



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Diplomat Elementary School

1115 NE 16TH TER
Cape Coral, FL 33909
239-458-0033
<http://dpl.leeschools.net/>

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 61%
Alternative/ESE Center No	Charter School No	Minority Rate 44%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A	2009-10 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Diplomat Elementary School

Principal

Mara Vertrees

School Advisory Council chair

James A. Ermacora

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

Name	Title
Marilyn Crews	Teacher/SIP Coordinator
Cindy Kelley	Teacher/Math Contact

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

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

Membership of the SAC

Diplomat Elementary has 11 members of SAC. They include:

Mara Vertrees: School Principal

Marilyn Crews: Teacher

Sally Oxendine: Teacher

Rudy Guzman: Support Staff

Mindy Hamiltion: Support Staff

Suzan Jennings: Parent

Patty Walker: Parent

Joan Schlereth: Parent

Lisa Williams: Parent

Lucy Barrios: Community Member

James Ermacora: Business Member

Parent members for SAC were chosen at meeting of the school's Parent Involvement Organization.

Teachers volunteered for SAC. Six of the eleven members (54%) are not school district employees. Four of the eleven members (36% are minority).

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The SAC will meet quarterly to review progress monitoring data such as Concept Test data and student grades. Discussion will center on Common Core Standards in relation to curriculum issues and professional development. School administration will update the SAC on these matters and gather input and concerns. The group will amend the school plan to reflect professional development and student instruction as informed by the student assessment data.

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

School Improvement funds will primarily be used to support the afterschool tutoring program. The school will offer afterschool tutoring in Math in an effort to lessen the achievement gap that exists between total population and minority students and students with disabilities. The school plans to spend approximately \$4500.00 on tutoring programs. Any additional funds will be used to support professional development in the area of writing/literacy.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Mara Vertrees

Principal

Years as Administrator: 7

Years at Current School: 0

Credentials

B.A. Literature
 M.A in Educational Leadership
 Certified as Principal All Grades, Educational Leadership,
 Language Arts 6-12, Endorsement in Gifted Education.

Performance Record

Assistant Principal of Veterans Park Academy for the Arts in 2012 - 2013
 Grade: A both years
 Grade: A
 Reading High Standards: 64%
 % of Students Making Reading Gains: 69%
 % of Lowest 25% Making Learning Gains In Reading: 69%
 Math High Standards: 66%
 % of Students Making Math Gains: 72%
 % of Lowest 25% Making Learning Gains in Math: 62%
 Science High Standards: 54%
 Writing Mastery: 72%
 Assistant Principal of Veterans Park Academy for the Arts in 2011-2012
 Grade: A
 Reading High Standards: 62%
 % of Students Making Reading Gains: 72%
 % of Lowest 25% Making Learning Gains In Reading: 78%
 Math High Standards: 62%
 % of Students Making Math Gains: 71%
 % of Lowest 25% Making Learning Gains in Math: 78%
 Science High Standards: 50%
 Writing Mastery: 92%
 Assistant Principal for Curriculum Cypress Lake Middle School 2006 -2011
 School Grade of A for those years.

Erin Groeneveld

Asst Principal

Years as Administrator: 5

Years at Current School: 5

Credentials

1. Bachelor of Arts, Elementary Education
 2. Master of Arts, Educational Leadership
 Certification: Elementary Ed (1-6)
 ESOL
 Educational Leadership

Performance Record

Assistant Principal of Diplomat Elementary 2008 - 2013
 Grade: A for past 3 years
 Reading High Standards: 74%
 % of Students Making Reading Gains: 68%
 % of Lowest 25% Making Learning Gains In Reading: 66%
 Math High Standards: 76%
 % of Students Making Math Gains: 71%
 % of Lowest 25% Making Learning Gains in Math: 69%
 Science High Standards: 68%
 Writing Mastery: 69%
 Assistant Principal of Diplomat Elementary in 2011-2012
 Grade: A
 Reading High Standards: 77%
 % of Students Making Reading Gains: 67%
 % of Lowest 25% Making Learning Gains In Reading: 72%
 Math High Standards: 70%
 % of Students Making Math Gains: 68%
 % of Lowest 25% Making Learning Gains in Math: 64%
 Science High Standards: 64%
 Writing Mastery: 91%

