

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: DIPLOMAT MIDDLE SCHOOL

District Name: Lee

Principal: Angela Roles

SAC Chair: Wendy Rickelman

Superintendent: Dr. Browder

Date of School Board Approval: Pending

Last Modified on: 10-07-2009

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
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VISION and MISSION STATEMENTS

Mission:

To ensure that each student achieves his/her highest personal potential.

Vision: To be a World-Class school system

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Our teachers pride themselves in providing students with an opportunity to grow in a caring atmosphere. Teachers at each grade level innovatively instruct students in reading, mathematics, language arts, science, and social studies. Professional Learning Communities based made up of teachers sharing a common academic course meet monthly to discuss and incorporate reading strategies into their curriculum.

Achievement Grouping is used to customize scheduling in Reading, Mathematics, and Language Arts. Students are served in intensive as well as in advanced education classes. A gifted team has been created to better meet the needs of our gifted students. Some of the exploratory classes that round out the academic offerings are computer technology, physical education, art, band, strings, chorus, drama, graphic design, and family/consumer science.

Diplomat Middle School is recognized as a "Five Star School" and an "Arts Achieve Model School" by the Florida Alliance for Arts Education. Volunteers are invited to attend an orientation and are then matched with teachers. DMS also has a variety of special education programs with a focus on mainstreaming students into regular education classrooms. Our students who do not speak fluent English are placed in regular education classrooms and are supported by ESOL staff.

At Diplomat Middle School we value and celebrate students who are successful in school. Positive Behavior Support has been implemented to reward exemplary behavior and success in academics. Students are held accountable for their actions with the Cat Card system, which is a tool for parents and teachers to monitor students' behavior.

DMS also offers a variety of extra curricular activities for students such as: intramural sports, Student Government, Odyssey of the Mind, Scholars' Club, Journalism Club, and after school dances. We welcome our students to participate in our before and after school programs. In these programs teachers are available for tutoring, or the students may use the computer lab, play a basketball game, or visit with friends in a supervised environment.

Unique School Strengths for Next Year

A new initiative for the 2009-2010 school year is a School-wide Vocabulary program created by the Reading Leadership team. Diplomat Middle School met all of the criteria to become a Five Star School. We are also an Arts Achieve Model School. Diplomat middle experienced a staff change in the administrative office with the addition of a new assistant principal who brings with him innovative ideas for student achievement. A full-time reading coach has joined our staff for the 2009-2010. A strength for next year will be to continue to meet high standards for our hispanic population.

Unique School Weaknesses for Next Year

Our opportunities for improvement in 2009-2010 are to work on increasing our economically disadvantaged students proficiency in math and reading. Another opportunity for improvement may come with the addition of the subgroup students with disabilities as these numbers continue to increase.

Student Demographics

The total enrollment for Diplomat Middle school during the 2008-2009 school year was 838. Of those students 31.5% were minority, 13.2% were ESE, 10.4% were gifted, 13% were LEP, and 51% were on free and reduced lunch. Student attendance was at 94.7%.

Student Attendance Rates

For the 2007-2008 school year there were 1,374 absences. The number of student absences decreased in the 2008-2009 school year to 675.

Student Mobility

Our mobility rate for the 2008-2009 school year was 15.9% with a stability rate of 90.2%.

Student Suspension Rates

During the 2007-2008 school year there were 138 student suspensions. In 2008-2009 there were 198.

Student Retention Rates

During the 2007-2008 school year there were 3 retained students. In 2008-2009 there were 13, this was the first full cycle of students exiting who had to earn credit/ pass academic courses in Language Arts, Math, Science and Social Studies under Florida's A+ legislation adopted three years ago.

Class Size

Our average class size is 19.34 students.

Academic Performance of Feeder Pattern

Diplomat Middle's 6th grade is always comprised of students from over ten or more different elementary schools in the West Zone. This is due to the Student Assignment Plan, which allows parents to rank order schools they prefer their child to attend in their own subzone or a neighboring subzone. The overwhelming majority of these elementary schools have a school grade of A and work very hard to increase student achievement and develop all subgroups.

