016

Evidence of Completion

At the end of conference week, teachers will submit a list of families that attended the conference and have made phone contact with those that could not attend.

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Teachers are encouraged to make every effort to meet with families.

Person Responsible

Jennifer Wilcken

Schedule

On 10/28/2016

Evidence of Completion

The list of meetings in Google Docs will determine effectiveness

G2.B5 Student attendance 2

 B220134

G2.B5.S1 School counselor and school social worker monitor attendance and reach out to parents as needed. 4

 S232369

Strategy Rationale

When the school and the families work together, attendance is increased

Action Step 1 5

School Counselor and Social worker are provided with an attendance list each month to monitor attendance

Person Responsible

Heidi Durst

Schedule

Monthly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Monthly Attendance printouts

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

School Counselor and Social worker will meet with students and communicate with the families of students with high absenteeism and tardiness

Person Responsible

Heidi Durst

Schedule

Monthly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Monthly attendance printout and communication logs

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Monitor attendance reports for changes in absenteeism

Person Responsible

Heidi Durst

Schedule

Monthly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Monthly Attendance Print outs




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.B3.S1.A1 A297292 | Develop schedules for staff | Wilcken, Jennifer | 8/10/2016 | Staff Schedules | 8/10/2016 one-time |
| G2.B2.S2.A1 A297290 | Ensure teachers in the same grade level have common planning times | Wilcken, Jennifer | 8/10/2016 | Staff Schedules | 8/10/2016 one-time |
| G2.B4.S1.MA1 M301068 | Administration will create and disseminate surveys to parents | Wilcken, Jennifer | 8/8/2016 | Data from surveys will be collected and analyzed to determine areas of wants and needs | 8/12/2016 one-time |
| G2.B4.S1.MA1 M301069 | Teachers and staff distribute and collect the surveys during open house night and the first week of... | Vertrees, Mara | 8/8/2016 | Calculations on the number of surveys collected will determine effectiveness | 8/12/2016 one-time |
| G2.B4.S1.A1 A297294 | Survey are created | Vertrees, Mara | 8/8/2016 | Survey Addresses the needs and wants of Diplomat families and stakeholders | 8/12/2016 one-time |
| G1.B3.S1.A1 A297284 | Check all communication hardware | Wilcken, Jennifer | 9/19/2016 | Checklist completed and all hardware will be working | 10/3/2016 one-time |
| G2.B3.S2.A1 A297293 | Communicating school needs with District Leaders through the process for requesting additional... | Vertrees, Mara | 10/14/2016 | Request for personnel, emails. | 10/14/2016 one-time |
| G2.B3.S2.MA1 M301067 | Based on results, administration will hire/buy resources to enhance student learning | Vertrees, Mara | 10/21/2016 | Resources will be distributed to grade levels as needed - documented in PLC meeting minutes when resources are distributed. DRA files will reflect any new personnel budgeted. | 10/21/2016 one-time |
| G2.B1.S1.A1 A297287 | Literacy Leadership Team will determine the materials and learning strategies needed for student... | Vertrees, Mara | 9/19/2016 | Literacy Team agenda minutes and a list of resources | 10/24/2016 one-time |
| G1.B1.S1.A1 A297282 | Conduct a Safety Committee Meeting with members of the District Safety Department | Pace, Joseph | 10/28/2016 | Minutes from meeting and protocols document created | 10/28/2016 one-time |
| G1.B3.S2.A1 A297285 | Develop a Standard Response Protocol for all of Diplomat Elementary to follow | Pace, Joseph | 9/30/2016 | Plan will be written and presented to administration | 10/28/2016 one-time |
| G2.B4.S2.MA1 M301070 | Teachers are encouraged to make every effort to meet with families. | Wilcken, Jennifer | 10/10/2016 | The list of meetings in Google Docs will determine effectiveness | 10/28/2016 one-time |
| G2.B4.S2.MA1 M301071 | Schedules will be checked and monitored. | Wilcken, Jennifer | 10/10/2016 | At the end of conference week, teachers will submit a list of families that attended the conference and have made phone contact with those that could not attend. | 10/28/2016 one-time |
| G2.B4.S2.A1 A297295 | Send invites to parents and attempt to schedule conferences to meet each family's needs | Wilcken, Jennifer | 10/10/2016 | Each teacher will make a list in google docs of their conference schedule | 10/28/2016 one-time |
| G1.B1.S1.MA1 M301049 | Document of established procedures will be shared with administration | Wilcken, Jennifer | 11/7/2016 | Agenda and minutes from Safety Committee Meeting | 11/7/2016 one-time |
| G1.B3.S2.MA1 M301055 | Evidence that the Standard Response Protocol was presented and placed in Handbook | Vertrees, Mara | 11/21/2016 | Faculty handbook and aganda | 11/21/2016 one-time |
| G1.B3.S2.A2 A297286 | Share Standard Response Plan with Faculty, Staff and Parents | Vertrees, Mara | 11/21/2016 | Agenda of Faculty and PTO meeting | 11/21/2016 one-time |
| G1.B3.S1.MA1 M301052 | Safety committee will conduct and end of year review | Wilcken, Jennifer | 4/28/2017 | Checklist form each drill and safety committee observation | 4/28/2017 one-time |
| G2.B1.S1.MA1 M301058 | Literacy Leadership Team will discuss use of material at meetings | Wilcken, Jennifer | 10/14/2016 | Agenda and meeting minutes | 5/5/2017 monthly |