Classroom Teachers

of classroom teachers

57

receiving effective rating or higher

55, 96%

Highly Qualified Teachers

96%

certified in-field

56, 98%

ESOL endorsed

48, 84%

reading endorsed

2, 4%

with advanced degrees

11, 19%

National Board Certified

0, 0%

first-year teachers

2, 4%

with 1-5 years of experience

4, 7%

with 6-14 years of experience

26, 46%

with 15 or more years of experience

25, 44%

Education Paraprofessionals**# of paraprofessionals**

11

Highly Qualified

11, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Diplomat Elementary will use the following strategies to recruit highly qualified personnel: work with local universities to place interns in our school; use the district human resources process to advertise, screen and hire personnel; participate in district job fairs and other recruitment activities.

The school orientation program pairs all teachers new to the school with mentor teachers, sponsors training events for new teachers, and supports the district induction and orientation program APPLES. Persons responsible for the recruitment and retention activities are the Principal and Assistant Principal.

Teacher Mentoring Program/Plan

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

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

Pairings of new teacher and mentor are based on proximity and grade level. New teacher orientation includes meetings with peer, mentor, teacher, and administrator. Administrator meets with peer and mentor teacher bi-monthly. Peer teachers and APPLES teachers meet weekly.

Any teacher new to Diplomat is assigned a peer teacher, regardless of years of experience. This gives the new-to-Diplomat teacher one person to go to for questions.

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

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

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

The school uses student data to identify students who are consistently scoring below grade level or below peers in the core academics. Students deemed at risk are monitored and provided Tier 1 classroom interventions. If students continue to struggle, the teacher completes the Comprehensive form and brings the student forward to the MTSS team. The team includes classroom teachers and curriculum specialist all who have been trained in MTSS and in strategic interventions. Team decisions and suggestions are data based and support the student in Tier 2 with research-based strategies and interventions, screenings, and request for parental involvement. School funds provide for resource teachers to work with classroom teachers to provide Tier 3 interventions and student progress monitoring.

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

Classroom Teacher:

- Keeps ongoing progress monitoring notes in a MTSS folder (classroom assessments, District assessments, STAR, STAR Early Literacy scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports
- Deliver instructional interventions with fidelity

Reading Support Personnel

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement Tier 3 supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech and Language Pathologist

- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills Screening for students unsuccessful with Tier 2 interventions.
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

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

Guidance Counselor/Curriculum Specialist

Schedule MTSS meetings.

- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms

- Conduct social-developmental history interviews when requested
- School Psychologist
- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports • Monitor data collection process for fidelity
 - Review & interpret progress monitoring data
 - Collaborate with MTSS Team on effective instruction & specific interventions
 - Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
- ESE Teacher/Staffing Specialist
- Consult with MTSS Team regarding intensive interventions
 - Incorporate MTSS data when making eligibility decisions
- Specialist (Behavior, OT, PT, ASD)
- Consult with MTSS Team
 - Provide staff trainings
- Social Worker
- Attend MTSS Team meetings when requested
 - Conduct social-developmental history interviews and share with MTSS Team
- ESOL/ELL Representative
- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
 - Conduct language screenings and assessments
- Provide ELL interventions at all tiers

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

Monthly meetings of MTSS team.

Record keeping by MTSS team with spreadsheet detailing students in the process, Tier Level, and outcomes.

Review of student folders.

Attendance at MTSS conferences with parents, team members and other professionals.

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

Diplomat Elementary School utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all district and state student assessment data, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Other data sources include student grades, STAR Literacy Reports, behavioral charts (as applicable) student attendance reports, and anecdotal accounts.