Partnerships and Grants

Diplomat Middle School has partnered with both Dairy Queen and Beef O'Brady. Our teachers have received several Mini Grants through the Foundation for Lee County Schools. Our PTSO also provide mini grants to teachers after our fall fundraiser. Diplomat Middle School has received the Five Star Award again for community/ parent/ business involvement. Our school also received the silver award.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Angela Roles	BS – Mathematics, Florida Atlantic Univ.; MS – Ed Leadership, Nova Southeastern	5	10	2008-09: Grade: A Reading Mastery: 75% Math Mastery: 72% Science Mastery: 50% Writing Mastery: 99% AYP: Hispanics & Econ Disadv did not make AYP in Math, but we made safe harbor target 2007-08: Grade: A Reading Mastery: 70% Math Mastery: 66% Science Mastery: 48% Writing Mastery: 94%
Assis Principal	Jeff Estes Jr.	BA – Mathematics, Florida Gulf Coast University; MAEd Educational Leadership, Argosy University Sarasota			2008-09: Grade: A Reading Mastery: 75% Math Mastery: 72% Science Mastery: 50% Writing Mastery: 99% AYP: Hispanics & Econ Disadv did not make AYP in Math, but we made safe harbor target
					2008-09: Grade: A

Assis Principal	Joan Massop-Fruitt	BS – Human Development K-8 and Special Education K-12, Lee University; MS Educational Leadership, Nova Southeastern University	4	4	Reading Mastery: 75% Math Mastery: 72% Science Mastery: 50% Writing Mastery: 99% AYP: Hispanics & Econ Disadv did not make AYP in Math, but we made safe harbor target 2007-08: Grade: A Reading Mastery: 70% Math Mastery: 66% Science Mastery: 48% Writing Mastery: 94%
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* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading Coach	Belinda Huber	Professional Educator's: MS Language Arts 6-9; Elem Ed 1-6; Reading Endorsement	1	4	2008-09: Grade A Black, FRPL, ELL, and SWD did not make AYP in reading 2007-08: Grade A Only Hispanic subgroup made AYP in reading

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Regular meetings of new teachers with Assistant Principal	Assistant Principal- Ms. Fruitt	Ongoing	
3. Following up with Highly Qualified plans.	Ms. Roles	Ongoing	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Josh Hart	Professional Educator's: Drama 6-12 English 6 – 12 ESE K-12 Health K-12 Marketing K-12 Middle Grades Integrated Curriculum 5 - 9	Supportive Behavior Language Arts 6-8 Reading 6-8 Social Personal 6-8	Completing reading endorsement competency #6 and internship Working closely with reading coach and fellow reading teachers Incorporating Kagan Strategies school-wide
Angel Shideler	Professional Educator's: Elem Ed: K-6 ESE K-12 Middle Grades Integrated Curriculum 5 - 9	Supportive Behavior Mathematics 6-8 Reading 6-8 Social Personal 6-8	Completing reading endorsement competency #6 and internship Working closely with reading coach and fellow reading teachers Incorporating Kagan Strategies school-wide

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
40	3	25	44	31	36	95	21	11	98

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
			The mentor and mentee are meeting monthly in a

Linda Mann	Crystal Berner (Chorus)	Ms. Berner is a first year Chorus teacher. Ms. Mann has had Collegial Coaching training.	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 the feedback, coaching, and planning. Both are members of FMEA and working with District and state assessment activities.
Jill Hooks	Colin Benner (Social Studies)	Mr. Benner is a first year teacher. Ms. Hooks students have demonstrated academic excellence on FCAT Reading assessments as well as district pre and post testing. Ms. Hooks is trained in Collegial Coaching as well as Kagan strategies.	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 the feedback, coaching, and planning.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

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 AYP. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes 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 III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research 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- Homeless

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.

Supplemental Academic Instruction (SAI)

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.

Violence Prevention 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.

Nutrition 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. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start

Activities with Early Childhood include three blended VPK/Title I classrooms for four-year olds. This is a voluntary program that identifies high-risk students to receive a full year of educational opportunities. The benefits for students include readiness for Kindergarten and focusing on building literacy for early reading skills. The expected outcome is for the four-year old who participates in the programs to be able to perform at the readiness level in all areas of the kindergarten readiness screening. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

Eighth grade students are provided instruction on career planning. Students are enrolled in a semester course and earn a half credit which satisfies the state requirement for career education and career planning. The course is designed for students to complete career exploration through CHOICES and use the information to begin creating ePEP (electronic personal education plans) on FACTS.org.

