

Diplomat Middle School

1039 NE 16TH TER, Cape Coral, FL 33909

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

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

67%

Alternative/ESE Center

No

Charter School

No

Minority

39%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Provide a safe, secure environment that ensures the development of the whole student. Through successful experiences, all students will grow academically, socially, physically, emotionally, and creatively. Students will assume responsibility for their actions and share responsibility for their learning.

Provide the school's vision statement

Diplomat Middle School will strive to educate all students and guide them in reaching their fullest potential so they may become productive members of society.

School Environment

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

During the opening days of the school year teachers incorporate lessons that will help students and teachers to build relationships. These included getting to know you activities, multiple intelligences surveys, and projects where the students can share about their family background. Units are also taught throughout the year on multiculturalism and belonging.

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

The staff at Diplomat Middle School will be operating a Before/After School Program for our students. These programs will provide working parents an opportunity for their child to arrive on campus after 7:30 a.m. and be in an atmosphere which is safe, orderly, and productive until 6:00 p.m. each evening. Some of the activities available are as follows: homework help, library access, computers, games, socialization, sports & recreation, band and orchestra help.

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

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

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

Gold card: 3.5 - 4.0 GPA, 0 discipline referrals

Silver Card: 3.0 - 3.49 GPA, 0 discipline referrals
 Bronze Card: 2.5 - 2.99 GPA, 0 discipline referrals
 Blue Card: 5 increase GPA, 0 discipline referrals
 Yellow Card: decrease discipline referrals by 5 or more

Student Expectations:

Be on time—in seat when the bell rings

Be prepared with supplies

Be respectful

Be on task

Follow directions

Cats' Pride Qualities

Cooperation

Appreciation

Tolerance

Studiosness

Perseverance

Respect

Integrity

Dedication

Enthusiasm

Cats' Pride Rewards

Along with earning being recognized for their academics and behavior through the different levels students are given pawsitive passes for demonstrating on task behavior. Students who have earned any of the levels are eligible for various awards that occur throughout the year.

Beginning of the year rewards include: Cats' Pride T-shirt, hat day, free gym time, crazy sock day, clash day, Spirit Day and our annual Faculty vs. student basketball game.

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

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

Popular Myths Regarding PBS

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

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

"PBS uses bribes to get children to behave"

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

"We will no longer punish children for inappropriate behavior"

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

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

Students with social-emotional needs are paired up with a teacher mentor by the school guidance counselor. The teachers go through an orientation to help them to better understand how they can support the student in making and keeping educational and behavioral goals. The students will meet with their mentor teacher a minimum of once a week to discuss behavior and grades.

Early Warning Systems

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

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

The Counseling Department monitors students in the MTSS Process.

MTSS is defined as:

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

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

Meetings : On most Mondays and Thursdays there will be MTSS meetings scheduled and Mrs. Bond will invite you if you are needed to bring current data and report on overall classroom performance of the student. If a team and an improvement plan need to be established we typically have 1 to 2 teachers involved on the team. Math and reading teachers are a part of many of the teams due to the majority of our students needed additional interventions in those two areas.

Interventions - Besides receiving interventions in the classroom, students also receive interventions (if needed) from the reading coach and from a math teacher (Mr. Logsdon this year). The counselors usually provide behavior interventions.

Training – MTSS information will be presented at one of the staff meetings this year so that staff can become more familiar with the process.

SIP Plans – if a student is receiving tier 2 or 3 interventions they have a SIP plan (Student Improvement Plan). This can be found in the pink folder in their cumulative file. Teachers will receive communication if they have a student that is receiving interventions and will be given information about what those interventions are and who is providing those to the student.

6th graders – We typically give the 6th graders about 9 weeks to adjust to middle school and then we meet with the team to discuss elementary interventions, current data, and also whether there is a need for those interventions at this point.

Currently in Diplomat Middle we have the following:

8th grade – 2 students in tier two (receiving reading interventions 1x a week from reading coach)

2 students in tier three (one receiving reading interventions with coach 2 X per week and the other receiving math tutoring from math coach 2 x per week)

7th grade – 5 students in tier two (1 receiving reading interventions 1x per week; 2 receiving behavior interventions weekly, 2 being monitored for tier one placement)

3 students in tier three (1 for math and social skills, 1 for reading tutoring 1x a week, 1 being monitored for tier one placement)

6th grade – 11 students coded in tier 2:

- a. 1 student met goals and needs to be placed back in tier one
- b. 2 students in for behavior interventions
- c. 1 student received interventions for writing
- d. 4 students received interventions for reading
- e. 3 students received interventions for math and reading