Lee - 0771 - Diplomat Elementary School - 2016-17 SIP
Diplomat Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|-------------------|-------------------------------|--|------------------------|
| G2.B2.S1.A2 A297289 | Train teachers on how to analyze data | Walworth, Debbie | 8/10/2016 | Analyzed STAR Reports - each quarter the process will happen and be maintained by Debbie Walworth | 5/10/2017 quarterly |
| G1.B2.S1.A1 A297283 | School Counselor will meet with students to discuss appropriate behaviors | Durst, Heidi | 10/21/2016 | Schedule of classes with grade levels | 5/19/2017 weekly |
| G1.B3.S1.MA1 M301053 | Check completed during and after monthly school drills | Wilcken, Jennifer | 9/6/2016 | Checklist is completed and communication system is working effectively | 5/23/2017 monthly |
| G2.B2.S1.MA1 M301060 | PLC's will provide agendas and minutes of meetings | Wilcken, Jennifer | 8/10/2016 | Agendas will show teams are collaborating on building and assessments based on the Florida Standards | 5/24/2017 weekly |
| G2.B2.S1.A1 A297288 | Provide Opportunities for grade level collaboration | Wilcken, Jennifer | 8/10/2016 | Common Planning times Scheduled | 5/24/2017 weekly |
| G2.B3.S1.MA1 M301063 | At the end of the year, Administration and Grade Level Leaders will meet to discuss the positions... | Vertrees, Mara | 5/24/2017 | Minutes from Grade Level lead meeting | 5/24/2017 one-time |
| G2.B2.S2.MA1 M301061 | Staff will use assessments to monitor effectiveness | Wilcken, Jennifer | 8/10/2016 | Classroom Assessments and STAR Reading and STAR Math | 5/24/2017 weekly |
| G2.B2.S2.MA1 M301062 | Administration will attend most PLC meetings | Wilcken, Jennifer | 8/17/2016 | Meeting minutes logged into Castle | 5/24/2017 weekly |
| G2.B2.S2.A2 A297291 | Staff will use the data collected through assessments to plan for differentiated instruction | Wilcken, Jennifer | 8/10/2016 | STAR Reading and STAR Math - classroom assessments | 5/24/2017 weekly |
| G1.MA1 M301056 | Review and analyze response on parent, student and staff climate surveys. | Vertrees, Mara | 8/8/2016 | Statistical results from the survey. | 5/26/2017 semiannually |
| G2.MA1 M301074 | STAR Reading Reports will be monitored each quarter | Wilcken, Jennifer | 10/14/2016 | Literacy Leadership Team will meet quarterly and review STAR Reading scores to determine effectiveness | 5/26/2017 quarterly |
| G1.B1.S1.MA1 M301048 | Safety Committee will review procedures and how each was implemented at the final safety meeting | Wilcken, Jennifer | 5/26/2017 | Minutes from the safety meeting and any changes made to the protocol documents | 5/26/2017 one-time |
| G1.B2.S1.MA1 M301050 | Monitor the number of referrals based on peer conflict or bullying. | Wilcken, Jennifer | 10/28/2016 | Number of referrals | 5/26/2017 quarterly |
| G1.B2.S1.MA1 M301051 | A schedule of classroom visits and presentations during special rotation will be established and... | Durst, Heidi | 10/14/2016 | schedule of presentations to students | 5/26/2017 weekly |
| G2.B1.S1.MA1 M301057 | STAR scores will be used to determine the effectiveness of the materials and strategies | Wilcken, Jennifer | 10/14/2016 | Monitor STAR Reading scores each quarter | 5/26/2017 quarterly |
| G2.B2.S1.MA1 M301059 | Test results will determine if effective | Wilcken, Jennifer | 8/10/2016 | Teams will record test results and determine effectiveness | 5/26/2017 quarterly |
| G2.B3.S1.MA1 M301064 | Each quarter, administration will meet with grade level leaders to determine effectiveness and make... | Wilcken, Jennifer | 10/14/2016 | Meeting minutes from Grade Level Leader Meetings | 5/26/2017 quarterly |
| G2.B5.S1.MA1 M301072 | Monitor attendance reports for changes in absenteeism | Durst, Heidi | 8/31/2016 | Monthly Attendance Print outs | 5/26/2017 monthly |
| G2.B5.S1.MA1 M301073 | School Counselor and Social worker will meet with students and communicate with the families of... | Durst, Heidi | 8/31/2016 | Monthly attendance printout and communication logs | 5/26/2017 monthly |
| G2.B5.S1.A1 A297296 | School Counselor and Social worker are provided with an attendance list each month to monitor... | Durst, Heidi | 8/31/2016 | Monthly Attendance printouts | 5/26/2017 monthly |

