

The School District of Lee County

Diplomat Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Diplomat Elementary School

1115 NE 16TH TER, Cape Coral, FL 33909

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

School Board Approval

This plan was approved by the Lee County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Vilardi, Charles	Principal	<p>Create and encourage strong school leadership team. Encourage and support parent involvement. Schedule students and provide curriculum materials. Monitor and guide the PLC process. Plan for Professional Development which is designed to address student learning needs. Create a safe school environment for all. Support a safe and caring school culture. Create and oversee the school discipline plan. Recruit, hire and evaluate faculty and staff Entire school structured as a PLC. Principal functions as a leader of the community, planning for professional development, analyzing data, and participating in Grade Level Collaborative Team meetings.</p>
Edwards, Jenny	Assistant Principal	<p>Create and encourage strong school leadership team. Encourage and support parent involvement. Schedule students and provide curriculum materials. Monitor and guide the PLC process. Plan for Professional Development which is designed to address student learning needs. Create a safe school environment for all. Support a safe and caring school culture. Create and oversee the school discipline plan. Recruit, hire and evaluate faculty and staff. Assist. Principal functions as a leader of the community, planning for professional development, analyzing data, and participating in Grade Level Collaborative Team meeting</p>
Mazzoli, Sheri	Reading Coach	<p>Analyze Student Achievement Data in relation to reading Provide PLCs with student achievement data and assist in analyzing the information Provide Professional Development related to Reading Provide Tier III Interventions on Reading with struggling students Observe and Coach teachers on Reading Strategies Report to Leadership on areas of concern regarding specific standards in Reading Is the Literacy Contact with District and an Important member of school-wide Professional Learning Community, reviews data with leadership, presents student achievement data to grade level collaborative teams, provides professional development.</p>
Walworth, Debbie	Reading Coach	<p>Analyze Student Achievement Data in relation to reading Provide PLCs with student achievement data and assist in analyzing the information Provide Professional Development related to Reading Provide Tier III Interventions on Reading with struggling students Observe and Coach teachers on Reading Strategies</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Report to Leadership on areas on concern regarding specific standards in Reading</p> <p>Is the Reading Contact with District and an Important member of school-wide Professional Learning Community, reviews data with leadership, presents student achievement data to grade level collaborative teams, provides professional development.</p>
Marody, Rosalie	Administrative Support	<p>Monitor Early Warning Systems and MTSS process.</p> <p>Train teachers in interventions, progress monitoring, differentiated instruction.</p> <p>Implement Tier 3 supplemental and intensive interventions.</p> <p>Keep progress monitoring notes & anecdotal of interventions implemented</p> <p>Collect school-wide data for team to use in determining at-risk students</p> <p>Provide support for teachers during the PLC to develop understanding of data and academic progress</p>
Durst, Heidi	School Counselor	<p>Leads initiatives to prevent bullying.</p> <p>Conducts professional development on interventions for students, and mandated reporter rules and requirements.</p> <p>Gathers data on attendance and works with Social Worker to address attendance issues.</p> <p>Develops mentoring/social skills program for students with emotional behavioral issues.</p> <p>Attends monthly PLC meetings to give support for attendance concerns and assistance with social/emotional skills</p> <p>Leads student groups for grief and social anxiety and loss</p>
Boddy, Michael	Teacher, K-12	<p>Maintain a safe school through climate, culture, and discipline as needed.</p> <p>Equity Coordinator and contact for 504</p> <p>Tier III Academic Interventions as needed.</p> <p>Provide support for teachers implementing technology and assist in the development and understanding of data and academic progress</p> <p>Create and monitor the data dashboards for the school</p>
Sawyer, Danielle	Behavior Specialist	<p>Share student progress data with Teachers and Admin.</p> <p>Lead training on Behavioral interventions.</p> <p>Provide intervention for struggling students including MTSS</p> <p>Share information on individual student needs and concerns</p> <p>Provide Professional Development on Behavior management</p> <p>Behavior interventions, FBA Process and Behavior Intervention Plans</p> <p>Attend PLCs for ESE and General Education as needed to support the classroom teachers with behaviors that impact academic success</p> <p>Social Emotional support for students with Emotional Behavioral Disabilities</p> <p>Lead Crisis Intervention Team for students in Behavior Intervention and Social Functioning Classrooms</p>