- 1 student was in tier 3 and is being monitored for placement in tier one
- 3 students coded in MTSS but have no student improvement plan

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	0	0	0	
One or more suspensions	0	3	5	8
Course failure in ELA or Math	8	11	2	21
Level 1 on statewide assessment	0	0	0	

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

Indicator	Grade Level	Total
	8	
Students exhibiting two or more indicators	1	1

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

Besides receiving interventions in the classroom, students also receive interventions (if needed) from the reading coach and from a math teacher. The counselors usually provide behavior interventions. We also have the ZAP program (Zeros Are not Permitted). Teachers will determine which students are missing three or more homework assignments. Those students will be given the opportunity to makeup the work after school with the ZAP teacher.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Diplomat Middle School holds a sixth grade orientation for incoming fifth grade students in the spring of each school year. At this orientation, students and parents are able to meet one on one with a teacher to discuss scheduling or academic and exploratory classes. In addition to this, an Open House is held each year in the evening prior to the first week of school. Student schedules are available at this time and parents and students can meet the teachers and administration. Monthly newsletters are distributed to students to bring home to their parents with a current school calendar of events and activities. Parents are encouraged to use the Parentlink system in order to monitor their student's grades and progress in each class. Teachers and guidance counselors communicate with

parents through phone and e-mail if a student is struggling. A Parent Volunteer Organization meets monthly to encourage parents to volunteers their time at Diplomat Middle School. A Volunteer Orientation is conducted at the beginning of each school year.

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

Diplomat Middle School has a Positive Behavior Support team who solicits partnership agreements from local businesses such as Chik-fil-A. Chik-fil-A, for example, supports the school by having fundraiser nights where a portion of sales come back to the school. It is the goal of Diplomat Middle School to create new community partnerships in order to secure resources for our school and students. For the 2014-2015 school year, it is the goal of Diplomat Middle School to partner with the local Rotary or Kiwanis Club to help raise funds in order to get new picnic tables for the courtyard. These tables would be utilized by both teachers and staff.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Boyle, Linda	Assistant Principal
Bennington, Maura	Principal
Jackson, Ryan	Assistant Principal
Norris, Tanya	Teacher, K-12
Schnabel, Quinn	Teacher, K-12
Logsdon, Robert	Teacher, K-12
Labelle, Tammy	Teacher, K-12
Adams, Kathy	Instructional Media
D'Angelo, Renee	Teacher, ESE
Ford, Alicia	Instructional Coach
Villela, Sandra	Teacher, K-12
Mann, Linda	Teacher, K-12
Carden, Gary	Guidance Counselor
Toadvine, Caroline	Guidance Counselor

Duties

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

Department Chairs serve as members of the school leadership team and disseminate information received from district coordinators to both the leadership team and content area PLCs in regards to curriculum. Formative and summative assessment data is collected in department PLCs and shared with the school leadership team to monitor student growth. Administration serves as facilitators for the for the meetings. The Reading Coach shares information regarding changes in curriculum and

assessments, and strategies that can be incorporated into classroom lessons to support Reading, Writing, and Discussion in content area and exploratory classes.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

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

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

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

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

Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program. SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs. Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. A free hot breakfast is available daily to all students. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Maura Bennington	Principal
Quinn Schnabel	Teacher
Julie Griffith	Education Support Employee
Maria Santiago	Education Support Employee
Susan Mills	Parent
Erin McDonald	Parent
John Bernhard	Parent
Patty Phelan	Parent
James Ermacora	Business/Community
Chrissy Danielson	Business/Community
Sandra Villela	Teacher

Duties

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

Evaluation of last year's school improvement plan

During preschool week, the School Improvement Plan goals for the 2013-2014 school year were reviewed with the staff. This "State of our School" presentation included information on the calculation of the school grade and the performance of the students in the areas of reading, math, writing, and science for the 2013-2014 school year. Trend data was also shared and evaluated with the staff to determine focus areas for the 2014-2015 school year. While reading scores increased, math remained the same and writing scores dropped. The increased rigor of the writing test and difference in writing task contributed to the drop in the writing score, however, it was determined that this is an area of most need. As a result, all content area teachers will work to include reading, writing, and

discussion as part of their lessons. The "State of our School" presentation was also delivered to the School Advisory Council.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

School Improvement funds ,when allocated by the state, are spent to support the School Improvement plan including staff training and materials. School Improvement funds were not allocated by the state for the 2013-2014 school year.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Bennington, Maura	Principal
Boyle, Linda	Assistant Principal
Adams, Kathy	Instructional Media
Ford, Alicia	Instructional Coach
Villela, Sandra	Teacher, K-12
Schnabel, Quinn	Teacher, K-12
Logsdon, Robert	Teacher, K-12
Labelle, Tammy	Teacher, K-12
Mann, Linda	Teacher, K-12
Norris, Tanya	Teacher, K-12
D'Angelo, Renee	Teacher, ESE
Jackson, Ryan	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

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

Additionally:

The PLCs across the curriculum are working on text complexity to align with the Common Core Standards.