Lee - 0771 - Diplomat Elementary School - 2016-17 SIP
Diplomat Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|-------------------|-------------------------------|---|---------------------|
| G1.B3.S2.MA1  M301054 | Use of the Standard Response Protocol at all drills | Vertrees, Mara | 11/21/2016 | Debriefing meeting after every drill or situation | 5/26/2017 monthly |
| G2.B3.S2.MA1  M301065 | STAR Reading and STAR Math scores will determine effectiveness of the resources | Wilcken, Jennifer | 10/14/2016 | STAR Reading and STAR Math results | 5/26/2017 quarterly |
| G2.B3.S2.MA1  M301066 | STAR Reading and STAR Math scores will determine effectiveness of the resources | Wilcken, Jennifer | 10/14/2016 | STAR Reading and STAR Math results | 5/26/2017 quarterly |

V. Professional Development Opportunities

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

G1. The school will develop a safe environment where students feel well respected, emotionally supported, and secure in their daily activities.

G1.B3 Ineffective communication procedures

G1.B3.S2 Develop a Diplomat Standard Response Protocol and share with faculty, staff and parents.

PD Opportunity 1

Share Standard Response Plan with Faculty, Staff and Parents

Facilitator

Joe Pace

Participants

Teachers and Staff

Schedule

On 11/21/2016

G2. Teachers will increase student achievement by meeting individual needs based on student data.

G2.B1 Lack of materials and resouces for differentiation

G2.B1.S1 Research and acquire materials to meet the needs of all students.

PD Opportunity 1

Literacy Leadership Team will determine the materials and learning strategies needed for student engagement

Facilitator

Jennifer Wilcken

Participants

Grade levels will develop and implement several strategies for student success such as Close Reading Strategies, Kagan Structures, Spaulding Phonics, Thinking Maps and others as needed.

Schedule

On 10/24/2016

G2.B2 Need for standardized assessments

G2.B2.S1 Grade levels collaborate to design and review formative and summative assessment based on Florida Standards.

PD Opportunity 1

Train teachers on how to analyze data

Facilitator

Debbie Walworth

Participants

Teachers

Schedule

Quarterly, from 8/10/2016 to 5/10/2017

G2.B2.S2 Teachers use collaborative planning time to analyze data and plan for differentiated instruction

PD Opportunity 1

Staff will use the data collected through assessments to plan for differentiated instruction

Facilitator

Debbie Walworth

Participants

All Teachers

Schedule

Weekly, from 8/10/2016 to 5/24/2017

VI. Technical Assistance Items

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

G1. The school will develop a safe environment where students feel well respected, emotionally supported, and secure in their daily activities.

G1.B1 Safety Protocols not established

G1.B1.S1 Safety Committee Meeting will establish procedures with assistance from the District Safety Department.

TA Opportunity 1

Conduct a Safety Committee Meeting with members of the District Safety Department

Facilitator

Joseph Pace

Participants

Safety Committee Members and Grade Level Chairs

Schedule

On 10/28/2016

G1.B3 Ineffective communication procedures

G1.B3.S1 Building Supervisor will check all communication systems including intercoms, pagers and outdoor speakers. School will purchase or repair as needed.

TA Opportunity 1

Check all communication hardware

Facilitator

Jennifer Wilcken

Participants

Safety Committee

Schedule

On 10/3/2016

G1.B3.S2 Develop a Diplomat Standard Response Protocol and share with faculty, staff and parents.

TA Opportunity 1

Develop a Standard Response Protocol for all of Diplomat Elementary to follow

Facilitator

Joe Pace

Participants

Safety Committee

Schedule

On 10/28/2016