Name	Position Title	Job Duties and Responsibilities
Hall, Jennifer	Dean	<p>Oversee safe transportation for students on District buses.</p> <p>Maintain a safe school through climate, culture, and discipline as needed.</p> <p>Tier III Academic Interventions as needed.</p> <p>Provide Professional Development to staff in academic achievement as well as classroom management</p> <p>Support teachers during the PLC to develop understanding of data, academic progress, and classroom management</p>
Ziruolo, Debbie	Teacher, K-12	<p>Analyze Student Achievement Data in relation to math and Science.</p> <p>Provide PLCs with student achievement data and assist in analyzing the information.</p> <p>Provide Professional Development related to Math & Science.</p> <p>Provide Tier III Interventions in math & Science with struggling students.</p> <p>Observe and Coach teachers on math & Science Strategies</p> <p>Report to Leadership on areas of concern regarding specific standards</p> <p>Attend district trainings</p> <p>Member of school-wide Professional Learning Community, reviews data with leadership, presents student achievement data to grade level collaborative teams, provides professional development.</p>
Burgess, Donna	Teacher, K-12	<p>Analyze Student Achievement Data in relation to math and Science.</p> <p>Provide PLCs with student achievement data and assist in analyzing the information.</p> <p>Provide Professional Development related to Math & Science.</p> <p>Provide Tier III Interventions in math & Science with struggling students.</p> <p>Observe and Coach teachers on math & Science Strategies</p> <p>Report to Leadership on areas of concern regarding specific standards</p> <p>Attend district trainings</p> <p>Member of school-wide Professional Learning Community, reviews data with leadership, presents student achievement data to grade level collaborative teams, provides professional development.</p>
Vautherot, Tracy	Teacher, K-12	<p>Analyze student achievement data</p> <p>Work with PLCs to identify students needing intervention</p> <p>Provide Professional development for teachers</p> <p>Observe and coach teachers on strategies for struggling learners</p> <p>Report to leadership on areas of concern</p> <p>Attend district trainings</p> <p>Member of school-wide Professional Learning Community, reviews data with leadership, presents student achievement data to grade level collaborative teams, provides professional development.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Leadership team, teachers and parents discussed the data collected during state testing and worked together to analyze the information to determine appropriate goals for each area. They talked about using the resources available to create intervention groups and hired additional resource teachers to continue working to close achievement gaps. A clerk typist was also hired to be a parent involvement specialist to improve our parent/teacher/school relationships.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The progress on the SIP goals will be monitored weekly in PLCs by the teachers and school leaders. In administration meetings we will review the progress monitoring data to ensure we are reaching the goals. If additional interventions are necessary, the team will work to create a plan. Such as using electives and before/after school tutoring to increase achievement.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	61%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: A

*2022-23 school grades will serve as an informational baseline.	2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	41	28	27	37	28	40	0	0	0	201	
One or more suspensions	0	1	0	1	3	4	0	0	0	9	
Course failure in English Language Arts (ELA)	14	4	23	35	9	4	0	0	0	89	
Course failure in Math	3	3	17	15	13	20	0	0	0	71	
Level 1 on statewide ELA assessment	44	31	71	44	37	38	0	0	0	265	
Level 1 on statewide Math assessment	56	14	47	61	31	22	0	0	0	231	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	6	13	36	25	20	0	0	0	106	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	0	20	43	50	0	0	0	115

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	26	18	27	22	26	0	0	0	119	
One or more suspensions	0	1	0	3	2	0	0	0	0	6	
Course failure in ELA	2	1	0	10	0	0	0	0	0	13	
Course failure in Math	2	1	0	10	0	0	0	0	0	13	
Level 1 on statewide ELA assessment	0	0	0	35	20	27	0	0	0	82	
Level 1 on statewide Math assessment	0	0	0	30	13	26	0	0	0	69	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	43	48	17	20	27	0	0	0	160	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	1	0	8	6	8	0	0	0	28

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	1	0	10	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	26	18	27	22	26	0	0	0	119	
One or more suspensions	0	1	0	3	2	0	0	0	0	6	
Course failure in ELA	2	1	0	10	0	0	0	0	0	13	
Course failure in Math	2	1	0	10	0	0	0	0	0	13	
Level 1 on statewide ELA assessment	0	0	0	35	20	27	0	0	0	82	
Level 1 on statewide Math assessment	0	0	0	30	13	26	0	0	0	69	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	43	48	17	20	27	0	0	0	160	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	1	0	8	6	8	0	0	0	28