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

The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

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 Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

The Assistant Principal will monitor this strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Regina Kilhefner	Kindergarten Teachers
Leah Hall	First Grade Teacher
Dawna Lieber	First Grade Teacher
Elaine Woolbright	Second Grade Teacher
Amy Tejada	Second Grade Teacher
Donna Lauricella	Third Grade Teacher
Alison Reed	Third Grade Teacher
Laura Clark	Fourth Grade Teacher
Kristin Turner	Fourth Grade Teacher
Marienne Young	Fifth Grade Teacher
Ginger Correnti	ESE Teacher
Rosalie Marody	Curriculum Specialist
Erin Groeneveld	Assistant Principal
Mara Vertrees	Principal

How the school-based LLT functions

The LLT meets monthly for updates regarding reading and literacy from the district. This group is facilitated by the Principal and will address Common Core State Standards for Literacy and implementation of the new district curriculum map and related materials. Members will study and discuss standards and related materials and determine school professional development needs. The team will bring information back to their grade level peers through the Collaborative Team (PLC) process. The team will review student data with comparisons to state cohort schools

Major initiatives of the LLT

Implementation of the Literacy Block to replace isolated reading instruction. It is essential for the full implementation of Common Core State Standards that students be instructed in a method that focuses on literacy and the integration of content area learning into the areas of Reading and Language Arts. Teachers will work in collaborative teams to build their skills and develop lessons that will positively impact student learning.

Writing to a Source. Literacy includes writing to show understanding. 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.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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 with the school and allows them to meet their teachers before the first day of school.

Assistants are in the classroom the first week of school to support children in the transition and in adapting to the new environment.

Students previously identified as in need of ESE services are appropriately scheduled and IEPs are reviewed by staff and school/parent meetings held.

In these ways we support students in the transition to elementary school.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	83%	74%	No	85%
American Indian				
Asian				
Black/African American	83%	58%	No	84%
Hispanic	83%	76%	No	84%
White	84%	75%	No	86%
English language learners	63%	15%	No	67%
Students with disabilities	83%	46%	No	84%
Economically disadvantaged	82%	71%	No	84%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	143	31%	33%
Students scoring at or above Achievement Level 4	185	41%	43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		29%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		80%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	309	68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	109	66%	69%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		34%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		29%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		17%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	103	68%	71%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	80%	76%	No	82%
American Indian				
Asian				
Black/African American	67%	55%	No	70%
Hispanic	82%	79%	No	84%
White	81%	75%	No	83%
English language learners	79%	69%	No	81%
Students with disabilities	70%	50%	No	73%
Economically disadvantaged	78%	71%	No	80%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	149	33%	35%
Students scoring at or above Achievement Level 4	186	41%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		43%
Students scoring at or above Level 7	[data excluded for privacy reasons]		66%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	322	71%	82%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	102	69%	72%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	60	40%	45%
Students scoring at or above Achievement Level 4	40	26%	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		31%
Students scoring at or above Level 7	[data excluded for privacy reasons]		77%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		10
Participation in STEM-related experiences provided for students	154	17%	32%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	58	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	27	3%	2%
Students who are not proficient in reading by third grade	27	18%	16%
Students who receive two or more behavior referrals	4	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Diplomat parents will become more involved in their child's education by attending parent/teacher conferences during conference week in October and the student-led conferences in spring.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent/Teacher conference - Parent Participation	0	0%	80%
Participation in Student-led Conferences	0	0%	60%

Goals Summary

- G1.** Diplomat Elementary will increase student achievement gains school-wide by focusing on teaching and learning.

Goals Detail

G1. Diplomat Elementary will increase student achievement gains school-wide by focusing on teaching and learning.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Literacy Block built into all classrooms with emphasis on writing to show understanding.
- School Reading Initiatives such as Book Battle, and Parents and Reading Partners.
- Comitted Staff.
- Multi-tiered system of support Team.
- Integration of Social Studies and Science content into Literacy Block.
- New reading and math curriculum from District which is aligned to Common Core State Standards.
- School is organized at a Professional Learning Community with Collaborative Teams.
- Data rich environment with data used to inform instruction.
- Rich media/library program with literacy lesssons.
- Classroom technology including SMART Boards, student computers, and instructional software.

Targeted Barriers to Achieving the Goal

- No consistent writing plan throughout the school.
- Lack of teacher training in interventions and strategies for students in Tier 2 and Tier 3 of MTSS.
- Teachers need more training and experience with new reading series.
- No extra time for remediation.

Plan to Monitor Progress Toward the Goal

Data review in PLC collaborative teams. Classroom Walkthroughs. Review of Lesson Plans

Person or Persons Responsible

Faculty and Administration

Target Dates or Schedule:

Throughout 2013-14 school year

Evidence of Completion:

Student Data reports Teacher observation data Oncourse lesson plans.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Diplomat Elementary will increase student achievement gains school-wide by focusing on teaching and learning.