Job Training

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The RtI Leadership Team for Diplmat Middle School consists of the following members:
Gary Carden and Mary Moore
Christy Pecore – school psychologist

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The RTI Leadership team at Diplomat Middle School meets as needed to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of more support. The team uses the five-step problem solving process as outlined in the district's Response to Intervention Manual. The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a RTI folder (DIBELS, curriculum assessments, SAT 10 or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend RTI Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by RTI Team for students in Tier 2 & 3
- Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist

- Attend RTI Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement Tier 2 & 3 interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend RTI Team meetings for some Tier 2 & Tier 3 students
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact
- Incorporate RTI data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

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

Guidance Counselor/Curriculum Specialist

- Often RTI Team facilitators
- Schedule and attend RTI Team meetings
- Maintain log of all students involved in the RTI process
- Send parent invites
- Complete necessary RTI forms
- Conduct social-developmental history interviews when requested

School Psychologist

- Attend RTI Team meetings on some students in Tier 2 & on all students in Tier 3
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with RTI Team on effective instruction & specific interventions
- Incorporate RTI data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

- Consult with RTI Team regarding Tier 3 interventions
- Incorporate RTI data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)

- Consult with RTI Team
- Provide staff trainings

Social Worker

- Attend RTI Team meetings when requested
- Conduct social-developmental history interviews and share with RTI Team

ESOL/ELL Representative

- Attend all RTI Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments

Provide ELL interventions at all tiers

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RTI Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

RtI Implementation

Describe the data management system used to summarize tiered data.

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

Describe the plan to train staff on RtI.

The Lee County School District has developed a comprehensive training and support plan for schools. District teams have been established to support schools in the implementation of the RtI process for all students. The teams provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs.

The teams are comprised of teachers with knowledge in effective instructional practices, data analysis, behavior management techniques, and ESOL strategies. All team members are provided on-going staff development training regarding the RtI process and research based practices to support the academic and behavioral needs of students.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

According to the 2009 School Accountability Report 99% of our students met high standards on the writing test. In addition, 75% of our student population achieved high standards in reading. Opportunities for improvement include increasing the percentage of students meeting high standards in science as well as increasing the number of students maintaining learning gains in reading.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

Instructional Focus Calendars were derived from district created academic plans. These academic plans were created by cadres of teachers based on FCAT standards.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Due to the No Child Left Behind Act reading will remain a focus. Our goal is to increase the number of students maintaining learning gains on the reading section of the FCAT. In addition Diplomat Middle School will work to increase the number of students scoring a 3 or higher on the science portion of the FCAT.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

In order to ensure instructional strategies are based on student needs data is analyzed and evaluated to determine areas in need of improvement. The information is then used to select researched based best practices for increased student achievement.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

The Cat's Pride program was created as a school-wide behavioral initiative to promote teamwork, the development of social skills, and personal responsibility for academic achievement. Every student is enrolled in an Advisement course which addresses different topics that support Diplomat Middle School's mission to develop the whole child.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

An orientation is provided for incoming sixth grade students and parents to make them aware of how academic classes are scheduled. Options for exploratory classes are explained and students are given the opportunity to rank exploratories based on interest level. Diplomat is an Arts Achieve Model School and a FLDOE Music Demonstration School and gives students the opportunity to explore many different interests and talents. Each year students complete an academic Prescription for Success to review their past year's FCAT achievement data by subtest area and to set personal academic goals for growth. The prescription is kept in the student planner and students also keep data folders in academic subject areas to track goals set for individual courses throughout the year. Finally, eighth grade students are provided instruction on career planning. Students are enrolled in a semester course and earn a half credit which satisfies the state requirement for career education and career planning. The course is designed for students to complete career exploration through CHOICES and use the information to begin creating ePEP (electronic personal education plans) on FACTS.org.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Our FIC's are based on the district Academic Plans for each subject area. Teachers meet as a grade level to discuss curriculum issues and develop best practices to address these issues. School based and district staff development opportunities are offered throughout the year.

How are instructional focus lessons developed and delivered?

Our Reading Leadership Team has created a school-wide vocabulary plan based on content level as well as exploratory curriculum. The vocabulary words included in the plan were identified by teachers as essential to concept development. All classrooms will develop lesson plans to address these essential words during the school day.

How will instructional focus lessons be revised and monitored?

Student FCAT data will be evaluated yearly to determine the appropriateness of the current Instructional Focus Calendar. Revisions will be made to the calendar based on student need.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

FAIR assessment, common course exams, STAR testing, and subject area pre and post testing will be administered to determine student achievement and academic progress. The FAIR assessment and STAR testing will be administered three times during the school year. Common course exams are administered quarterly.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Student reading mastery will be determined based on the FAIR assessment results, 85% indicating mastery at grade level. During the school year District pre, midyear and post testing will be completed using common course assessments in Language Arts, Math and Science. The percentage for mastery will be determined by the district for these assessments.