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	1	0	10	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	60	48	53	65	52	56	61		
ELA Learning Gains				62			56		
ELA Lowest 25th Percentile				55			49		
Math Achievement*	72	57	59	79	45	50	68		
Math Learning Gains				75			60		
Math Lowest 25th Percentile				68			45		
Science Achievement*	63	53	54	69	59	59	57		
Social Studies Achievement*					62	64			
Middle School Acceleration					47	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress	61	51	59	69			58		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	316
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	542
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	1	
ELL	51			
AMI				
ASN				
BLK	52			
HSP	62			
MUL	75			
PAC				
WHT	66			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	60			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	57			
ELL	70			
AMI				
ASN				
BLK	56			
HSP	69			
MUL	81			
PAC				
WHT	67			
FRL	66			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	60			72			63					61
SWD	38			57			42				5	23
ELL	41			66			60				5	61
AMI												
ASN												
BLK	47			58			31				4	
HSP	57			73			67				5	61
MUL	75			75							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	62			73			63				4	
FRL	54			69			57				5	61

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	65	62	55	79	75	68	69					69
SWD	38	55	45	56	77	71	46					64
ELL	47	69	76	75	82	85	53					69
AMI												
ASN												
BLK	48	52	50	64	67							
HSP	65	61	54	82	79	76	65					71
MUL	75	80		87								
PAC												
WHT	67	64	56	77	71	60	72					
FRL	60	61	58	73	72	62	65					76

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	61	56	49	68	60	45	57					58
SWD	37	53	47	52	61	31	41					30
ELL	37	82		55	71		47					58
AMI												
ASN												
BLK	43	35		56	37		29					
HSP	61	62	55	69	67	57	53					58
MUL	67			75								
PAC												
WHT	62	57	53	68	62	36	68					
FRL	52	55	61	59	54	43	47					60

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	58%	48%	10%	54%	4%
04	2023 - Spring	64%	56%	8%	58%	6%
03	2023 - Spring	54%	42%	12%	50%	4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	72%	55%	17%	59%	13%
04	2023 - Spring	70%	61%	9%	61%	9%
05	2023 - Spring	72%	52%	20%	55%	17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	60%	50%	10%	51%	9%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Diplomat Elementary students in grades 3 - 5 demonstrated a 61 percent proficiency in ELA on the F.A.S.T. Assessment during the 22-23 school year. This is a school wide proficiency decline of 4 points. Students in Grades 3 - 5 demonstrated a 74% proficiency in Math on the FAST during the 22-23 school Year. This is a school wide proficiency decline of of 5 points.

Diplomat Elementary students in grade 5 demonstrated a 61 percent proficiency in Science on the State assessment. This is a 8 point deficiency decline from the year before.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science Scores had the highest decline. We believe the Fall Progress Monitoring should have been given by our district. This data helps us to know immediately which benchmarks from 3rd and 4th grade the students did not master, giving us ample time to help them master the benchmarks. We also had less students proficient in reading this past school year which is a direct correlation to how the students performed on the Science Exam.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

All of our data was above the district and state averages.

Which data component showed the most improvement? What new actions did your school take in this area?

While our data showing a slight decline in all areas. We were very happy with the growth our students made in grade 3 in the area of ELA. As second Graders they were 47 percent proficient. As 3rd graders they were 57.4 percent proficient in the area of reading.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our ELL population is growing. We have hired more support for these students.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Science Proficiency
2. ELA Proficiency
3. Math Proficiency

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Diplomat Elementary students in grades 3 -5 demonstrated a 61 percent proficiency in ELA on the FAST during the 22-23 school year. This is a school wide proficiency decline of 4 points. We believe the decrease is the learning gaps created during the covid pandemic and have taken longer than normal to close.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Last year, first grade students scored an 80 percent proficiency as measured on the STAR assessment. The goal for our second graders is to increase proficiency to 83 in ELA based on the results of the STAR progress monitoring.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area will be monitored through each progress monitoring data collection window and discussed as a team to target necessary skills. Formative data through classroom assessments and exemplars will be discussed during weekly PLC meetings.

