

The School District of Lee County

Diplomat Middle School



2021-22 Schoolwide Improvement Plan

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Diplomat Middle School

1039 NE 16TH TER, Cape Coral, FL 33909

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

Demographics

Principal: Maura Bennington

Start Date for this Principal: 9/20/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: A (63%) 2016-17: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Lee County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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1039 NE 16TH TER, Cape Coral, FL 33909

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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SIP Authority

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<https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Students today. Leaders tomorrow.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Bennington, Maura	Principal	Instructional leader of the school and oversees ELA, Social Studies, and Electives
Milstein, Jennifer	Assistant Principal	Instructional leader of the school and oversees math, ESE, and Drop-out Prevention
Norris, Tanya	Assistant Principal	Instructional leader of the school and oversees science and reading
Pollaro, Cindy	Reading Coach	Reading Coach and reading teacher. Cindy works with our social studies, science, and electives teachers to identify reading standards with the lowest pass rates on progress monitoring. They use close reads based on the standards to increase reading achievement for all students.
Badger, Lauren	Dropout Prevention Coordinator	Lauren is our MTSS and works closely with all faculty on identifying students in need of academic or behavioral assistance. Lauren works with small groups of students if they share common needs and on an individual basis as well. She tracks student progress and keeps teachers and parents updated.
Chiofalo, Barbara	Teacher, K-12	Barbara is part time MTSS and works closely with faculty on identifying students in need of academic or behavioral assistance. She works with small groups of students if they share common needs and on an individual basis as well. She tracks student progress and keeps teachers and parents updated.

Demographic Information

Principal start date

Monday 9/20/2021, Maura Bennington

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

24

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

914

Identify the number of instructional staff who left the school during the 2020-21 school year.

Identify the number of instructional staff who joined the school during the 2021-22 school year.

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Friday 10/8/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	255	277	269	0	0	0	0	801
Attendance below 90 percent	0	0	0	0	0	0	9	13	14	0	0	0	0	36
One or more suspensions	0	0	0	0	0	0	3	47	38	0	0	0	0	88
Course failure in ELA	0	0	0	0	0	0	9	9	15	0	0	0	0	33
Course failure in Math	0	0	0	0	0	0	10	6	13	0	0	0	0	29
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	37	51	53	0	0	0	0	141
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	47	49	41	0	0	0	0	137

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	29	44	40	0	0	0	0	113

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	0	2	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	5	0	0	0	0	5

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	255	277	269	0	0	0	0	801
Attendance below 90 percent	0	0	0	0	0	0	9	13	14	0	0	0	0	36
One or more suspensions	0	0	0	0	0	0	3	47	38	0	0	0	0	88
Course failure in ELA	0	0	0	0	0	0	9	9	15	0	0	0	0	33
Course failure in Math	0	0	0	0	0	0	10	6	13	0	0	0	0	29
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	37	51	53	0	0	0	0	141
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	47	49	41	0	0	0	0	137

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	29	44	40	0	0	0	0	113

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	0	2	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	5	0	0	0	0	5

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				60%	55%	54%	63%	55%	53%
ELA Learning Gains				61%	56%	54%	62%	54%	54%
ELA Lowest 25th Percentile				48%	44%	47%	53%	44%	47%
Math Achievement				67%	64%	58%	66%	62%	58%
Math Learning Gains				67%	64%	57%	70%	63%	57%
Math Lowest 25th Percentile				53%	54%	51%	53%	54%	51%
Science Achievement				54%	50%	51%	51%	52%	52%
Social Studies Achievement				75%	70%	72%	77%	69%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	53%	52%	1%	54%	-1%
Cohort Comparison						
07	2021					
	2019	56%	51%	5%	52%	4%
Cohort Comparison		-53%				
08	2021					
	2019	70%	57%	13%	56%	14%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	42%	47%	-5%	55%	-13%
Cohort Comparison						
07	2021					
	2019	64%	57%	7%	54%	10%
Cohort Comparison		-42%				
08	2021					
	2019	71%	60%	11%	46%	25%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	52%	46%	6%	48%	4%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	56%	-56%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	76%	67%	9%	71%	5%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	59%	40%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	50%	-50%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Data was collected through a quarterly progress monitoring cycle, which included instruments such as STAR, iReady, and district-created progress monitoring assessments.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	92/37.6	117/47.2	119/45.9
	Economically Disadvantaged Students With Disabilities	2/6.1	3/9.4	4/11.4
	English Language Learners	3/17.6	3/16.7	2/10.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	74/31.5	95/39.1	103/41.9
	Economically Disadvantaged Students With Disabilities	0/0	0/0	0/0
	English Language Learners	1/4.8	4/18.2	4/17.4

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	106/41.6	137/50.4	152/53.3
	Economically Disadvantaged			
	Students With Disabilities	1/3.2	3/9.7	1/2.9
	English Language Learners	0/0	0/0	1/5.9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33/24.1	33/21.9	39/29.3
	Economically Disadvantaged			
	Students With Disabilities	2/7.4	3/10.7	3/11.1
	English Language Learners	0/0	1/10	1/7.1
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	126/53.8	166/63.1	177/65.8
	Economically Disadvantaged			
	Students With Disabilities	0/0	4/18.2	5/21.7
	English Language Learners	0/0	1/10	2/14.3

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	128/51	154/56.4	154/56.4
	Economically Disadvantaged Students With Disabilities	8/25	9/26.5	7/19.4
	English Language Learners	3/17.6	3/16.7	2/10.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	91/50.6	118/55.9	128/60.1
	Economically Disadvantaged Students With Disabilities	4/15.4	6/20	6/20
	English Language Learners	2/14.3	1/7.1	2/14.3
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	63/25.8	80/30.3	98/36.2
	Economically Disadvantaged Students With Disabilities	4/13.3	4/13.3	4/12.5
	English Language Learners	0/0	1/5.9	1/5.3
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19	33	27	14	32	24	15	28			
ELL	33	51	34	34	42	34	21	29			
ASN	83	72		89	67						
BLK	49	59	58	39	44	27	33				
HSP	48	49	35	44	38	33	27	56	54		
MUL	64	63		55	50			40			
WHT	50	47	34	53	41	31	39	66	64		
FRL	45	49	40	45	40	31	30	60	59		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	26	45	40	28	48	40	39	51			
ELL	40	68	61	47	61	56	29	47			

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	80	70		89	78						
BLK	49	58	56	47	51	41	29	73			
HSP	60	63	53	68	68	58	58	71	76		
MUL	59	67		65	61	64	20	93			
WHT	60	59	40	68	67	51	58	76	74		
FRL	54	60	50	59	61	46	48	73	65		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	49	44	34	52	39	22	56			
ELL	21	55	64	34	56	48		60			
ASN	75	75		81	75						
BLK	50	56	56	31	49	47	22	65			
HSP	65	65	56	65	68	49	49	73	67		
MUL	32	39	50	50	54	50		50			
WHT	65	63	49	72	74	61	59	84	70		
FRL	56	58	50	59	66	51	44	70	65		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	468
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	47
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ELA FSA data from 2019 (60%) to 2021 (50%) showed noticeable trends. Percent of 7th and 8th grade students scoring Levels 1 and 2 increased. Percent of 8th grade students who scored Level 5 decreased. Percent of 6th grade students scoring Levels 3-5 remained the same. Our baseline iReady data shows student performance at an average of 57% expected to pass the FSA. This is a great improvement from the 2021 FSA results- we intend to continue that path.

CIVICS EOC data from 2019 (76%) to 2021 (61%) shows a decrease in 3-5 Levels. Our baseline data for Civics is 32%, and the first Exemplar has a pass rate of 81%. Civics is moving in the right direction.

MATH FSA data from 2019 (59%) to 2021 (42%) show major decreases in students' levels. Our baseline iReady data shows student performance at an average of 49%, which is 7% higher than 2021 FSA average. We will continue moving in this direction. Algebra also had a significant drop from 99% to 87%. Our baseline Algebra resulted in a 73% rate which is on the way to the high 90s at the end of the year.

SCIENCE 8th Grade EOC data from 2019 (52%) to 2021 (38%) is a significant drop in Levels 3-5. Our baseline progress monitoring for 8th grade has a pass rate of 19%. Although this is low, we expect the rate to continue to increase. First exemplar is 33%. We intend to continue moving in a positive direction.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our 2019 data has dropped across the curricula with the exception of 6th Grade ELA FSA; they maintained a 53%, 3-5 achievement level. Although science is a significant drop, that is one grade level. Our reading and math scores were significant drops within 5 out of 6 grade levels. We expect that many of the strategies we are implementing for the reading and math needs will also have a positive impact on the Science EOC--and the Civics EOC.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Some contributing factors to this need are high rates of absences, lack of work being completed by students, lack of cooperative learning, less high yield strategies being used in the classrooms, and a lack of self motivation of the students' part through ZOOM classrooms. Currently we have implemented the use of high yield strategies such as writing to increase achievement, distributed summarizing, high order thinking, and a sharper focus on standards tracking through student/teacher data folders/chats. We have implemented three new reading programs, Read 180, System 44, and Global Perspectives. These too will positively affect all of our FSA and EOC scores.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The iReady baseline data for 8th grade reading demonstrates a potential for 17% of the students to score a Level 5 on the FSA this year compared to the previous year's 7%. Despite the circumstances that contributed to most category declines, our 6th grade students maintained comparable scores on the 2019 and 2021 FSA. The comparison of 6th grade scores from 2019 and progress monitoring also demonstrates improvement, as the current baseline progress monitoring average is a 3% increase over the 2019 FSA scores. Our 6th grade math baseline progress monitoring is also a positive trend. In 2019, 42% of our 6th graders scored within levels 3-5, while on the baseline this school year 67% of students are already demonstrating standards knowledge.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Strategies that have already begun affecting our students' abilities are the use of data folders and chats, the use of iReady pathways for all students who scored at reading Levels 1-3 on the 2021 FSA, and the use of iReady in math and ELA classes each week. We are using high yield strategies in all classrooms, the use of close reads in the electives classrooms, and have introduced three new reading programs--Read 180, System 44, and Global Perspectives. Adding these three programs allows us to have a sharper focus on individual student reading needs. The elective, science, and social studies teachers are also using distributive summarizing, text-dependent questions, writing to raise achievement, and RUNNERS.

What strategies will need to be implemented in order to accelerate learning?

We will continue to use the iReady pathways and toolbox. Students will write quarterly essays using department wide writing strategies such as RACE, sentence stems for evidence and elaboration, and 4 ways to text evidence. Our ELA and reading departments are working closely together to implement higher order thinking, higher level depth of knowledge questions, text-dependent questions, distributed summarizing, numbered heads/collaborative pairs, writing to raise achievement and RUNNERS. Our electives teachers are working with the reading coach to determine close reads and positively affecting students' achievement levels on reading standards.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Administration is conducting data chats with common course PLCs to ensure a focus on standards is kept at the forefront. PLCs are working closely on best practices and reviewing assessment results. Our core curricula teachers are working with the district subject area coordinators on best practices, instructional guides, and staying on target with the district curriculum maps.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our practices are becoming a norm for the faculty. We have an expectation of standards based teaching and learning. Standard tracking is a focus so we can easily identify where to meet our students and continue to move them toward significant learning gains. We have added an additional MTSS person to better monitor and support students. We have increased the number of intervention classes to support students. We have implemented the iReady program into all ELA and math classes so that each student has a specifically aligned pathway to succeeding on the standards of their grade level.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Although our 6th grade students maintained their 53% proficiency from 2019 to 2021, we believe there is room for improvement. Our 7th and 8th grade students decreased in proficiency--7th from 56% in 2019 to 47% in 2021, and 8th from 70% in 2019 to 51% in 2021. Additionally, our 8th grade ELA students scored significantly lower on their iReady baseline-- a much larger number of students who could potentially score a 1 or 2 this year on the ELA FSA. Our overall Learning Gains for the building were 61% for 2019 and 48% for the L25s.

Measurable Outcome: Diplomat Middle School will increase the percent of student in grades 6, 7, and 8 scoring at the proficient level on the 2022 ELA FSA from 50% (2019) to 63%, and learning gains for the L25s to increase to 53% from 48%.

Monitoring: This year we will monitor standards progress through iReady progress monitoring, pathways, and using the teacher toolbox for small group and individualized assignments. We have implemented new reading programs in which students were placed based on very specific historical scoring data--Read 180, system 44, iReady, and Global Perspectives. Teachers will use student data folders and individual data chats with students; students will use the reading pathways and tool box assignments for a specific amount of time each week in the ELA classrooms. PLCs will focus on identifying weakest standards for individuals and small groups so they can work on more focused foundational assignments. PLCs will share best practices and will review their students' progress on standards with the administrator assigned to their subject.

Person responsible for monitoring outcome: Quinn Schnabel (quinms@leeschools.net)

Evidence-based Strategy: High Order Thinking, Depth of Knowledge Questioning, Distributed Summarizing, Writing to Increase Achievement, Numbered Heads, Text based evidence writing, and close reads.

Rationale for Evidence-based Strategy: All of our teachers implement these strategies within their classrooms because they have high positive effect rates on student success.

Action Steps to Implement

The ELA teachers are responsible for implementing these strategies in the ELA classrooms: Quinn Schnabel, Jillian Ronessi, Abalyn McMullen, Heather Bernau, Jessica Alimonti, Linsey Uphoff, Teresa Evans, and Ben Uphoff.

PLC common course: Implement the Higher Order Thinking Strategies in ELA classes, follow the Curriculum maps and instructional guides, identify weak standards of personal students, determine small groups for specific standards, create common assessment, observe best practices of colleagues, compare results to determine how to best share the instructional strategies being used. This will follow the Plan, Do, Study, Act process to continuously observe student results and act accordingly.

Person Responsible Quinn Schnabel (quinms@leeschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Our 6th graders decreased the percent proficient from 42% in 2019 to 29% in 2021. Our 7th grade students decreased their proficiency from 64% in 2019 to 49% in 2021. Our 8th graders decreased their proficiency from 71% in 2019 to 47% in 2021. These are very significant drops in student achievement. We cannot allow this to continue another year. Although 87% of our Algebra students passed the EOC, even that is a drop from the 2019 pass rate of 99%. Our overall Learning Gains for the building were 67% for 2019 and 53% for the L25s. Although these are not too low, they are certainly numbers that we can focus on.

Measurable Outcome: Diplomat Middle School will increase the average percent of students scoring at or above grade level on the Math FSA from 42% to 50% based on the 2022 Math FSA, and increase the average learning gains for the L25s from 53% to 58%.

Monitoring: This year we will monitor standards progress through iReady progress monitoring, pathways, and using the teacher toolbox for small group and individualized assignments. Teachers will use student data folders and individual data chats with students; students will use the math pathways and tool box assignments for a specific amount of time each week in the Math classrooms. PLCs will focus on identifying weakest standards for individuals and small groups so they can work on more focused foundational assignments. PLCs will share best practices and will review their students' progress on standards with the administrator assigned to their subject.

Person responsible for monitoring outcome: Tim Schnabel (timothybsc@leeschools.net)

Evidence-based Strategy: High Order Thinking, Depth of Knowledge Questioning, Distributed Summarizing, Writing to Increase Achievement, Numbered Heads, and Text based evidence writing.

Rationale for Evidence-based Strategy: All of our teachers implement these strategies within their classrooms because they have high positive effect rates on student success.

Action Steps to Implement

The Math teachers are responsible for implementing these strategies in the Math classrooms: Tim Schnabel, Rob Logsdon, Kathryn Howard, Kira Longberry, Shannon Murphy, Lori Junkins, Luke Welling, and Candace Pegram.

PLC common course: Implement the Higher Order Thinking Strategies in math classes, follow the Curriculum maps and instructional guides, identify weak standards of personal students, determine small groups for specific standards, create common assessment, observe best practices of colleagues, compare results to determine how to best share the instructional strategies being used. This will follow the Plan, Do, Study, Act process to continuously observe student results and act accordingly.

Person Responsible Tim Schnabel (timothybsc@leeschools.net)

#3. Instructional Practice specifically relating to Math

Area of Focus
Focus Description and Rationale: Although 87% of our Algebra students passed the EOC, even that is a drop from the 2019 pass rate of 99%. In 2019 we earned 73% in the acceleration category, while in 2021 we earned only 61%.

Measurable Outcome: Diplomat Middle School will increase the number of students passing the Algebra I EOC, and therefore increasing our acceleration points from 61% in 2021, to 66% on the 2022 Algebra EOC.

Monitoring: This year we will monitor standards progress through progress monitoring and district made exemplars so teachers can determine appropriate small groups and individualized assignments. Teachers will use student data folders and individual data chats with students. PLCs will focus on identifying weakest standards for individuals and small groups so they can work on more focused foundational assignments. PLCs will share best practices and will review their students' progress on standards with the administrator assigned to their subject.

Person responsible for monitoring outcome: Tim Schnabel (timothybsc@leeschools.net)

Evidence-based Strategy: High Order Thinking, Depth of Knowledge Questioning, Distributed Summarizing, Writing to Increase Achievement, Numbered Heads, and Text based evidence writing.

Rationale for Evidence-based Strategy: All of our teachers implement these strategies within their classrooms because they have high positive effect rates on student success.

Action Steps to Implement

The Algebra teachers are responsible for implementing these strategies in the Math classrooms: Tim Schnabel and Rob Logsdon.
 PLC common course: Implement the Higher Order Thinking Strategies in math classes, follow the Curriculum maps and instructional guides, identify weak standards of personal students, determine small groups for specific standards, create common assessment, observe best practices of colleagues, compare results to determine how to best share the instructional strategies being used. This will follow the Plan, Do, Study, Act process to continuously observe student results and act accordingly.

Person Responsible Tim Schnabel (timothybsc@leeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When comparing our discipline data to the state of Florida we rank 222 out of 553 middle schools statewide and 5 out of 18 in the district . Our primary area of concern is property incidences. We ranked #526 out of #553 middle schools statewide for this incident category, and 12 out of 18 in the district. Upon further investigation these incidences were technology related (damaged Chromebook) and a personal theft of a staff member’s belongings. To prevent further vandalism we developed an informational session for our student population discussing the consequences that would result in vandalizing district property. Students had to sign a contract that they received this information and they will be held responsible for their actions. Through positive behavior monitoring we are reinforcing respect for themselves, their peers, and staff. Our secondary area of concern is drug/public order incidents. Our school ranked #295 out of #553 statewide and 9 out of 18 in the district. We are considered a moderate risk. When reviewing the data, we determined that the incidents resulted in 5 students being in possession of tobacco, 3 students being in possession of marijuana, 1 student in possession of alcohol, and 1 student with the intent to distribute marijuana. We enroll all 6th and 8th grade students in a health and wellness class to learn about the effect that drugs and alcohol can play in their daily lives. To further monitor this behavior, we periodically in conjunction with the Cape Coral Police Department sweep our campus to make sure it is drug free. We monitor our school culture and environment daily through various programs throughout our school. There is constant communication among admin, teachers, and support staff about possible students at risk. Through positive interventions, mentors, restorative practices, and Wildcat Expectations our students are consistently monitored to identify any outliers needing further support. We have a process in place for referring those students into our MTSS program and identifying the specific needs of that student. We use a data tracking system to identify trends of student behavior that is entered by teachers and support staff. We continue to reward our student for positive behavior by acknowledging their achievements with a variety of events. These events are as simple as collar free shirt days to as elaborate as Friday Fun Night. These types of programs motivate ALL students and increase the positive culture on our campus as a whole.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Diplomat Middle implements several different programs that build a positive school culture and environment--we are Proud to be in the Pride..

Diplomat Middle is a PBIS school. We have a committee of teachers and staff who meet to discuss and plan ways to acknowledge and reward all the wonderful students at our school. Our school recognizes academic success for honor roll twice a quarter. We also know many hard working and ambitious students don't always make honor roll, so we seek ways to recognize and reward students who demonstrate a strong work ethic and show progress toward their learning goals. We recognize positive behaviors and reward students twice a quarter. These are students who have received "kudos" in our Castle database from any and all members of our DMS staff. We don't want our quiet students to go unnoticed, so we have a quarterly reward for students who do not have any discipline marks in our Castle database.

The School Advisory Committee is comprised of teachers, staff, parents, and members of our business community. We meet once a month to share what is happening at our school, and it is an opportunity for parents to let us know their concerns and hear their suggestions.

STUDENT OF THE MONTH - Each month teachers nominate students for The Student of the Month Recognition. These students are chosen for exemplifying character Wildcat Traits. They follow the ROAR expectations. R-respecting self and others, O-on time and on task, A-positive attitude towards school, R-responsible for actions. When students are nominated, they receive a certificate, a goodie bag and the recognition on the school morning news show. This ties in with our PBIS Reward System at school. Students are so proud to be nominated for the Student of the month and they work extra hard to be recognized. It enhances our school culture to urge kids to be kind and respectful at all times and it lets the students know that people are watching and appreciating good behaviors.

TEACHER & STAFF MEMBER OF THE MONTH - Each month all DMS personnel are invited to nominate fellow Wildcats for the Teacher of the Month and Staff Member of the Month recognition. Nominees are recognized for their excellence, motivation, leadership, creativity/imagination, dedication, and communication within our building.

The Teacher of the Month and Staff Member of the Month receives a certificate of recognition, sweet treat, a special parking space, and DMS tumbler. All monthly nominees receive a sweet treat and a copy of their nomination. This recognition program affects the DMS culture by recognizing those Wildcats who voluntarily go above and beyond. DMS personnel are thoughtful in their monthly nominations and happy to recognize their colleagues. The Teacher of the Month and Staff Member of the Month are proud of their professional accomplishments and appreciative of the recognition.

GRADE LEVEL EVENTS - Each grade level hosts a Friday Fun Night. All students are invited to attend if they have no referrals and have earned As, Bs, and Cs for each determined date. We offer pizza, snacks, drinks, lazer tag, movies, open gym, dances, games, escape rooms, bounce houses, and other fun activities. Field trips (no referrals for an identified period of time to be eligible) 8th Grade team Universal, 7th Grade Team Busch Gardens, 6th Grade Team Everglades. Each grade has an end of year award ceremony in which teachers recognize students in their classroom for academics, behavior, work ethic, achieving learning gains, and citizenship. Principal's Pride is a group of ten 8th graders, chosen by the 8th grade teachers and administration. Criteria for consideration is a GPA of 3.5 or higher, no major discipline infractions, enhancing campus life, service to the community. This group chooses two Wildcat teachers who have impacted their lives. All are celebrated at the annual 8th grade awards ceremony.

Diplomat is known for our "PEACE Program" – the anti-bullying campaign during October. Students work together to reach a fund-raising goal both for the school and for a charitable organization in the community. Throughout the month students work together to achieve their goals and learn how and why it is important to be kind and give back. This creates a positive atmosphere as students experience the power of understanding why it is better to give than receive and work together to make a positive difference. At the

end of the month the students participate in a color run to celebrate their efforts and also present the representative of the charity with the donation check.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

- Cindy Pollaro - PBIS Coordinator
- Cindy Pollaro - School Advisory Coordinator
- Carolina Toadvine - PEACE Coordinator
- Lisa Larson - Student of the Month
- Linsey Uphoff - Teacher and Staff of the Month
- Ben Uphoff, Melissa Dahlberg - 6th Grade Team Leaders
- Heather Bernau, Jessica Alimonti - 7th Grade Team Leaders
- Sarah Papp, Jillian Ronessi - 8th Grade Team Leaders
- Maura Bennington, Jennifer Milstein, Tanya Norris - Administrators

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00