School wide mastery will be set at 80% based on the district's Response to Intervention's guidelines.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Teachers will provide differentiated instruction for those students achieving mastery by incorporating more challenging material into their curriculum.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Curriculum Huddles are held monthly in order to review assessment data and identify areas in need of instructional modifications. Curriculum Huddle minutes are posted on Sharepoint for staff review.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The principal's role is to provide the Leadership Team with current data so that student needs can be identified. The Leadership Team is responsible for providing ongoing support and resources for teachers and staff.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

In our core curriculum classes teachers provide differentiated instruction based on student need. In addition, students are required to take a supplemental advisement class. This class provides additional instruction in critical strategies essential to all subject areas. Students falling significantly below grade level in reading are required to take a double block of intensive reading.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Intensive reading classes are designed to meet the needs of those students who failed to achieve mastery on the reading section of the FCAT. These students are provided with differentiated instruction and curriculum to address their individual weaknesses. The Language program, adopted by the district, was specifically developed to provide instruction for struggling readers.

How does the school identify staff's professional development needs to improve their instructional strategies?

Staff development is designed based on student and teacher needs as well as district requirements.

Which students will be targeted for supplemental and intensive instruction/interventions?

Students who do not achieve mastery in content area courses will be referred for instructional interventions. These interventions may include mentoring, intensive reading classes, after school homework help.

How will the effectiveness of the interventions be measured throughout the year?

Ongoing progress monitoring will be used to determine the effectiveness of the intervention programs. All personnel providing intervention services will meet to discuss and review student documentation. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Diplomat Middle School offers gifted as well as advanced classes to meet the needs of those students who exceed mastery levels.

Describe how students are identified for enrichment strategies.

FCAT results, in addition to student progress in specific courses that demonstrate consistent proficiency are used to determine placement in higher level courses. Parents are encouraged to participate in staffing meetings before students are placed in gifted courses.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
6th, 7th, and 8th grade reading teachers, reading coach, media specialist	Mary Corrigan, Reading Department Head	Once a month	before school planning time	Analyze the effectiveness of current reading strategies, student assessment, and share best practices for differentiated instruction.
6th, 7th, and 8th grade math teachers	Dr. Rob Logsdon, Math Department Head	Once a month	before school planning time	Analyze the effectiveness of current reading strategies, student assessment, and share best practices for differentiated instruction.
6th, 7th, and 8th grade science teachers	Dana Sanner, Science Department Head	Once a month	before school planning time	Analyze the effectiveness of current reading strategies, student assessment, and share best practices for differentiated instruction.
6th, 7th, and 8th grade language arts teachers	Lynne Peterson, Language Arts Department Head	Once a month	before school planning time	Analyze the effectiveness of current reading strategies, student assessment, and share best practices for differentiated instruction.
6th, 7th, and 8th grade social studies teachers	Tanay Norris, Social Studies Department Head	Once a month	before school planning time	Analyze the effectiveness of current reading strategies, student assessment, and share best practices for differentiated instruction.
6th, 7th, and 8th grade exploratory teachers	Marla Wunderlich, Exploratory Department Head	Once a month	before school planning time	Analyze the effectiveness of current reading strategies, student assessment, and share best practices for differentiated instruction.

6th, 7th, and 8th grade ESE teachers	Sandra Villela, ESE Department Head	Once a month	before school planning time	Analyze the effectiveness of current reading strategies, student assessment, and share best practices for differentiated instruction
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NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status
No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

N/A

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009, 67% of the students in the economically disadvantaged subgroup scored in the 3-5 range of the FCAT reading test. According to the AYP report, areas for improvement include increasing the percentage of economically disadvantaged students meeting high standards in reading.		In 2009-2010, the percentage of students in the economically disadvantaged subgroup scoring levels 3-5 on the FCAT Reading test will increase from 67% to at least 71% to meet Safe Harbor.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The school will implement the new FAIR assessment to monitor student progress. Include differentiated instruction in lesson plans. We will adhere to the guidelines of the district academic plan for reading.	1. Principal and reading coach 2. Principal and reading coach 3. Reading department chair	1. Review FAIR data reports to ensure teachers are assessing students according to the created schedule. 2. Lesson plans will be reviewed during classroom walkthroughs. 3. Administration will be aware of the Academic Plan and will monitor implementation through classroom walkthroughs.	1. FAIR Assessment 2. Classroom walkthrough log 3. FAIR Assessment

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In 2009-2010, the percentage of students in the economically disadvantaged subgroup scoring levels 3-5 on the FCAT Reading test will increase from 67% to 72% or 70.3% using Safe Harbor.	FAIR Assessment	District Trainer	August and Sempember 2009	Evaluation of FAIR Assessment data	Principal Assistant Principal and Reading Coach

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Content area teachers will be provided with staff development opportunities based on best practices in reading instruction. The teachers will participate in a school-wide comprehensive vocabulary initiative.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Professional Collaboration Days for Using Data & Reading Strategies	Title 2	\$1,000.00
		Total: \$1,000.00
Technology		

Description of Resources	Funding Source	Available Amount
Achievement Series	District Funds	\$200.00
Pinnacle Analytics	District Funds	\$0.00
		Total: \$200.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Kagan Strategies	Title 2 (lyvs/)	\$3,000.00
FAIR Training	District	\$0.00
Analytics Training	District	\$0.00
Reading Leadership Team	DRA	\$0.00
Leadership Academy with Dr. Rowleski	District School Substitute Act	\$250.00
School wide key vocabulary lists by grade level, subject and quarter	School DRA/ Staff/ Title 2	\$0.00
		Total: \$3,250.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$4,450.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009, 61% of the students in the economically disadvantaged subgroup scored in the 3-5 range of the FCAT math test. According to the AYP report, areas for improvement include increasing the percentage of economically disadvantaged students meeting high standards in math.		In 2009-2010, the percentage of students in the economically disadvantaged subgroup scoring levels 3-5 on the FCAT Math test will increase from 61% to at least 65% to meet Safe Harbor.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. District Pre, Mid, and Post Tests 2. Common Unit Exams 3. Adhering to the guidelines of the District Academic Plan	Principal, Math Department Chair	1. Review District Pre, Mid Year, and Post test off of Pinnacle Analytics. 2. Review Common Unit assessment results in monthly Curriculum Huddle meeting. 3. Administrators will conduct classroom walkthroughs.	1. District Pre, Mid, and Post Assessments. 2. Achievement Series 3. Classroom walkthrough logs

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009, 64% of the students in the hispanic subgroup scored in the 3-5 range of the FCAT math test. According to the AYP report, areas for improvement include increasing the percentage of hispanic students meeting high standards in math.		In 2009-2010, the percentage of students in the hispanic subgroup scoring levels 3-5 on the FCAT Math test will increase from 64% to at least 68% to meet Safe Harbor.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool

1	1. District Pre, Mid, and Post Tests 2. Common Unit Exams 3. Adhering to the guidelines of the District Adademic Plan	Principal and Department Chair	1. Review District Pre, Mid Year, and Post test off of Pinnacle Analytics. 2. Review Common Unit assessment results in monthly Curriculum Huddle meeting. 3. Administrators will conduct classroom walkthroughs.	1. District Pre, Mid, and Post Assessments. 2. Achievement Series 3. Classroom walkthrough logs
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009, 71% of the students in the white subgroup scored in the 3-5 range of the FCAT math test. In order to meet the 2009-2010 AYP benchmark, areas for improvement include increasing the percentage of white students meeting high standards in math.		In 2009-2010, the percentage of students in the white subgroup scoring levels 3-5 on the FCAT Math test will increase from 71% to at least 74% to meet Safe Harbor.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. District Pre, Mid, and Post Tests	Principal and Department Chair	1. Review District Pre, Mid Year, and Post test off of Pinnacle Analytics.	1. District Pre, Mid, and Post Assessments.
2	2. Common Unit Exams	Principal and Department Chair	2. Review Common Unit assessment results in monthly Curriculum Huddle meeting.	2. Achievement Series
3	3. Adhering to the guidelines of the District Adademic Plan	Principal and Department Chair	3. Administrators will conduct classroom walkthroughs.	3. Classroom walkthrough logs

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009, 68% of students scored in the 3-5 range of the FCAT math test. In order to meet the 2009-2010 AYP benchmark, areas for improvement include increasing the total percentage of students meeting high standards in math.		In 2009-2010, the total percentage of students scoring levels 3-5 on the FCAT Math test will increase from 68% to at least 72% to meet Safe Harbor.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. District Pre, Mid, and Post Tests	Principal and Department Chair	1. Review District Pre, Mid Year, and Post test off of Pinnacle Analytics.	1. District Pre, Mid, and Post Assessments.
2	2. Common Unit Exams	Principal and Department Chair	2. Review Common Unit assessment results in monthly Curriculum Huddle meeting.	2. Achievement Series
3	3. Adhering to the guidelines of the District Adademic Plan	Principal and Department Chair	3. Administrators will conduct classroom walkthroughs.	3. Classroom walkthrough logs