Person responsible for monitoring outcome:

Jenny Edwards (jennyle@leeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will be using Read Well as our intervention program for this area.
Continued PLC work within the grade level with administration represented at each meeting
Weekly admin meetings to review PLC progress to address celebrations and concerns.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Read Well is a research-based comprehensive K–3 reading and language arts solution that helps teachers effectively target students at all stages of development. This evidence-based approach builds critical skills students need to be successful readers and learners.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Provide professional development to the 2nd grade teachers in using the Read Well Intervention curriculum

Person Responsible: Charles Vilardi (charlesrv@leeschools.net)

By When: Training is ongoing throughout the year as needed based on teacher feedback, classroom walkthrough and student progress.

2. Assess students knowledge of phonics and determine placement in the Read Well program.
3. Create intervention/extension groups that will target the skills identified in the placement test and begin intervention.

Person Responsible: Sheri Mazzoli (sherim@leeschools.net)

By When: Assessments completed within the first 3 weeks of school. Intervention groups will be created and started by the week of September 5th.

4. Monitor that teachers are following the 90 minute literacy plan as well as the 60 minutes intervention/extension system.
5. Encourage collaboration and the use of the instructional guides/planning slides and test item specifications when planning lessons.

Person Responsible: Jenny Edwards (jennyle@leeschools.net)

By When: Process is monitored weekly during PLC and classroom walkthroughs

6. PLCs will discuss progress each week and adjust groups as students advance through the program.

Person Responsible: Sheri Mazzoli (sherim@leeschools.net)

By When: This is Ongoing

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Diplomat Elementary students in grades 3rd grade demonstrated a 54 percent proficiency in ELA on the F.A.S.T. assessment during the 22-23 school year. This is a decline in proficiency of 12 points. We believe the decrease is the learning gaps created during the covid pandemic and a lack of intervention during the 2nd grade year.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Last year in 2nd grade, the students scored a 59 percent proficiency based on the STAR assessment. Our goal is to increase proficiency to 65 or higher on the State's F.A.S.T. Assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area will be monitored through the progress monitoring data and formative data during weekly PLC meetings. Teams will discuss the data collected from the district exemplars and the Florida Magnetic series and determine areas of need for additional instruction and intervention.

As a team, they will decide on what areas they would like training/professional development to increase student achievement.

Person responsible for monitoring outcome:

Charles Vilardi (charlesrv@leeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Florida Magnetic Reading

Phonics for Reading programs

Continue PLC work within the grade level and monitor through the admin team.

Continue professional development of grade level needs and high yield strategies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Florida Magnetic Reading is a standards based curriculum that with heavy use of graphic organizers and with high rigor build in to activities and assignments increases student achievement. High yield strategies are research based strategies ensuring student engagement. A focus on writing with Peer Editing will ensure that all students are engaged and making academic gains.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. The grade level will work together to plan out the use of the Florida Magnetic Reading in whole group as well as which sections to use during intervention.
2. Identify students needing the Phonics for Reading program
3. As needs are identified, the team will work together to form intervention groups to target the identified area of need.

Person Responsible: Debbie Walworth (debbielwa@leeschools.net)

By When: This is ongoing and will be revisited each week during PLCs.

4. Monitor that teachers are following the 90 minute literacy plan as well as the 60 minutes intervention/extension system.
5. Encourage collaboration and the use of the instructional guides/planning slides and test item specifications when planning lessons.

Person Responsible: Charles Vilardi (charlesrv@leeschools.net)

By When: Process is monitored weekly during PLC and classroom walkthroughs

6. PLCs will discuss progress each week and adjust groups as students advance through the program.

Person Responsible: Debbie Walworth (debbielwa@leeschools.net)

By When: This is ongoing

#3. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Diplomat Elementary students in grades 3 -5 demonstrated a 61 percent proficiency in ELA on the FAST during the 22-23 school year. This is a school wide proficiency decline of 4 points. We believe the decrease is the learning gaps created during the covid pandemic.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Last year, students in grade 3 - 5 scored a 61 percent proficiency as measured on the FAST assessment. Our goal this year is to increase to a 65 percent proficiency or higher in ELA as measured by our state's F.A.S.T. assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area will be monitored by each progress monitoring data and formative data during weekly PLC meetings. Teams will discuss the data collected from the Florida Magnetic series and determine areas of need for additional instruction and intervention. As a team, they will decide on what areas they would like training/professional development to increase student achievement.