G1.B2 No consistent writing plan throughout the school.

G1.B2.S1 Develop a writing/literacy plan to address learning of students grades K-5.

Action Step 1

Establish a Collaborative Team to study the academic plan and resources related to literacy.

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013

Evidence of Completion

Names of team members. Meeting date set and on school calendar.

Action Step 2

Review resources and academic plan to identify learning goals for students at each grade level. Use the information to create the school-wide plan.

Person or Persons Responsible

Literacy/Writing Team

Target Dates or Schedule

Quarters 1 and 2.

Evidence of Completion

Product - Coherent consistent writing plan for grades K-5.

Facilitator:

District Personnel

Participants:

Mrs. Kilhefner, Mrs. Hall, Ms. Lieber, Ms. Woobright, Ms. Tejada, Mrs. Lauricella, Mrs. A. Reed, Ms. Clark, Ms. Turner, Ms. Young, Ms. Correnti, Ms. Marody, Ms. Groeneveld.

Action Step 3

Present plan to each grade level with professional development to ensure implementation.

Person or Persons Responsible

Literacy/Writing Team

Target Dates or Schedule

In PLC Collaborative Teams in the months of Nov. and Jan.

Evidence of Completion

PLC agendas, Lesson Plans, Student products.

Facilitator:

Writing/Literacy Team members.

Participants:

All teachers.

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

Review of literacy plan and observation of classroom implementation.

Person or Persons Responsible

Principal and Asst. Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthroughs, Lesson Plans, Student Product

Plan to Monitor Effectiveness of G1.B2.S1

Ensure that a writing plan has been developed and is being implemented throughout the school.

Person or Persons Responsible

Administration and Literacy/Writing Team

Target Dates or Schedule

3rd Quarter

Evidence of Completion

Lesson Plans, Student Products.

G1.B2.S2 School-wide professional development addressing writing to a source.

Action Step 1

Present Writing Plan to each grade level at the Grade Level Collaborative Team Meetings.

Person or Persons Responsible

Literacy/Writing Team

Target Dates or Schedule

Quarter 2

Evidence of Completion

Collaborative team notes with plan in binder.

Facilitator:

Grade Level Team Representative from LLT.

Participants:

All teachers.

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Schedule training and review evaluations.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

3rd Quarter

Evidence of Completion

Agenda, attendance, evaluations.

Plan to Monitor Effectiveness of G1.B2.S2

Students will write to show learning in all content areas.

Person or Persons Responsible

Teachers, Collaborative Teams (PLC)

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Products, Student Grades.

G1.B3 Lack of teacher training in interventions and strategies for students in Tier 2 and Tier 3 of MTSS.

G1.B3.S1 Professional Development for faculty regarding specific interventions for struggling students.

Action Step 1

Establishment of Collaborative Team for study of MTSS.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

Names of team members, date set for first meeting.

Action Step 2

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

Person or Persons Responsible

MTSS Team

Target Dates or Schedule

September 2013

Evidence of Completion

Process document with identified menu of strategies.

Facilitator:

Dawn Cox, District ESE

Participants:

MTSS Collaborative Team

Action Step 3

Schedule Training for teachers on use of MTSS Interventions and Resources embedded in new Reading Series.

Person or Persons Responsible

Rosalie Marody, Curriculum Specialist and MTSS Team Leader

Target Dates or Schedule

Quarter 1

Evidence of Completion

Training date set, attendance and agenda.

Facilitator:

District Personnel

Participants:

MTSS Collaborative Team Members, one per grade level.

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

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

Person or Persons Responsible

Curriculum specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Cum folders. Student achievement data.

Plan to Monitor Effectiveness of G1.B3.S1

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

Person or Persons Responsible

Curriculum specialist and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student data graphs, student improvement plans.

G1.B4 Teachers need more training and experience with new reading series.

G1.B4.S2 Model Lessons

Action Step 1

Invite District Personnel to provide instruction through model lessons.

Person or Persons Responsible

Administration

Target Dates or Schedule

First Semester

Evidence of Completion

Training Date and Schedule.

Facilitator:

District Reading Personnel

Participants:

Faculty members

Action Step 2

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

Person or Persons Responsible

A minimum of one teacher per grade level.

Target Dates or Schedule

Quarter 2

Evidence of Completion

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

Facilitator:

Teachers and Administrators

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G1.B4.S2

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

Person or Persons Responsible

Administration and Grade Level Leaders.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Agendas, Lesson Plans, Observation.

Plan to Monitor Effectiveness of G1.B4.S2

Follow-through and implementation of District Academic Plan to include materials and lessons from the Reading Street Curriculum Series.

Person or Persons Responsible

Teachers and Administration.

Target Dates or Schedule

2nd Quarter and Ongoing

Evidence of Completion

Lesson Plans, Student Products, Student Scores on District Concept Assessments.

G1.B4.S3 Teacher Training in CIS strategy to support critical thinking and the integration of science and social studies into the literacy block.

Action Step 1

Training for classroom teachers in CIS.

Person or Persons Responsible

District Personnel

Target Dates or Schedule

Introduce to Literacy Leadership team in first semester. Train all teachers during Inservice Day in February.

Evidence of Completion

Meeting notes, training agenda, lesson plans.

Facilitator:

District personnel

Participants:

All classroom teachers

Plan to Monitor Fidelity of Implementation of G1.B4.S3

Teachers will use CIS strategies in the classroom.

Person or Persons Responsible

Administration, teachers through PLC Collaborative Teams

Target Dates or Schedule

Second Semester.

Evidence of Completion

Lesson Plans Student Product Classroom walkthroughs.

Plan to Monitor Effectiveness of G1.B4.S3

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

Person or Persons Responsible

Teachers, PLCs, Administration

Target Dates or Schedule

Quarters 3 and 4

Evidence of Completion

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

G1.B5 No extra time for remediation.

G1.B5.S1 Establishment of afterschool tutoring program for students at risk of academic failure.

Action Step 1

Identify students at most risk for failure in Language Arts and Math.

Person or Persons Responsible

Teachers

Target Dates or Schedule

End of Quarter 1

Evidence of Completion

Lists of students.

Action Step 2

Establish tutoring program afterschool.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarter 2

Evidence of Completion

Tutoring program guidelines, student attendance sheets.

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Maintain student rosters and monitor student grades.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing - beginning with inception of program in Quarter 2.

Evidence of Completion

Student attendance data, student grades of District assessments.

Plan to Monitor Effectiveness of G1.B5.S1

Data collection of student learning gains and achievement levels on FCAT Math.

Person or Persons Responsible

Principal

Target Dates or Schedule

Upon receipt of FCAT scores SY 2013/14

Evidence of Completion

Data notebook.

Coordination and Integration

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

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

At Diplomat Elementary federal, state and local funds will be used to support the SIP goal 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 curriculum specialist who leads MTSS and spends a portion of her day in the classroom to provide specific interventions for students struggling academically. Title II funds will be used to support professional development in the areas outlined in the SIP. Funds from SIP, SAI, and the Fee-Based afterschool program will be used to support afterschool tutoring for students who are struggling in Mathematics.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Diplomat Elementary will increase student achievement gains school-wide by focusing on teaching and learning.

G1.B2 No consistent writing plan throughout the school.

G1.B2.S1 Develop a writing/literacy plan to address learning of students grades K-5.

PD Opportunity 1

Review resources and academic plan to identify learning goals for students at each grade level. Use the information to create the school-wide plan.

Facilitator

District Personnel

Participants

Mrs. Kilhefner, Mrs. Hall, Ms. Lieber, Ms. Woobright, Ms. Tejada, Mrs. Lauricella, Mrs. A. Reed, Ms. Clark, Ms. Turner, Ms. Young, Ms. Correnti, Ms. Marody, Ms. Groeneveld.

Target Dates or Schedule

Quarters 1 and 2.

Evidence of Completion

Product - Coherent consistent writing plan for grades K-5.

PD Opportunity 2

Present plan to each grade level with professional development to ensure implementation.

Facilitator

Writing/Literacy Team members.

Participants

All teachers.

Target Dates or Schedule

In PLC Collaborative Teams in the months of Nov. and Jan.

Evidence of Completion

PLC agendas, Lesson Plans, Student products.

G1.B2.S2 School-wide professional development addressing writing to a source.

PD Opportunity 1

Present Writing Plan to each grade level at the Grade Level Collaborative Team Meetings.

Facilitator

Grade Level Team Representative from LLT.

Participants

All teachers.

Target Dates or Schedule

Quarter 2

Evidence of Completion

Collaborative team notes with plan in binder.

G1.B3 Lack of teacher training in interventions and strategies for students in Tier 2 and Tier 3 of MTSS.

G1.B3.S1 Professional Development for faculty regarding specific interventions for struggling students.

PD Opportunity 1

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

Facilitator

Dawn Cox, District ESE

Participants

MTSS Collaborative Team

Target Dates or Schedule

September 2013

Evidence of Completion

Process document with identified menu of strategies.

PD Opportunity 2

Schedule Training for teachers on use of MTSS Interventions and Resources embedded in new Reading Series.

Facilitator

District Personnel

Participants

MTSS Collaborative Team Members, one per grade level.

Target Dates or Schedule

Quarter 1

Evidence of Completion

Training date set, attendance and agenda.

G1.B4 Teachers need more training and experience with new reading series.

G1.B4.S2 Model Lessons

PD Opportunity 1

Invite District Personnel to provide instruction through model lessons.

Facilitator

District Reading Personnel

Participants

Faculty members

Target Dates or Schedule

First Semester

Evidence of Completion

Training Date and Schedule.

PD Opportunity 2

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

Facilitator

Teachers and Administrators

Participants

All teachers

Target Dates or Schedule

Quarter 2

Evidence of Completion

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

G1.B4.S3 Teacher Training in CIS strategy to support critical thinking and the integration of science and social studies into the literacy block.

PD Opportunity 1

Training for classroom teachers in CIS.

Facilitator

District personnel

Participants

All classroom teachers

Target Dates or Schedule

Introduce to Literacy Leadership team in first semester. Train all teachers during Inservice Day in February.

Evidence of Completion

Meeting notes, training agenda, lesson plans.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Diplomat Elementary will increase student achievement gains school-wide by focusing on teaching and learning.	\$6,800
Total		\$6,800

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Personnel	Total
SIP Funds	\$900	\$0	\$0	\$900
Title II	\$0	\$2,700	\$0	\$2,700
Fee based program and SIP funds	\$0	\$0	\$3,200	\$3,200
Total	\$900	\$2,700	\$3,200	\$6,800

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Diplomat Elementary will increase student achievement gains school-wide by focusing on teaching and learning.

G1.B2 No consistent writing plan throughout the school.

G1.B2.S1 Develop a writing/literacy plan to address learning of students grades K-5.

Action Step 2

Review resources and academic plan to identify learning goals for students at each grade level. Use the information to create the school-wide plan.

Resource Type

Professional Development

Resource

District Personnel trained in writing to a source

Funding Source

Title II

Amount Needed

\$1,500

G1.B3 Lack of teacher training in interventions and strategies for students in Tier 2 and Tier 3 of MTSS.

G1.B3.S1 Professional Development for faculty regarding specific interventions for struggling students.

Action Step 2

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

Resource Type

Professional Development

Resource

District Personnel

Funding Source

Title II

Amount Needed

\$1,200

Action Step 3

Schedule Training for teachers on use of MTSS Interventions and Resources embedded in new Reading Series.

Resource Type

Evidence-Based Program

Resource

Reading Street and My Sidewalks

Funding Source

SIP Funds

Amount Needed

\$900

G1.B4 Teachers need more training and experience with new reading series.

G1.B4.S3 Teacher Training in CIS strategy to support critical thinking and the integration of science and social studies into the literacy block.

Action Step 1

Training for classroom teachers in CIS.

Resource Type

Evidence-Based Program

Resource

Classroom teachers to tutor in afterschool program.

Funding Source

SIP Funds

Amount Needed

\$0

G1.B5 No extra time for remediation.

G1.B5.S1 Establishment of afterschool tutoring program for students at risk of academic failure.

Action Step 2

Establish tutoring program afterschool.

Resource Type

Personnel

Resource

Funding Source

Fee based program and SIP funds

Amount Needed

\$3,200