Support the Media Center Initiative for 14-15 school year:

FIVE - Students will receive an incentive for reading 5 books in a category. I.e. award winning book, genre, author, series, and classification.

IRP - Students will be encouraged to enter bi-monthly research project contests to create displays for the media center and a chance to win Book Fair cash.

Bookmarks - Students will be encouraged to make bookmarks in the featured theme and these will be reproduced for all students to use.

ARSAC - Creative and enthusiastic readers will be encouraged to meet with media specialist once per month to brainstorm ideas, as well as facilitate and promote media center events

Reader's Cafe - This is a lunch invitation for students who are outstanding in each of the academic disciplines.

Book Club Stew - Students will be invited to form their own book clubs to read and discuss a common book over lunch together.

Spark Books - Students have a gap in background knowledge. This program will send 3 high interest library books to participating classrooms every two weeks for students to enjoy in the room. The goal is to spark interest in learning.

P.O.P. Days - Students who come for book checkout on these days will receive an incentive if they have a book checked out but no overdues or fines. They Principled, On-time, and Praiseworthy.

14 by 14 - Students will be encouraged to read 14 books by February 14th for a chance to win a LOVE 2 READ oversized bear at the Valentine's Day Dance.

Public and Collaborative Teaching

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

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

Teachers will meet on a weekly basis in content area Professional Learning Communities. These content area PLCs will also break into grade levels for teacher planning purposes. This allows teachers the opportunity to develop common assessments and common lessons. PLCs will evaluate data from common assessments, and will determine how to best meet student needs.

In addition to this, a faculty book study will be conducted using the book "Focus". The main goal of this book study is to incorporate Reading, Writing, and Discussion into all classrooms in order to increase student achievement. Strategies are included to help content area teachers incorporate Reading, Writing, and Discussion into their lessons.

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

1. Regular meetings of new teachers with Assistant Principal; APC
2. Following up with Highly Qualified plans; Principal
3. Mentoring; Veteran teachers mentored with new teachers to our school

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

The mentor and mentee are meeting monthly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is

given for feedback, coaching, and planning.

Ben Uphoff – Susan Massey

Susan Massey has numerous years of teaching experience as a language arts teacher in Lee County. Both Susan and Ben currently teach sixth grade Language Arts.

Megan Letcher – Elaine Petrie

Elaine Petrie is an experienced teacher and is currently working as the Computer Technology specialist. This will allow her time to work with Megan Letcher who is new to teaching Culinary Arts.

Tommerlee Castellanos – Kelly Denney

Kelly Denney has many years of experience teaching students with disabilities and has worked at Diplomat Middle School for many years.

Crystal Tortosa is teaching math and is new to the profession.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Language Arts, Social Studies, and Math all adopted new textbooks for the 2014-2015 school year that are aligned to the Florida Standards. Academic Plans are created at the district level which are aligned to the Florida Standards as well, based on the programs that were newly adopted. All teachers are required to include the Florida Standards in their lesson plans, and objectives must be tied to a standard.

Instructional Strategies

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

Professional Learning Communities made up of content area teachers meet on a weekly basis. Within these PLCs teachers create formative and summative assessments, and share the results of these assessments. The data from these assessments is used to determine which standards and objectives the students are achieving proficiency in. PLC teachers will then work collaboratively to determine how instruction will be modified and supplemented for the struggling students. Strategies are then implemented, such as reteaching and collaborative learning groups, in order to assist students who are not meeting proficiency.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Leadership PLCs will meet to discuss effective learning strategies to be used in the classroom.

Strategy Rationale

Leadership PLCs are made up of content area, ESE, and exploratory department chairs who engage in cross-curricular discussion of effective learning strategies.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Bennington, Maura, mauragb@leeschools.net

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

Formative and summative assessment data will be collected by department heads and shared at Leadership PLCs in order to determine the effectiveness of particular strategies.

Student Transition and Readiness

PreK-12 Transition

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

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

For incoming sixth graders, diplomat middle school works with a team of: teachers, counselors, and administrators, to individually meet with each incoming student. During these meetings the following topics are discussed: middle school credit requirements, academic curriculum, and elective choices. Students are encouraged to rank their most desired electives based on their personal interests. Students are further encouraged to try different electives because middle school is a time for students to explore their individual personalities and developing interests. Each year the counselors work with 6th and 7th graders to develop their next year's schedule. Again middle school requirements, personal interests, and elective exploration are taken into account. Counselors work individually throughout the year with students and parents to plan appropriate coursework. Individual needs are taken into account such as: proper placement based on academic needs, personal interests in regards to electives, credit retrieval, and virtual school coursework. In addition counselors work on career exploration, individually with students to motivate students academically and for students to understand the relevance of academic coursework in regards to high school and career planning. The school counseling department also organizes the peer/teacher mentor program. In this program peer and adult mentors are trained to deliver Take Stock in Children Mentoring Lessons. Included in these lessons are career exploration, personality inventories, and goal setting. Finally, counselors work with groups of academically challenged eighth grade students in order to further explore: values, goals, high school, and career paths. Lessons from High School Success, Choosing a Good Road by Jonathan Brennan are utilized to assist the group in this process.

College and Career Readiness

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

N/A

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

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

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

N/A

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

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student achievement gains school-wide by focusing on teaching and learning.
- G2.** For the 2014-2015 school year, Diplomat Middle School will create a new community partnership.

Strategic Goals Detail

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning. 1a

G039604

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	84.0
Math Lowest 25% Gains	56.0
AMO Reading - All Students	77.0
AMO Math - All Students	76.0
ELA/Reading Gains	77.0
Math Gains	73.0
ELA/Reading Lowest 25% Gains	67.0

Resources Available to Support the Goal 2

- PLC Time, Flexing schedules to protect PLCs
- Implementation of Florida Standards to increase rigor across the curriculum; Continue to implement text complexity work cycle
- Check for Three district initiative
- Data - Using and becoming more proficient in Performance Matters and Teen Biz Lexile data for reading Bottom 25% charts for Math using Performance Matters sent out monthly to math department
- Library programming - 5
- Focus, school-wide staff book study
- School and district based textbook contact
- Math tutoring
- Choosing Excellence training
- Kagan Training
- ZAP- Zeros Are not Permitted
- Students will learn to read and analyze their own data in order to set goals and determine the effectiveness of their personal action plans.

Targeted Barriers to Achieving the Goal 3

- Transition to Florida Standards from NGSSS
- New curriculum/ textbook adoption for Math, Language Arts, and Social Studies
- Incorporating reading, writing, and discussion into content area lessons

Plan to Monitor Progress Toward G1. 8

Formative and summative assessment data will be collected in content area PLCs to be reviewed throughout the year to determine progress toward the goal targets.

Person Responsible

Maura Bennington

Schedule

Monthly, from 8/12/2014 to 5/26/2015

Evidence of Completion

Data from the final scores of all state exams will be collected and analyzed.

G2. For the 2014-2015 school year, Diplomat Middle School will create a new community partnership. 1a

 G042890

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Rotary Club
- Kiwanis Club
- Lowes

Targeted Barriers to Achieving the Goal 3

- Availability of resources or funds from community or business partners.

Plan to Monitor Progress Toward G2. 8

Partnership agreements

Person Responsible

Jean Hart

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Information about partnership agreements and how to solicit goods or services from a business or community partner will be shared at Cat's Pride meetings and Parent Volunteer Organization meetings. These partnership agreements will be collected by the Five Star coordinator and will become a part of the Five Star School binder.

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key


G1. Increase student achievement gains school-wide by focusing on teaching and learning. **1**

 G039604

G1.B3 Transition to Florida Standards from NGSSS **2**

 B095630

G1.B3.S3 PLC Workgroups organized by content area and grade level **4**

 S106806

Strategy Rationale

Content area Professional Learning Communities will meet to analyze data from common formative and summative assessments in order to best meet the needs of students.

Action Step 1 **5**

Identify essential learning targets for each quarter; develop common assessments

Person Responsible

Maura Bennington

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Common Assessment data

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Work product; each quarter 4 deliverables

Person Responsible

Linda Boyle

Schedule

Quarterly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Work product

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Classroom Walkthroughs

Person Responsible

Ryan Jackson

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Administration will attend PLCs and will monitor the effectiveness of the lessons and assessments created in PLCs through classroom walkthroughs.

G1.B3.S5 Formative Assessment book study 4

 S122393

Strategy Rationale

Offer support to department PLCs in creative effective formative assessments.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S5 6

The content area PLC will meet weekly to discuss the use of formative assessments.

Person Responsible

Linda Boyle

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Results from formative assessments will be collected and analyzed.

Plan to Monitor Effectiveness of Implementation of G1.B3.S5 7

Content area PLCs will meet weekly to discuss the effectiveness of various types of formative assessments.

Person Responsible

Ryan Jackson


Schedule

Weekly, from 8/11/2014 to 5/29/2015


Evidence of Completion

Weekly minutes will be collected from the content area PLC meetings.

G1.B5 Incorporating reading, writing, and discussion into content area lessons **2**

 B106356

G1.B5.S1 Professional book study on "Focus". **4**

 S117649

Strategy Rationale

The first three chapters of this book study the need for reading, writing, and discussion in the classroom. The remaining chapters aid content area teachers in incorporating all three into their lessons in order to increase student achievement.

Action Step 1 **5**

A professional book study using the book "Focus" will be conducted during staff PLCs.

Person Responsible

Amber Lane

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Staff PLC minutes

Plan to Monitor Fidelity of Implementation of G1.B5.S1 **6**

PLC minutes

Person Responsible

Linda Boyle

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Minutes from the professional book study meetings will be collected as well as PLC minutes where content area teachers have discussed implementation of Reading, Writing, and Discussion into classroom lessons.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Classroom walk-throughs will be conducted to monitor the effectiveness of implementation.

Person Responsible

Ryan Jackson

Schedule

Weekly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Evidence of reading, writing, and discussion will be observed during classroom walk-throughs.

G1.B5.S2 Kagan Training 4

 S122400

Strategy Rationale

Kagan strategies encourage students to work cooperatively and provide teachers with classroom management strategies. It also aides with facilitating group and classroom discussion.

Action Step 1 5

Research the possibility of Kagan training for the staff on an inservice day.

Person Responsible

Linda Boyle

Schedule

On 11/28/2014

Evidence of Completion

Inservice records

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Classroom walkthroughs

Person Responsible

Ryan Jackson

Schedule

Weekly, from 11/3/2014 to 5/29/2015

Evidence of Completion

Administrators will collect evidence of use of Kagan strategies through classroom walkthroughs.

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

Classroom walkthroughs

Person Responsible

Maura Bennington

Schedule

Weekly, from 11/3/2014 to 5/29/2015

Evidence of Completion

Administrators will monitor the effective use of Kagan strategies in the classroom during classroom walkthroughs.

G2. For the 2014-2015 school year, Diplomat Middle School will create a new community partnership. 1

G042890

G2.B2 Availability of resources or funds from community or business partners. 2

B104806

G2.B2.S1 Seeking out multiple business and community partners. 4

S118253

Strategy Rationale

Availability of funds may vary.

Action Step 1 5

Members of the Cat's Pride committee and individual teachers will seek out business and community partnerships.

Person Responsible

Jean Hart

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Evidence used will be partnership agreements that are solicited from business and community partners.

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

The Parent Volunteer Organization will meet monthly and will discuss new ideas for business and community partnerships.

Person Responsible

Jean Hart

Schedule

Monthly, from 8/26/2014 to 5/26/2015

Evidence of Completion

Partnership agreements will be collected to determine who the new community or business partners are and what services or goods they have agreed to supply the school with.

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

The Parent Volunteer organization and Cat's Pride committee will solicit new business and community partnerships.

Person Responsible

Jean Hart

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Partnership agreements will be used to determine which business and community partners have agreed to donating services or goods. Meeting minutes will monitor which business and community partners have been approached by school members for goods or services.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S3.A1	Identify essential learning targets for each quarter; develop common assessments	Bennington, Maura	8/11/2014	Common Assessment data	5/29/2015 weekly
G1.B5.S1.A1	A professional book study using the book "Focus" will be conducted during staff PLCs.	Lane, Amber	10/1/2014	Staff PLC minutes	5/29/2015 monthly
G2.B2.S1.A1	Members of the Cat's Pride committee and individual teachers will seek out business and community partnerships.	Hart, Jean	8/11/2014	Evidence used will be partnership agreements that are solicited from business and community partners.	5/29/2015 monthly
G1.B5.S2.A1	Research the possibility of Kagan training for the staff on an inservice day.	Boyle, Linda	8/11/2014	Inservice records	11/28/2014 one-time
G1.B3.S5.A1	[no content entered]			one-time	
G1.MA1	Formative and summative assessment data will be collected in content area PLCs to be reviewed throughout the year to determine progress toward the goal targets.	Bennington, Maura	8/12/2014	Data from the final scores of all state exams will be collected and analyzed.	5/26/2015 monthly
G1.B5.S1.MA1	Classroom walk-throughs will be conducted to monitor the effectiveness of implementation.	Jackson, Ryan	10/1/2014	Evidence of reading, writing, and discussion will be observed during classroom walk-throughs.	5/29/2015 weekly
G1.B5.S1.MA1	PLC minutes	Boyle, Linda	8/18/2014	Minutes from the professional book study meetings will be collected as well as PLC minutes where content area teachers have discussed implementation of Reading, Writing, and Discussion into classroom lessons.	5/29/2015 weekly
G1.B5.S2.MA1	Classroom walkthroughs	Bennington, Maura	11/3/2014	Administrators will monitor the effective use of Kagan strategies in the classroom during classroom walkthroughs.	5/29/2015 weekly
G1.B5.S2.MA1	Classroom walkthroughs	Jackson, Ryan	11/3/2014	Administrators will collect evidence of use of Kagan strategies through classroom walkthroughs.	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S3.MA1	Classroom Walkthroughs	Jackson, Ryan	8/18/2014	Administration will attend PLCs and will monitor the effectiveness of the lessons and assessments created in PLCs through classroom walkthroughs.	5/29/2015 weekly
G1.B3.S3.MA1	Work product; each quarter 4 deliverables	Boyle, Linda	10/20/2014	Work product	5/29/2015 quarterly
G1.B3.S5.MA1	Content area PLCs will meet weekly to discuss the effectiveness of various types of formative assessments.	Jackson, Ryan	8/11/2014	Weekly minutes will be collected from the content area PLC meetings.	5/29/2015 weekly
G1.B3.S5.MA1	The content area PLC will meet weekly to discuss the use of formative assessments.	Boyle, Linda	8/25/2014	Results from formative assessments will be collected and analyzed.	5/29/2015 weekly
G2.MA1	Partnership agreements	Hart, Jean	8/11/2014	Information about partnership agreements and how to solicit goods or services from a business or community partner will be shared at Cat's Pride meetings and Parent Volunteer Organization meetings. These partnership agreements will be collected by the Five Star coordinator and will become a part of the Five Star School binder.	5/29/2015 monthly
G2.B2.S1.MA1	The Parent Volunteer organization and Cat's Pride committee will solicit new business and community partnerships.	Hart, Jean	8/11/2014	Partnership agreements will be used to determine which business and community partners have agreed to donating services or goods. Meeting minutes will monitor which business and community partners have been approached by school members for goods or services.	5/29/2015 monthly
G2.B2.S1.MA1	The Parent Volunteer Organization will meet monthly and will discuss new ideas for business and community partnerships.	Hart, Jean	8/26/2014	Partnership agreements will be collected to determine who the new community or business partners are and what services or goods they have agreed to supply the school with.	5/26/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B3 Transition to Florida Standards from NGSSS

G1.B3.S3 PLC Workgroups organized by content area and grade level

PD Opportunity 1

Identify essential learning targets for each quarter; develop common assessments

Facilitator

Department Heads, School PD Leaders

Participants

All instructional staff

Schedule

Weekly, from 8/11/2014 to 5/29/2015

G1.B5 Incorporating reading, writing, and discussion into content area lessons

G1.B5.S1 Professional book study on "Focus".

PD Opportunity 1

A professional book study using the book "Focus" will be conducted during staff PLCs.

Facilitator

Maura Bennington

Participants

All staff

Schedule

Monthly, from 10/1/2014 to 5/29/2015

G1.B5.S2 Kagan Training

PD Opportunity 1

Research the possibility of Kagan training for the staff on an inservice day.

Facilitator

Kagan trainer

Participants

Teaching staff

Schedule

On 11/28/2014

Budget Rollup

Summary	
Description	Total
Goal 1: Increase student achievement gains school-wide by focusing on teaching and learning.	6,000
Grand Total	6,000

Goal 1: Increase student achievement gains school-wide by focusing on teaching and learning.		
Description	Source	Total
B5.S1.A1	Title II	5,000
B5.S1.A1	School Improvement Funds	1,000
B5.S2.A1	Title II	0
Total Goal 1		6,000