Person responsible for monitoring outcome:

Debbie Walworth (debbielwa@leeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Continued PLC work within the grade level with administration represented at each meeting

Weekly admin meetings to review PLC progress to address celebrations and concerns.

Florida Magnetic Reading; Standards - Based Instruction

Phonics for Reading program

Continue Professional Development regarding High Yield Strategies

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Florida Magnetic Reading is a standards based curriculum that with heavy use of graphic organizers and with high rigor built into activities and assignments improves student achievement.

High Yield Strategies are research based strategies for ensuring student engagement. Focusing on writing with Peer Editing ensure that all students understand expectations, recognize good writing, and use skills such as determining main idea and key details in their written responses.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Continue to use the teacher data dashboards populated with students End of Year FSA results
2. Review dashboards with teachers so that they can monitor and record student progress.

Person Responsible: Michael Boddy (michaelpb@leeschools.net)

By When: Completed by August 25, 2023

3. Plan for Professional Development to increase teacher knowledge and student performance
4. Grade Level Learning Groups (PLC) will meet weekly to review standards and share successful strategies
5. Implementation of intervention groups and a designated Intervention time during which students move among teachers to target specific learning needs based on standards.

Person Responsible: Debbie Walworth (debbielwa@leeschools.net)

By When: This is a weekly discussion during PLC

6. Teachers in Grade Level Learning Groups will create lessons with assignments and assessments clearly aligned to state standards.
7. Professional Development will be offered on aligning grading practices to Mastery of Standards. Professional Development will be offered on Successful Peer Editing to promote success in Writing and High Yield Strategies.
8. Principal will meet quarterly for Data Chats with teachers using student information from the Data Dashboard Implementation
9. Schoolwide vocabulary program to increase knowledge of word meaning.
10. Literacy supplement Florida Magnetic reading will be used in Grades 3 - 5 to increase rigor during on level 90 minutes of reading instruction. High Yield Strategies: Numbered Heads together, Alignment of Standard to Assessment, Increased Vocabulary Instruction

Person Responsible: Charles Vilardi (charlesrv@leeschools.net)

By When: This is an ongoing discussion during PLCs

#4. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

When students are in school they have more opportunities to learn. Data shows that absence rates among the students in the lowest 25% in English Language Arts are higher than students who have higher achievement. Students that are not in the classroom 10 percent of school days increase the chance that they will not read or master math at the same level of their peers

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Last year we had 201 students that missed more than 10% of the school year. This shows that 19% of our students missed important parts of their education. Our goal is to have only 14% of our students missing more than 10% of the school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Rise 'n' Shine Club is in place to motivate students with attendance struggles to come to school. This year we will celebrate the students that attend school everyday each month. Highlighting the attendance for that month only with a special bracelet and special monthly treat. Each week the grade level with the best attendance will be recognized on the morning news show. Teachers are required to keep a Google classroom with resources and links to ensure students can continue learning even when absent from school. Staff is in place every morning welcoming our kids and thanking them for being on time. Teachers will follow the district's policy for make-up work when absent.

Person responsible for monitoring outcome:

Heidi Durst (heidiaad@leeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

According to the website www.Attendanceworks.org, the strategy "Check and Connect" monitors students' attendance by creating an environment that builds relationships and helps monitor the students at risk for academic failure. It teaches students to problem solve and increases participation in the school environment by building a connection between home and school.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Diplomat strives to build a culture of commitment and dedication to the education of all individuals. This research based strategy "Check and Connect" will help to build the connection between home and school and then increase the commitment the families have to ensuring their child is at school on a daily basis for the entire day.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Gather attendance data from previous school year and review the early sign out procedures with the staff and share with families the importance of being in school each day and for the full day

Person Responsible: Jenny Edwards (jennyle@leeschools.net)

By When: August 10th.

2. Meet with students in small groups to discuss the importance of school attendance and continue to expand and enhance the "Rise and Shine Club" on our campus.

Person Responsible: Heidi Durst (heidia@leeschools.net)

By When: August 18th

3. Monitor weekly attendance through FOCUS attendance reports and inform parents via mailed letter of attendance concerns at district indicated benchmarks 5 days, 10 days and 16 days absent.

4. Link students with adult/student mentors as needed.

5. Work collaboratively with school social worker to discuss and plan for family support and intervention if absences continue.