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In 2009-2010, the percentage of students in the hispanic subgroup scoring levels 3-5 on the FCAT Math test will increase from 64% to 72% or 67.6% using Safe Harbor.	1. Pinnacle Teacher Analytics (pilot)	District Trainer	1. Early October	1. Analytics proficiency data	Principal
In 2009-2010, the percentage of students in the hispanic subgroup scoring levels 3-5 on the FCAT Math test will increase from 64% to 72% or 67.6% using Safe Harbor.	2. Achievement Series	School Trainer	2. November	2. Completed assessments in Achievement Series	Principal
In 2009-2010, the percentage of students in the white subgroup scoring levels 3-5 on the FCAT Math test will increase from 71% to at least 74% to meet Safe Harbor.	a	a	a	a	a
In 2009-2010, the total percentage of students scoring levels 3-5 on the FCAT Math test will increase from 68% to at least 72% to meet Safe Harbor.	a	a	a	a	a

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Professional Learning Community	School DRA	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Achievement Series	District School Tech Funds	\$500.00
Pinnacle Analytics	District and School Tech Funds	\$0.00
		Total: \$500.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Professional Collaboration Days - Common Course Assessment Data Review	Title 2	\$1,000.00
Curriculum Huddle	School Staff	\$0.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,500.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009, 50% of students in 8th grade achieved levels 3-5 on the FCAT Science test.		In 2009, 50% of students in 8th grade achieved levels 3-5 on the FCAT Science test. In 2009-2010 8th grade students scoring in levels 3-5 will increase from 50% to 55%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Utilize hands-on laboratory experiments as needed	Principal Department Chair	1. Labs will be documented in teacher lesson plans	1. Monitored by classroom walk-throughs
2	2. Provide real world science experiences and	Principal Department Chair	2. Labs will be documented in teacher lesson plans	2. Monitored by classroom walk-throughs
3	3. District Pre, Mid, and Post Test	Principal Department Chair	3. Monitor test data to determine student progress	3. Increase in student proficiency from Pre to Mid to Post test.
4	4. Common Unit Assessments	Principal Department Chair	4. Monitor test data to determine student progress	4. Increase proficiency in common unit assessments as tied to the science SSS.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In 2009, 50% of students in 8th grade achieved levels 3-5 on the FCAT Science test. In 2009-2010 8th grade students scoring in levels 3-5 will increase from 50% to 55%.	1. Pinnacle Teacher Analytics (pilot)	District Trainer	Early October	1. Analytics proficiency data	Principal
In 2009, 50% of students in 8th grade					

achieved levels 3-5 on the FCAT Science test. In 2009-2010 8th grade students scoring in levels 3-5 will increase from 50% to 55%.	2. Achievement Series	School Trainer	November	2. Completed assessments in Achievement Series	Principal
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Budget:

Evidence-based Program(s) /Material(s)		
Description of Resources	Funding Source	Available Amount
Science Process Skills *based on 2008 National Association for Research in Science Teaching	School DRA	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Achievemnt Series & Pinnacle Analytics	School Tech	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Key Vocabulary Creation	Title 2	\$0.00
Professional Collaboration Days	Title 2	\$500.00
		Total: \$500.00
Other		
Description of Resources	Funding Source	Available Amount
Lab Resources and Consumables	High Cost Science	\$1,500.00
		Total: \$1,500.00
		Final Total: \$2,000.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009, 99% of the students in 8th grade scored level 3.0 or above in writing.		In 2009, 99% of the students in 8th grade scored level 3.0 or above in writing. In 2009-2010, 90% of 8th grade students will score 3.0 or above as measured by the AYP report.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. District Pre, Mid, and Post test	Principal and Department Chair	1. Monitor test data to determine student progress	1. Increase in student proficiency from Pre to Mid to Post test.
2	2. Student Data Folders	Principal and Department Chair	1. Monitor student growth/ long term data tracking	1. Increase in student proficiency from Pre to Mid to Post district assessment

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In 2009, 99% of the students in 8th grade scored level 3.0 or above in writing. In 2009-2010, 90% of 8th grade students will score 3.0 or above as measured by the AYP report.	Six Traits & Lee Writes	L Peterson & B Crosby	Sept. 2009 and Spring 2010	Database and tracking of gain scores through student writing profolios	LA Dept Chair

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Lee Writes & Six Traits Training	School Sub Budget	\$400.00
		Total: \$400.00
Technology		
Description of Resources	Funding Source	Available Amount
Achievement Series	District	\$0.00
Pinnacle Analytics	District	\$0.00
Sharepoint	School Tech	\$0.00
Criterion Software	School Tech	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Lee Writes Collaboration and Scoring	School Sub	\$0.00
Kagan	Title 2	\$500.00
Professional Collaboration Days	Title 2	\$500.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,400.00

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:
 Were parent involvement activities and strategies targeted to areas of academic need?
 Based on information from surveys, evaluations, agendas, or sign-ins:
 Was the percent of parent participation in school activities maintained or increased from the prior year?
 Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The number of parent/visitor volunteer hours during the 2007-2008 school year was 2005. The number of parent/visitor volunteer hours in the 2008-2009 school year was 5929 and we were again eligible for the five star award.		The number of parent/visitor volunteer hours during the 2008-2009 school year was 5929. The number of parent/visitor volunteer hours in the 2009-2010 school year will be maintained at or above one thousand hours.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Volunteer training and orientation will be conducted in the fall for parent and community volunteers.	Volunteer Coordinator and Principal	1. Volunteer log-in sheet	1. Number of parent volunteers will increase as compared to the previous year

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring

The number of parent/visitor volunteer hours during the 200-2009 school year was 5929. The number of parent/visitor volunteer hours in the 2009-2010 school year will be maintained at or above one thousand hours.	Volunteer Coordinator Training	Linda Montgomery (District)	Sept. 2009	School coordinator delivers volunteer training at school site. Review of five star application with Ms. Montgomery in the spring.	Principal & Volunteer Coordinator.
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Volunteer Training/ Cross Age Mentors	District School Supply Money	\$50.00
		Total: \$50.00
Technology		
Description of Resources	Funding Source	Available Amount
Projector, powerpoint, excel database for tracking hours	School Tech Funds	\$100.00
		Total: \$100.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Workshops/ Training of Volunteers	Title 2	\$100.00
		Total: \$100.00
Other		
Description of Resources	Funding Source	Available Amount
6th grade Transition to Middle School Planning Nights	Fee Based Proceeds or Grant	\$3,000.00
		Total: \$3,000.00
		Final Total: \$3,250.00

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Professional Collaboration Days for Using Data & Reading Strategies	Title 2	\$1,000.00
Mathematics	Professional Learning Community	School DRA	\$0.00
Writing	Lee Writes & Six Traits Training	School Sub Budget	\$400.00
Science	Science Process Skills *based on 2008 National Association for Research in Science Teaching	School DRA	\$0.00
Parental Involvement	Vounteer Training/ Cross Age Mentors	District School Supply Money	\$50.00
			Total: \$1,450.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Achievement Series	District Funds	\$200.00
Reading	Pinnacle Analytics	District Funds	\$0.00
Mathematics	Achievement Series	District School Tech Funds	\$500.00
Mathematics	Pinnacle Analytics	District and School Tech Funds	\$0.00
Writing	Achievement Series	District	\$0.00
Writing	Pinnacle Analytics	District	\$0.00
Writing	Sharepoint	School Tech	\$0.00
Writing	Criterion Software	School Tech	\$0.00
Science	Achievemnt Series & Pinnacle Analytics	School Tech	\$0.00
Parental Involvement	Projector, powerpoint, excel database for tracking hours	School Tech Funds	\$100.00
			Total: \$800.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Kagan Strategies	Title 2 (lyvs/)	\$3,000.00
Reading	FAIR Training	District	\$0.00
Reading	Analytics Training	District	\$0.00
Reading	Reading Leadership Team	DRA	\$0.00
Reading	Leadership Academy with Dr. Rowleski	District School Substitute Act	\$250.00
Reading	School wide key vocabulary lists by grade level, subject and quarter	School DRA/ Staff/ Title 2	\$0.00
Mathematics	Professional Collaboration Days - Common Course Assessment Data Review	Title 2	\$1,000.00
Mathematics	Curriculum Huddle	School Staff	\$0.00
Writing	Lee Writes Collaboration and Scoring	School Sub	\$0.00
Writing	Kagan	Title 2	\$500.00
Writing	Professional Collaboration Days	Title 2	\$500.00
Science	Key Vocabulary Creation	Title 2	\$0.00
Science	Professional Collaboration Days	Title 2	\$500.00
Parental Involvement	Workshops/ Training of Volunteers	Title 2	\$100.00
			Total: \$5,850.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Science	Lab Resources and Consumables	High Cost Science	\$1,500.00
Parental Involvement	6th grade Transition to Middle School Planning Nights	Fee Based Proceeds or Grant	\$3,000.00
			Total: \$4,500.00
			Final Total: \$12,600.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Show Attached school's Differentiated Accountability Checklist of Compliance (Uploaded on 9/9/2009 10:12:39 PM)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds were not allocated to schools in 2009-2010	0

Describe the Activities of the School Advisory Council for the Upcoming Year

The purpose of the School Advisory Council is to perform the functions that are prescribed by the regulations of the School Board. The SAC will assist in the preparation and evaluation of the School Improvement Plan, will give advice concerning the annual school budget, and will review progress monitoring data. The School Advisory Council will meet at least on a quarterly basis. All meetings will be announced in the Wildcat Roar and will be posted on the school's website and marquee. The School Improvement Plan will be presented for approval on September 14, 2009.

SAC Members

Members

- 1) Angela Roles, Principal
- 2) Wendy Rickelman, SAC Chair
- 3) Samantha Jeter, Teacher
- 4) Quinn Cooper, Teacher
- 5) Lisa Spires, Business Member
- 6) Melody Vogelbach, Parent
- 7) Cindy Trombley, Parent
- 8) Erin McDonald, Parent
- 9) Christine Newman, Community Member
- 10) Carmen Abreu, School Support Personnel
- 11) Jackie Morales, School Support Personnel

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Lee DIPLOMAT MIDDLE SCHOOL 0772												
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 826 Math: 826		2008-2009 School Grade ¹ : A		Did the School make Adequate Yearly Progress? YES								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009
TOTAL ⁴	100	Y	100	Y	72	Y	68	Y			Y			NA	33	28	NA	38	32	NA	68	NA	68	NA	NA
WHITE	100	Y	100	Y	74	Y	71	Y			Y			NA	30	26	NA	34	29	NA	70	NA	71	NA	NA
BLACK	100	Y	100	Y		NA		NA			NA			NA			NA			NA					
HISPANIC	100	Y	100	Y	72	Y	64	N			Y			NA	40	28	NA	48	36	Y	67	NA	62	NA	NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	67	Y	61	N			Y			NA	42	33	NA	49	39	Y	64	NA	60	NA	NA
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA					
STUDENTS WITH DISABILITIES	99	Y	99	Y		NA		NA			91	Y		NA			NA			NA					

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Lee DIPLOMAT MIDDLE SCHOOL 0772												
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 865 Math: 865		2007-2008 School Grade ¹ : A		Did the School make Adequate Yearly Progress? NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008
TOTAL ⁴	100	Y	100	Y	67	Y	62	Y			Y			NA	37	33	NA	39	38	NA	61	NA	64	NA	NA
WHITE	100	Y	100	Y	70	Y	66	Y			Y			NA	33	30	NA	36	34	NA	63	NA	67	NA	NA
BLACK		NA		NA		NA		NA			NA			NA			NA			NA					
HISPANIC	100	Y	100	Y	60	Y	52	N			Y			NA	45	40	NA	48	48	N	55	NA	56	N	NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	58	Y	51	N			Y			NA	49	42	NA	49	49	N	55	NA	54	N	NA
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA			NA			NA					
STUDENTS WITH DISABILITIES	99	Y	99	Y		NA		NA			NA			NA			NA			NA					

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Lee DIPLOMAT MIDDLE SCHOOL 0772												
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 1031 Math: 1031		2006-2007 School Grade ¹ : A		Did the School make Adequate Yearly Progress? NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007
TOTAL ⁴	100	Y	100	Y	63	Y	61	Y			Y			NA	37	37	NA	40	39	NA	53	NA	63	NA	NA
WHITE	99	Y	99	Y	67	Y	64	Y			Y			NA	35	33	NA	36	36	NA	54	NA	65	NA	NA
BLACK	100	Y	100	Y		NA		NA			NA			NA			NA			NA					
HISPANIC	100	Y	100	Y	55	Y	52	N	93		Y			NA	42	45	NA	49	48	N	49	NA	58	Y	NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA					
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	51	Y	51	N			Y			NA	50	49	NA	53	49	N	48	NA	59	Y	NA
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y		NA		NA			NA			NA			NA			NA					
STUDENTS WITH DISABILITIES	97	Y	97	Y	33	N	24	N	83	85	Y			NA	73	67	N	76	76	N	40	N	45	N	NA

SCHOOL GRADE DATA

Lee School District DIPLOMAT MIDDLE SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	75%	72%	99%	50%	296
% of Students Making Learning Gains	69%	76%			145
	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.				
	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2				

Adequate Progress of Lowest 25% in the School?	67% (YES)	66% (YES)			133	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					574	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Lee School District DIPLOMAT MIDDLE SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	66%	94%	48%	278	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	67%			131	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	68% (YES)			128	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					537	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Lee School District DIPLOMAT MIDDLE SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	66%	95%	40%	269	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	67%			131	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	59% (YES)			127	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					527	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested