

# Diplomat Elementary School



2014-15 School Improvement Plan

## Diplomat Elementary School

1115 NE 16TH TER, Cape Coral, FL 33909

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

### School Demographics

**School Type**

Elementary

**Title I**

No

**Free/Reduced Price Lunch**

61%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

44%

### 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	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

To empower all students to 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 Environment

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

Diplomat Elementary is part of the NEAF Quality Schools Grant. As a Quality School we implement a program of core beliefs of survival, fun, power, freedom and belonging to build relationships between teachers and students. Before the school year begins, class lists are checked to ensure diversity within each classroom, which allows students and teachers to build relationships from a variety of cultural backgrounds. During the school year, classrooms engage in a variety of activities that create a feeling of belonging, the freedom of choice, and self-empowerment.

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

Diplomat creates a safe environment for students by establishing school and classroom rules. Teachers use consistent classroom management procedures to ensure that students feel safe and respected. There are also several ways students' positive behaviors are recognized, both within the classroom and school-wide. When behaviors do require interventions, a hierarchy of consequences is followed.

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

Diplomat Elementary has a behavior plan which is shared with teachers in preschool, is in the teacher handbook, and is presented to students in the classroom. The behavior plan both recognizes and rewards positive behavior and establishes clear and consistent consequences for negative or unsafe behaviors. Clear behavioral expectations are also reinforced by administrators on the School News Show and are reflected in classroom rules.

School wide rules are based on the need for safety and to be respectful of others.

##### **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**

The school guidance counselor has created a kindness program which reinforces and rewards acts of kindness. Additionally, any student who exhibits a radical change in behavior or who tells a teacher that they are struggling with their emotions is referred to the counselor.

The guidance counselor has a "lunch bunch" counseling group for children whose emotional difficulties are affecting work in the classroom or threatening their well being. Once a week the group



has lunch with the guidance counselor, as they build connections with one another, and work to build emotional competence.

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

## 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 builds positive relationships with families in several ways. Open house, curriculum night, family fun night, and student led conferences are all events to help parents get involved in the school culture. All stakeholders are involved in creating the school's mission and vision statements, which are communicated by posting on the school website. SAC meetings are open for all parents and community members to attend, and are advertised to all families. The school also has a Parent Involvement Committee, (PIO) that meets to plan school events and provide a forum for parent concerns. Parents are informed of their child's progress using Parentlink, interim reports, report cards and conferences by phone and in person as needed. In addition, the implementation of student led conferences will enable students to communicate their learning and successes to parents.

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

Diplomat partners with local businesses and community organizations to secure and utilize resources to support the school and student's achievement. Diplomat participates in family nights at local restaurants and receives a part of the proceeds from the businesses. Diplomat works with local businesses and community organizations to supply families with support when they are in need. These partnerships enable students to focus on achievement rather than their basic needs.

## 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
Vertrees, Mara	Principal
Wilken, Jennifer	Assistant Principal
Grieco, Karen	Guidance Counselor
Chilson, Nica	Teacher, ESE
Marody, Rosalie	Other
Nero, Matthew	Other
Rogalsky, Dena	Other

### Duties

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

Principal/Assistant Principal

- Interact with parent/community groups sharing concerns with leadership
- Provide or coordinate continuous professional development
- Monitor Student Achievement Data
- Share recent research, and District and State initiatives
- Plan for implementation of curricular, and extra curricular activities to support the needs of students

Reading Support Personnel

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

Speech and Language Pathologist

- Share information with the team and with teachers regarding language development and strategies to support students.
- Works with the team to coordinate student services and interventions and testing accommodations.

Guidance Counselor

- Leads initiatives to prevent bullying and in Character Education
- Shares information on interventions for students, and mandated reporter rules and requirements
- Works with diverse student needs including 504, Gifted Assessment Team Chair, and student with emotional needs.

ESE Teacher/Staffing Specialist

- Share student progress data with group.
- Lead training on interventions.

Specialist (Behavior, OT, PT, ASD)

- Share information on individual student needs and concerns
- Provide staff trainings

ESOL/ELL Representative

- Share with leadership status of ELL students and needs for student success
  - Training for staff on monitoring, grading, communication and other requirements for ELL students
- Monitor and share new research, initiatives and regulations.

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

School Leadership begins with a review of State Standards and the District Academic plan, using both to secure resources and training for teachers and staff to ensure consistent and aligned learning opportunities for all students.

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

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

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
David Ramos	Parent
Jessica Ramos	Parent
Jenny Edwards	Teacher
Mindy Hamilton	Education Support Employee
Amber Lane	Parent
Marilyn Crews	Teacher
Dawn Wernsing	Parent
Flavia Torrente	Parent
Joan Schlereth	Parent
Sal Romano	Parent
Sally Oxendine	Teacher
Elizabeth Kelly	Parent
James Ermacora	Business/Community
Kate Sullivan	Business/Community
Angela Brown	Education Support Employee

**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*

The principal presented the data from last year's school improvement plan at the initial SAC meeting. SAC members discussed successes and challenges as well as methods to increase student achievement.

*Development of this school improvement plan*

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

*Preparation of the school's annual budget and plan*

The principal presented a budget plan that was reviewed and approved at the spring SAC meeting.

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

School Improvement funds will primarily be used for classroom instructional materials and substitutes for the classroom. The District Academic Plan which is aligned to the Florida Standards requires complex texts and the integration of Social Studies and Science in all grades and instruction in cursive. Supplies funds will be used on materials to support this work. Additionally, money will be used for substitutes to allow for professional development through model classrooms in Quality processes, classroom interventions and for training in implementing the Multi-tiered Systems of Support (RTI) processes.

**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
Edwards, Jenny	Teacher, K-12
Hurrell, Julie	Teacher, K-12
Hall, Leah	Teacher, K-12
Moise, Amy	Teacher, K-12
Roberts, Suzanne	Teacher, K-12
Jones, Wynell	Teacher, K-12
Treanor, Kristie	Teacher, ESE
Vertrees, Mara	Principal
Wilken, Jennifer	Assistant Principal

**Duties**

**Describe how the LLT promotes literacy within the school**

The LLT meets monthly for literacy updates from the district. This group is facilitated by the principal and will address Florida Standards and implementation of the new district Academic Plans. Members

will determine school development needs. The team will bring information back to their grade level through the PLC. Teachers will work in collaborative teams to build their skills and develop lessons that will positively impact student learning. The LLT will focus on professional development that will lead to teacher efficacy in instruction and assessment of student writing based on literary content or on non-fiction sources.

## 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**

PLC time allows teachers to work together to analyze data and plan for intervention techniques. In addition, teachers have common planning time to collaborate for lesson planning and instruction. Grade level teachers are also physically grouped in close proximity to promote collaborative, positive planning.

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

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

The school orientation program pairs all teachers new to the school with mentor teachers, sponsors training events for new teachers, and supports the district induction and orientation program APPLES. These teachers meet monthly or more as needed to support and encourage teacher retention. Persons responsible for the recruitment and retention activities are the Principal and Assistant Principal.

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

Pairings of new teacher and mentors are based on proximity and grade level. New teacher orientation includes meetings with peer, mentor, teacher, and administrator. Administrator meets with peer and mentor teacher bi-monthly. Peer teachers and APPLES teachers meet weekly. Any teacher new to Diplomat is assigned a peer teacher, regardless of years of experience. This gives the new-to-Diplomat teacher one person to go to for questions.

## 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***

At Diplomat, all teachers follow the district's Academic Plan to prepare lessons and materials, ensuring core instructional programs and materials are aligned to Florida's standards. By implementing the district's Backwards Design Training, teachers will ensure standards are being met through the use of adopted materials. Common planning times encourage grade level collaborative planning and implementation of the core instructional programs.

#### **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**

Diplomat is in its first year of becoming a Quality school. Each classroom uses data walls to monitor academic progress, as well as data binders for each child to monitor individual academic progress. During PLC meetings, teachers share and analyze data to plan instruction to help meet each student's needs. Teachers will use PASS (Promoting Academic Success for Students) time to implement the instructional plan, driven by the data presented at PLC meetings to differentiate instruction.

**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:** 4,320

Free afterschool tutoring will be offered to students struggling in mathematics. Tutoring will be offered two days a week for one hour with instruction provided by certified personnel.

**Strategy Rationale**

Students will achieve higher academic success through the increased instruction in basic mathematics skills.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Wilken, Jennifer, jenniferkw@leeschools.net

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

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

## 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**

Kindergarten orientation programs are held each spring. Orientation assists families and students with transition by introducing the families to the school and the school culture. Parents are able to speak with Kindergarten teachers and receive information about dress code, supplies and other basic school procedures.

Open House, which is held the week before school begins, further acquaints parents and children, of all grade levels with the school and allows them to meet their teachers before the first day of school. Assistants are in kindergarten classrooms the first week of school to support children in the transition and in adapting to the new environment.

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

Families of outgoing fifth graders are encouraged to attend open houses at middle schools of their choosing.

### 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***

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

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

***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***

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

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

## 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. Diplomat Elementary will increase student achievement gains school-wide by focusing on teaching and learning. 1a**

G042854

**Targets Supported 1b**

Indicator	Annual Target
Math Gains	85.0
Math Lowest 25% Gains	83.0
ELA/Reading Gains	74.0
ELA/Reading Lowest 25% Gains	70.0

**Resources Available to Support the Goal 2**

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

**Targeted Barriers to Achieving the Goal 3**

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

**Plan to Monitor Progress Toward G1. 8**

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

**Person Responsible**

Mara Vertrees

**Schedule**

Annually, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Student Data reports Teacher observation data Oncourse lesson plans.

## 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.** Diplomat Elementary will increase student achievement gains school-wide by focusing on teaching and learning. **1**

 G042854

**G1.B1** Student absenteeism. **2**

 B104653

**G1.B1.S5** School will track attendance and offer rewards to class with best attendance. School counselor will track attendance and counsel those children. **4**

 S125956

### Strategy Rationale

Students who have fewer than 5 absences and/or early dismissals per quarter will achieve higher academic success.

### Action Step 1 **5**

Track daily attendance.

#### Person Responsible

Karen Grieco

#### Schedule

Daily, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Attendance graphs.

**Plan to Monitor Fidelity of Implementation of G1.B1.S5** 6

School counselor meets with at risk students.

**Person Responsible**

Karen Grieco

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Meeting notes, checklist.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S5** 7

School counselor will track data to ensure lower absenteeism rates.

**Person Responsible**

Karen Grieco


**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Attendance graphs, checklist.

**G1.B2** No consistent writing plan throughout the school. 2

 B104654

**G1.B2.S1** Develop a writing/literacy plan to address learning of students grades K-5. 4

 S115868

**Strategy Rationale**

Implementing a school wide writing curriculum will provide for consistent learning across grade levels.

**Action Step 1** 5

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

**Person Responsible**

Mara Vertrees

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

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

**Action Step 2** 5

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

**Person Responsible**

Mara Vertrees

**Schedule**

On 12/15/2014

***Evidence of Completion***

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

**Action Step 3** 5

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

**Person Responsible**

Mara Vertrees

**Schedule**

On 12/15/2014

***Evidence of Completion***

PLC agendas, Lesson Plans, Student products.

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

Review of literacy plan and observation of classroom implementation.

**Person Responsible**

Mara Vertrees

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Classroom Walkthroughs, Lesson Plans, Student Product

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

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

**Person Responsible**

Mara Vertrees

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Lesson Plans, Student Products.

**G1.B2.S2** School-wide professional development addressing writing to a source. 4

S115869

**Strategy Rationale**

Implementing a school wide writing curriculum will provide for consistent learning across grade levels.

**Action Step 1** 5

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

Collaborative team notes with plan in binder.

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

Schedule training and review evaluations.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Agenda, attendance, evaluations.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** 7

Students will write to show learning in all content areas.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Student Products, Student Grades.

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

B104655

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

4

S115870

**Strategy Rationale**

Teachers trained in differentiation have a variety of techniques available to assist students at all levels.

**Action Step 1** 5

Establishment of Collaborative Team for study of MTSS.

**Person Responsible**

Rosalie Marody

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Names of team members, date set for first meeting.

**Action Step 2** 5

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

**Person Responsible**

Rosalie Marody

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Process document with identified menu of strategies.

### Action Step 3 5

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

**Person Responsible**

Rosalie Marody

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Training date set, attendance and agenda.

### Action Step 4 5

Share information on interventions and MTSS processes with all teachers.

**Person Responsible**

Rosalie Marody

**Schedule**

Monthly, from 9/8/2014 to 5/26/2015

***Evidence of Completion***

Teacher Lesson Plans, MTSS Progress Monitoring.

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

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

**Person Responsible**

Rosalie Marody

**Schedule**

Every 6 Weeks, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Student Cum folders. Student achievement data.



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

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

**Person Responsible**

Rosalie Marody


**Schedule**

Every 6 Weeks, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Student data graphs, student improvement plans.

**G1.B4 Teachers need more training and experience with new academic plan.** 2

 B104656

**G1.B4.S1 Sharing information through the Professional Learning Community.** 4

 S115871

**Strategy Rationale**

PLCs provide opportunities for collaboration on lessons and analysis of student data.

**Action Step 1** 5

Give more time to discuss academic plan.

**Person Responsible**

Mara Vertrees

**Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Schedules and meeting notes.

**Action Step 2** 5

District trainer instructs staff on academic plan.

**Person Responsible**

Jennifer Wilken

**Schedule**

On 11/7/2014

***Evidence of Completion***

Meeting date

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Principal will monitor lesson plans and complete classroom walk throughs.

**Person Responsible**

Mara Vertrees

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Lesson plans and walk through notes.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Teachers will be informally surveyed for understanding of the academic plan.

**Person Responsible**

Mara Vertrees

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Survey results

**G1.B4.S2 Model Lessons** 4

S115872

**Strategy Rationale**

**Action Step 1** 5

Invite District Personnel to provide instruction through model lessons.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Training Date and Schedule.

**Action Step 2** 5

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

**Plan to Monitor Fidelity of Implementation of G1.B4.S2** 6

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

Agendas, Lesson Plans, Observation.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7**

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


**Person Responsible**

**Schedule**

***Evidence of Completion***

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

**G1.B4.S3** Teacher Training in CIS strategy to support critical thinking and the integration of science and social studies into the literacy block. 4

 S115873

**Strategy Rationale**

**Action Step 1 5**

Training for classroom teachers in CIS.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Meeting notes, training agenda, lesson plans.

**Plan to Monitor Fidelity of Implementation of G1.B4.S3 6**

Teachers will use CIS strategies in the classroom.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Lesson Plans Student Product Classroom walkthroughs.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S3** 7

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

**Person Responsible**

**Schedule**

**Evidence of Completion**

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

**G1.B5** No extra time for remediation. 2

 B104657

**G1.B5.S1** Establishment of afterschool tutoring program for students at risk of academic failure. 4

 S115874

**Strategy Rationale**

Additional learning time will help students to master basic skills.

**Action Step 1** 5

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

**Person Responsible**

Jennifer Wilken

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Lists of students.

**Action Step 2** 5

Establish tutoring program afterschool.

**Person Responsible**

Jennifer Wilken

**Schedule**

Biweekly, from 10/27/2014 to 5/29/2015

**Evidence of Completion**

Tutoring program guidelines, student attendance sheets.

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

Maintain student rosters and monitor student grades.

**Person Responsible**

Jennifer Wilken

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Student attendance data, student grades of District assessments.

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

Data collection of student learning gains and achievement levels on standardized tests.

**Person Responsible**

Jennifer Wilken

**Schedule**

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

**Evidence of Completion**

Data notebook.

**Appendix 1: Implementation Timeline**

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

Lee - 0771 - Diplomat Elementary School - 2014-15 SIP  
Diplomat Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	Establish a Collaborative Team to study the academic plan and resources related to literacy.	Vertrees, Mara	8/18/2014	Names of team members. Meeting date set and on school calendar.	6/5/2015 quarterly
G1.B2.S2.A1	Present Writing Plan to each grade level at the Grade Level Collaborative Team Meetings.		Collaborative team notes with plan in binder.	one-time	
G1.B3.S1.A1	Establishment of Collaborative Team for study of MTSS.	Marody, Rosalie	8/18/2014	Names of team members, date set for first meeting.	6/5/2015 monthly
G1.B4.S2.A1	Invite District Personnel to provide instruction through model lessons.		Training Date and Schedule.	once	
G1.B4.S3.A1	Training for classroom teachers in CIS.		Meeting notes, training agenda, lesson plans.	once	
G1.B5.S1.A1	Identify students at most risk for failure in Language Arts and Math.	Wilken, Jennifer	8/18/2014	Lists of students.	6/5/2015 weekly
G1.B4.S1.A1	Give more time to discuss academic plan.	Vertrees, Mara	8/18/2014	Schedules and meeting notes.	6/5/2015 biweekly
G1.B1.S5.A1	Track daily attendance.	Grieco, Karen	8/18/2014	Attendance graphs.	6/5/2015 daily
G1.B2.S1.A2	Review resources and academic plan to identify learning goals for students at each grade level. Use the information to create the school-wide plan.	Vertrees, Mara	8/18/2014	Product - Coherent consistent writing plan for grades K-5.	12/15/2014 one-time
G1.B3.S1.A2	Identify at risk students. Determine strategies for interventions. Review process for monitoring student learning.	Marody, Rosalie	8/18/2014	Process document with identified menu of strategies.	6/5/2015 weekly
G1.B4.S2.A2	Selected Teachers will implement strategies from model lesson and share results (student engagement, formative assessment data) with Collaborative Team.		PLC Meeting Notes and Agenda, Teacher Lesson Plan with accompanying data.	once	
G1.B5.S1.A2	Establish tutoring program afterschool.	Wilken, Jennifer	10/27/2014	Tutoring program guidelines, student attendance sheets.	5/29/2015 biweekly
G1.B4.S1.A2	District trainer instructs staff on academic plan.	Wilken, Jennifer	8/18/2014	Meeting date	11/7/2014 one-time
G1.B2.S1.A3	Present plan to each grade level with professional development to ensure implementation.	Vertrees, Mara	8/18/2014	PLC agendas, Lesson Plans, Student products.	12/15/2014 one-time
G1.B3.S1.A3	Schedule Training for MTSS collaborative team on processes and on use of MTSS Interventions and Resources embedded in new Reading Series.	Marody, Rosalie	8/18/2014	Training date set, attendance and agenda.	6/5/2015 quarterly
G1.B3.S1.A4	Share information on interventions and MTSS processes with all teachers.	Marody, Rosalie	9/8/2014	Teacher Lesson Plans, MTSS Progress Monitoring.	5/26/2015 monthly
G1.MA1	Data review in PLC collaborative teams. Classroom Walkthroughs. Review of Lesson Plans	Vertrees, Mara	8/18/2014	Student Data reports Teacher observation data Oncourse lesson plans.	6/5/2015 annually
G1.B2.S1.MA1	Ensure that a writing plan has been developed and is being implemented throughout the school.	Vertrees, Mara	8/18/2014	Lesson Plans, Student Products.	6/5/2015 quarterly

Lee - 0771 - Diplomat Elementary School - 2014-15 SIP  
Diplomat Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1	Review of literacy plan and observation of classroom implementation.	Vertrees, Mara	8/18/2014	Classroom Walkthroughs, Lesson Plans, Student Product	6/5/2015 quarterly
G1.B3.S1.MA1	Progress monitoring for struggling and at risk students. Students should show learning gains as a result of Tier 2 and 3 Interventions and differentiated instruction in the classroom.	Marody, Rosalie	8/18/2014	Student data graphs, student improvement plans.	6/5/2015 every-6-weeks
G1.B3.S1.MA1	Maintain student folders within cum folder documenting MTSS process for each at risk student.	Marody, Rosalie	8/18/2014	Student Cum folders. Student achievement data.	6/5/2015 every-6-weeks
G1.B4.S1.MA1	Teachers will be informally surveyed for understanding of the academic plan.	Vertrees, Mara	8/18/2014	Survey results	6/5/2015 daily
G1.B4.S1.MA1	Principal will monitor lesson plans and complete classroom walk throughs.	Vertrees, Mara	8/18/2014	Lesson plans and walk through notes.	6/5/2015 monthly
G1.B5.S1.MA1	Data collection of student learning gains and achievement levels on standardized tests.	Wilken, Jennifer	10/20/2014	Data notebook.	5/29/2015 weekly
G1.B5.S1.MA1	Maintain student rosters and monitor student grades.	Wilken, Jennifer	8/18/2014	Student attendance data, student grades of District assessments.	6/5/2015 quarterly
G1.B2.S2.MA1	Students will write to show learning in all content areas.		Student Products, Student Grades.	once	
G1.B2.S2.MA1	Schedule training and review evaluations.		Agenda, attendance, evaluations.	once	
G1.B4.S2.MA1	Follow-through and implementation of District Academic Plan to include materials and lessons from the Reading Street Curriculum Series.		Lesson Plans, Student Products, Student Scores on District Concept Assessments.	once	
G1.B4.S2.MA1	Presentation of Model Lessons and discussion including review of student data in the Professional Learning Community.		Agendas, Lesson Plans, Observation.	once	
G1.B4.S3.MA1	Students will use close reading and other reading strategies such as mark the text to promote engagement with complex texts in the content areas.		Lesson Plans, Student Product, Student scores on formative assessments.	once	
G1.B4.S3.MA1	Teachers will use CIS strategies in the classroom.		Lesson Plans Student Product Classroom walkthroughs.	once	
G1.B1.S5.MA1	School counselor will track data to ensure lower absenteeism rates.	Grieco, Karen	8/18/2014	Attendance graphs, checklist.	6/5/2015 quarterly
G1.B1.S5.MA1	School counselor meets with at risk students.	Grieco, Karen	8/18/2014	Meeting notes, checklist.	6/5/2015 quarterly



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

**G1.B2** No consistent writing plan throughout the school.

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

### PD Opportunity 1

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

#### Facilitator

District Personnel

#### Participants

Grade level chairs

#### Schedule

On 12/15/2014

### PD Opportunity 2

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

#### Facilitator

Writing/Literacy Team members.

#### Participants

All teachers.

#### Schedule

On 12/15/2014

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

**PD Opportunity 1**

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

**Facilitator**

Grade Level Team Representative from LLT.

**Participants**

All teachers.

**Schedule**

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

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

**PD Opportunity 1**

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

**Facilitator**

Rosalie Marody

**Participants**

MTSS Collaborative Team

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**PD Opportunity 2**

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

**Facilitator**

District Personnel

**Participants**

MTSS Collaborative Team Members, one per grade level.

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

### PD Opportunity 3

Share information on interventions and MTSS processes with all teachers.

#### Facilitator

MTSS Collaborative Team

#### Participants

PLC - Classroom Teachers

#### Schedule

Monthly, from 9/8/2014 to 5/26/2015

**G1.B4** Teachers need more training and experience with new academic plan.

### G1.B4.S2 Model Lessons

#### PD Opportunity 1

Invite District Personnel to provide instruction through model lessons.

#### Facilitator

District Reading Personnel

#### Participants

Faculty members

#### Schedule

#### PD Opportunity 2

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

#### Facilitator

Teachers and Administrators

#### Participants

All teachers

#### Schedule

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

**PD Opportunity 1**

Training for classroom teachers in CIS.

**Facilitator**

District personnel

**Participants**

All classroom teachers

**Schedule**

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
Goal 1: Diplomat Elementary will increase student achievement gains school-wide by focusing on teaching and learning.	1,100
<b>Grand Total</b>	<b>1,100</b>

Goal 1: Diplomat Elementary will increase student achievement gains school-wide by focusing on teaching and learning.		
Description	Source	Total
B2.S1.A2 - Substitutes for teacher training at district	School Improvement Funds	300
B2.S1.A3		0
B3.S1.A2		0
B3.S1.A3 - substitutes for teachers	School Improvement Funds	800
B4.S1.A2		0
<b>Total Goal 1</b>		<b>1,100</b>