6. Keep and maintain a document on the monthly attendance of our at risk students and monitor student achievement.

Person Responsible: Heidi Durst (heidia@leeschools.net)

By When: This is an ongoing discussion

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Grades 3-5 Measurable Outcomes

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Diplomat Elementary communicates information regularly with families through newsletters, email, phone calls and social media. We provide copies of all newsletters in English and Spanish. We send school messengers in English and Spanish, teachers are provided a staff member to translate when needed to provide direct contact with our spanish speaking families. We also post information on our website www.dpl.leeschools.net

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Diplomat Elementary recognizes the enormous importance of increasing parental and family engagement in raising student achievement at all levels. To accomplish this and to determine the needs/ barriers of our parents, schools, the PFEP team analyzes the current building capacity activities,

compares participation numbers, and addresses the barriers that limit parent participation. These barriers includes providing translation during parent meetings/events, childcare for families during meetings, transportation to meetings there is an inability to attend meetings because of work schedules or transportation. In addition, since we are a Title I school, we complete the Florida DOE template for the Parent and Family Educational Plan (PFEP) located here - https://dpl.leeschools.net/our_school/title_i School data is reported to the district to become a part of the District PFEP Evaluation and goal setting process. Schools' baseline data sources. i.e., number of volunteers and volunteer service hours, become the guiding force to annual evaluation and improvement of the school's parent involvement program to enhance student achievement for the upcoming school year. Other sources of data may include but are not limited to parent workshop and training evaluations, sign in sheets, attendance and volunteer logs, parent surveys, the Title I Crate, the PFEP Evaluation, the School Academic Training and Workshop forms, and test results. The PFEP will be a principle element of the review process for each school in gathering data at the end of the year as the schools complete their SIP (Comprehensive Needs Analysis) in preparation for revising School Improvement Plans.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

All stakeholders will have an active role in increasing student achievement. The teachers will participate in weekly PLCs where they will use data to prioritize and unpack standards, share best practices, and analyze results of implemented strategies to determine effectiveness of instruction and adjust as needed.

Our academic coaches and resource teachers will provide support to targeted groups of students using data to drive the small group instruction, mentor teachers, and participate in grade level and leadership PLC's to help analyze data and support best practices. The ELA/Math/Science Resource Teachers will provide coaching and professional development opportunities based on individual and school needs. Administration will strive to maintain a positive school culture where staff feel supported and welcome opportunities for growth, prioritize the allocation of resources, provide meaningful feedback through formal and informal observations, and analyze data frequently to determine progress towards our SIP. We have also hired a clerk typist that will serve as the Parent Involvement Specialist. Through parent involvement events, the staff and community partners will provide resources and strategies for families to best support their student(s) at home.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

District general funds provide the foundation for all programs. Title I A funds will be the primary supplemental source for the activities listed in this need. Title I, Part A coordinates with other federal grants, such as Titles 1C, 1D, II, III and IV, IDEA, and Homeless to expand academic enrichment opportunities for subgroups of students and Professional Development for teachers. These services include extended learning opportunities, professional development, supplemental evidence-based resources, and materials.

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include; tutorials in reading and math, health services, and literacy workshops for parents because of the coordination of these funds.

Periodic district level meetings with managers of all programs funded under ESEA also open lines of communication and encourage cooperation between programs to align towards student academic success.

Collaborative partners Career and Adult Education; Foundation for Lee County Schools; local Literacy Council; Florida Gulf Coast University; Florida SouthWestern State College; Rotary Club, and the Local Chamber of Commerce.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Diplomat Elementary follows the mental health guidelines set forth by the Lee County School District in collaboration with the State of Florida Department of Education. This includes providing universal positive and behavioral support. With guidance from the district and parental permission, Diplomat Elementary assesses and screens students to determine what level of mental health support would best meet their mental health needs. These supports range from school check-ins, school-based mental health counseling as well as a referral pathway to outside mental health services.

The Lee County School District employs evidence-based practices in the foundational instruction of students with a focus on building resiliency, promoting physical and emotional wellness, overall health, social development, overcoming adversity, critical thinking and problem solving, prevention of substance use, and other topics.

The Lee County School District employs school-based mental health professionals, school counselors, school social workers, school psychologists, and licensed mental health professionals to ensure that school-based mental health services are provided to students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Does not apply

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The district ensures that every school implements a tiered model of evidence-based behavior supports within a Multi-tiered System of Supports (MTSS). District level personnel are designated to assist schools with their site-based implementation by providing training, modeling, program monitoring, technical assistance, and data collection/analysis. They work with site-based personnel to implement the tiered approach that includes:

Positive Behavior Intervention Supports (PBIS)/Positive Behavior System (PBS) - All schools are required to implement the elements of PBIS including a school-based team that facilitates systems that support positive behavior: school-wide expectations, classroom expectations and rules, positive recognition/rewards, data collection and analysis, and ongoing professional development. Most schools participate in the Florida PBIS Project. PBIS/PBS integrates with the Multi-Tiered System of Supports (MTSS) utilized in Florida school districts for behavior support.

All schools in the School District of Lee County are required to maintain MTSS for all students (tier 1),

students needing supplemental support (tier 2), and students needing intensive support (tier 3). Each school has a team that utilizes the Response to Intervention (RtI) process in examining individual student data to identify those that may need additional behavior support beyond the universal PBIS/PBS approach, and to monitor the effectiveness of these interventions. Data analyzed include office discipline referrals, in-school suspension, out-of-school suspension, bus referrals/suspension, as well as positive behavior data. Interventions may include supplemental positive behavior interventions and/or interventions to address inappropriate behavior.

Each school has a designated Intervention Specialist that facilitates team processes and ensures that identified interventions are implemented and monitored for effectiveness. Currently, the district utilizes "Insights to Behavior" to assist with the ongoing teamwork for behavior support in the tiered model using RtI. This includes the use of additional tools such as the Functional Behavior Assessment (FBA), data collection tools, reporting tools, and behavior intervention plan tools. Intervention Specialists assist classroom teachers and school-based personnel in the implementation of behavioral interventions and data collection, as well as serve as the primary contact for families with students receiving interventions.

In the School District of Lee County, the Multi-tiered System of Supports school-based teams may, when needed, refer students to other district/school supports including the school-based mental health team, Section 504 eligibility consideration, and/or evaluation for consideration of eligibility under IDEA. Likewise, when students respond to interventions, the team may recommend maintaining current levels of interventions, reducing interventions, or exiting interventions as appropriate.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The district's Curriculum and Staff Development department will offer training opportunities for paraprofessionals in the core subject areas and technology. In addition, new ESOL paraprofessionals will receive 12 hours of training regarding strategies to assist English Language Learners (ELL) to improve student performance. When appropriate, Instructional Support (Para) will participate in the same training as teachers at Title I schools.

Curriculum and Staff Development will offer teachers a multitude of opportunities to improve effectiveness. They will include (but are not limited to) the following: Florida Standards, Differentiated Instructional Strategies, Analytics (Data Analysis) and Instructional Change, Classroom Walkthrough, Kagan Cooperative Learning, Instruction within the Block, SIOP, and subject area training for adopted texts.

Teacher leaders at schools will support classroom instructional staff daily by coaching, modeling, and/or providing resources to improve instructional activities. Professional development and resource teachers will further support the initiative by collaborating closely with the teacher leaders. These individuals are chosen through a selective process that ensures highly effective instructional practices are shared with classroom teachers.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Many of our schools have their upcoming Kindergarten students come to school to meet the teachers and take assessments, so that they can better place them for the school year. Another transitional strategy used is to offer Kindergarten camp for a few days to acclimate students to their school and teachers instruct them on basic processes.

Transition to Kindergarten:

Diplomat Elementary sends a welcome letter home inviting parents and children to a day at school prior

to the start of the school year. Kindergarten students will spend the day with their teacher learning the structure and processes for the school day. Parents are invited to attend an Orientation Session. Students will be dropped off in the morning and a brief greeting with the teacher. Families are provided the welcome packet and invited back in the afternoon for a meeting with the principal and teachers. Families begin with a brief greeting from the principal as they review new student packets consisting of supply lists, school policies, and information about their kindergarten year. Parents may ask questions and are invited to attend the August Open House, PTO and SAC. Students then come in with their teachers, children are then invited to the stage for storytelling by one of the kindergarten teachers. We also provided support at times at the start of the year to screen each student to identify specific needs. By providing a day on campus for our new kindergarten students helps children build a level of comfort and familiarity with the school.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes