Discovery Academy Of Lake Alfred

2014-15 School Improvement Plan

Discovery Academy Of Lake Alfred

1000 BUENA VISTA DR N, Lake Alfred, FL 33850

http://www.discoveryacademy.org/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	74%

Alternative/ESE Center	Charter School	Minority
No	Yes	58%

School Grades History

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

School Board Approval

This plan is pending approval by the Polk 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.

Table of Contents

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	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We are dedicated to actively engaging all individuals in quality learning experiences that will enable them to value themselves and become responsible, productive citizens in a changing world.

Provide the school's vision statement

Our vision is that every student needs to succeed in the 21st century with an education that is both academically rigorous and "real-world" relevant. We think of academic rigor as students being able to apply their skills and knowledge to real-world problems, to adapt solutions to an ever-changing society, and to solve problems we have yet to recognize. Teaching through application is a very effective way to engage students and ensure they can apply what they have learned.
We believe that the Discovery Academy family works together and shares responsibility for guiding our students' education by:
*Providing a safe and orderly environment conducive to learning for students,
*Actively engaging students in the learning process through a variety of teaching strategies and modality styles,
*Encouraging students to value themselves and have an acceptance of cultural differences of idea and feelings,
*Providing ongoing technological training for growth in a changing world.

School Environment

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

Discovery Academy utilizes our distinct Advisory/Advisee Program to learn about diverse cultures and to build relationships with both the teacher/student and student/student relationships. This program is an effective educational program that focuses on assisting middle school students to maximize their social, emotional, and academic potential in a diverse learning environment. Each grade level has structured curriculum where students interact with their peers, as well as their advisory teacher, sharing opportunities to communicate experiences and viewpoints while exhibiting the life skills being taught. The Advisor/Advisee Program helps to provide this transition by insuring that every student has an advocate --a teacher who has a special concern for the student as an individual. Our Advisory teachers serve as a support network for each one of their students. The structure of the class focuses on building relationships and creating a supportive community for their educational experience. Through our advisory classes and the use of reflection journals, teachers gain insights into each student's unique cultural background.

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

Educating the whole child is at the core of Discovery's educational philosophy. An Advisory curriculum including Lifeskills and Lifelong Guidelines, Skills for Adolescence and The 7 Habits of Highly Effective Teens provides students with the communication and social skills necessary to work collaboratively. Lifeskills and Lifelong Guidelines are posted in every classroom and are part of our school culture, including before and after school activities. This character-based program has a foundation in life skills and lifelong guidelines that mold productive individuals that can contribute to a more collective, safe community of complete student growth, personally and academically. The

combination of this program and its strategies result in a safe and nurturing environment which values the character and academic achievement of students.

In addition, a cornerstone of Discovery's mission and beliefs is engaging students through Kagan Cooperative Learning. Kagan Cooperative Learning is implemented daily in every class to help students build teamwork and achieve mastery learning, while engaging students in the creation of a safe and respectful community within the classroom.

Students at DALA are also encouraged to actively participate in a climate of kindness and caring on campus through participation in National Junior Honor Society and Rachel's Challenge service opportunities. Both organizations help students learn the value of helping others, through various activities. In addition, Discovery Academy also offers an after school sports program that provides a team centered community which enhances the individual students abilities.

Teachers and Administration work hard to ensure that classrooms are brain-based environments that promote student engagement and permanent learning. The classroom setup and atmosphere is built to encourage relaxed alertness that is low threat and high challenge through structured time and limited distractions. Physical movement through the use of Kagan, and targeted, planned, diverse groupings are used to build student teams in each classroom. In our Advisory program, as mentioned, each student works alongside their peers and teacher to strengthen teacher to student and student to student social interactions and relationships. Students learn coping skills for stress management, as well as how to reduce the impact of stressors. Differentiated instruction and building teacher to student relationships promote an atmosphere where diversity and varying abilities and interests are celebrated. Teachers chunk lessons into manageable pieces and incorporate formative assessments to allow the brain time to increase memory and processing functions. Through the use of mind maps, graphic organizers, and reflection, the brain is constantly engaged in the processing of information. Additionally, the teachers integrate technology, various methods of instructional delivery and activities that mimic real world experiences to appeal to various learning styles.

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

Discovery Academy employs highly qualified staff members who implement the school's mission, vision, and direction by creating a foundation for a safe classroom climate. A sufficient number of staff is allocated to meet the charter school class size requirements and additional teacher coaches have been added. Our block scheduling requires more teachers but yields a greater concentration of instructional time. We have a morning bell but no other bells or all calls disrupt instruction. We have designed a master schedule to include our daily effective curriculum (Advisory) , tutoring (SAIL), and a skills enhancement class.

High-quality and engaging learning experiences are embedded in our academic classes and our advisory program, which minimizes opportunities of misbehavior. Through our proactive approach, Discovery Academy has a implemented a "Relationship Plan" that is intertwined with the Love and Logic Philosophy. The relationship plan focuses on student successes while meeting the school wide expectations outlined through the lifeskills and lifelong guidelines. The plan ultimately provides a safe and nurturing learning environment for our students.

In order to achieve a quality educational experience, school leaders have created professional development opportunities, based on teacher input and other instructional needs such as classroom management, etc. This continuous improvement process includes monthly Early Release days, biweekly Subject Area Meetings, grade level meetings, and staff development days. A more individualized approach is implemented through Deliberate Practice where one on one monitoring and feedback sessions provide clear direction for improving conditions that support student learning.

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

At Discovery we have chosen to stay the course in providing proven middle school practices, such as teaming, which establishes small community of learners.

Discovery provides support services for our students based upon their needs. We have guidance counselors for each grade level that meet frequently with teachers and administrators to determine services needed for our students. Some students need referrals for counseling, further testing, and family support services. Our 8th grade counselor works together with our 8th grade social studies teachers to implement career planning in accordance with state guidelines. Furthermore, teachers as well as administrators serve as mentors for students, which focus on goal setting for the students' academic, social, and emotional needs.

Early Warning Systems

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

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

The goal of the school's early warning system is to target groups of students who display "off track" indicators. In this process Discovery has identified 4 specific indicators to identify "off-track" students:
1. Students that have attendance below 90%.
For this indicator students will be identified on an ongoing basis. As soon as students are absent at a rate that places them below a 90% attendance rate, the student will be placed on the EWS for attendance monitoring. Once in the system, the grade level guidance counselor will monitor the student and ensure frequent parent contact is made to ensure the student attends school. This student will also check in weekly with a mentor teacher, and the mentor teacher will call the parents on a weekly basis to inform them of the student's progress. For students who are still unsuccessful at this point, the school will complete a tier 3 intervention to determine more personalized strategies for the individual student. Students who also have extenuating circumstances such as an extended sickness or injury will also receive a special Tier 3 intervention to ensure their needs are met.
2. Students who obtain one or more suspensions, in or out of school
For this indicator, students will be monitored on an ongoing basis. Students who are suspended will choose a mentor teacher or administrator to meet with them on a bi-weekly basis. The mentor will provide the student with strategies to ensure they avoid continued behavioral issues and will maintain bi-weekly parent contact informing parents of the student's behavior status. Should the student commit additional behavioral infractions, additional tier 3 strategies will be employed.
3. Students who receive an F in ELA or Math.
For this indicator, students will be monitored on a quarterly basis. Students falling into this range will be required to attend tutoring with the teacher(s) with whom they receive the deficient grade. This teacher will also monitor the student closely and ensure they are incorporating research based instructional strategies, such as differentiation, to ensure student success. The teacher will also maintain continuous contact with the parents of the students. Students will also be presented with an opportunity to attend Saturday school for grade recovery. Students passing this class can have their deficient grade raised to a C for the quarter. Should these measures fail to improve student achievement, additional tier 2 and 3 measures will be implemented as needed.
4. Students who receive a Level 1 on the Math or ELA FCAT/FSA.
For this indicator, students will be monitored on a yearly basis. Students in this range will be placed in classes where they will receive remediation in either math, reading, or both if applicable. Students will also be required to attend extra tutoring for the level 1 subject through the school's tutoring program either during or after school. Students falling in this range (including level 2 students) will receive additional remediation through the school's critical thinking program. Here they will receive additional math or reading remediation for 45 minutes every other day. To monitor student progress (includes all students), Discovery will utilize the Discovery Education Progress Monitoring system. Here teachers can monitor student progress and target specific areas of student weakness. During the monitoring

process if groups or individual students fail to make additional progress using the monitoring system an additional tier 2/3 intervention will be utilized.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	0	2	0	2
One or more suspensions	2	6	9	17
Course failure in ELA or Math	2	0	2	4
Level 1 on statewide assessment	85	100	81	266

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	2	5	6	13

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

Within the early warning system (EWS), various intervention strategies have been identified for the student, teacher, parent, and school as a whole. The goal of our system is for the various study teams at the school to choose and implement the most effective strategies on a student by student basis. Below represents the process for our early warning system implementation and the intervention strategies we employ:
If a student exhibits one indicator:
1. Student is referred to the EWS.
2. Study team meets and chooses appropriate intervention strategies.
3. Team meets with student to discuss strategies for improvement.
4. Team informs parents of strategies; parents sign EWS form outlining strategies.
5. Team monitors students for progress. If little to no progress is shown additional strategies are assigned.
If a student exhibits two or more indicators:
1. Parent receives written notification of an EWS conference at least 10 days before the scheduled conference.
2. Study team meets to discuss additional intervention strategies
3. Team, student, and parents meet to discuss school's recommended strategies for improvement and additional strategies recommended by the parent.
4. Strategies are monitored and evaluated for effectiveness. If little to no improvement is shown, additional strategies will be discussed and implemented.
Specific strategies and responsibilities employed by the EWS:
Student Responsibilities:
Attends mandatory tutoring during school
Attends after school tutoring as needed
Reads 20 minutes daily with parent/guardian
Maintains an accurate daily agenda
Chooses and meets with a mentor
Writes weekly monitoring goals; establishes future goals

Parent Responsibilities:
Reads with students 20 minutes daily
Checks homework and agenda daily
Ensures student attends school on a regular basis
Contacts school to check on progress update and inform the school of any issues or changes with the student
School/Teacher Responsibilities:
Use of Cooperative learning strategies in class
Provides computer assisted instruction
Provides peer assistance
Provides student mentors and meeting times
Maintains and promotes communication regarding student progress with the parent
Allows for tutoring and remediation time both inside and outside class.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/56317.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Discovery Academy is continually nurturing and developing partnerships in Lake Alfred and the surrounding communities to support our mission and vision. Our students come from several communities therefore we diligently seek partnerships in those communities as well. One partnership in Lake Alfred includes The University of Florida Citrus Research and Education Center that has become a valuable relationship in that the center donates resources such as scientific equipment to be utilized in our classrooms. We have also been able to utilize their expertise in designing our greenhouse. In addition, the research center works with our 8th grade leadership team in order to explore career opportunities in the field of science. This partnership is sustained through emails and site visits.
The Leadership Discovery Team, comprised of 8th grade students, has developed several partnerships. Tri County Roofing Contractors Association supports the leadership team's Toys for Tots drive during the holiday season. They donate funds to help with the purchase of toys, holiday dinners and toiletries for our needy families. Other examples of partnerships based on community service include The First Baptist Church of Lake Alfred, Southern Gardens Assisted Living Facility of Lake Alfred, and the Humane Society of Polk County. These relationships enable the students the opportunity to recognize and fulfill a community service. At the First Baptist Church, students pack food bags and distribute supplies to families in need. Students visit the Southern Garden Assisted Living Facility in Lake Alfred to read, play games, and socialize with the residents. Finally, the students visit the Humane society to learn about the services offered and about community service opportunities. The Humane Society also attends

our Breakfast Under the Stars parent night each year for animal adoptions. Our mission with these partnerships is to help our students become responsible, productive citizens through experiences involving community service. These partnerships are maintained through visits and contact with school representatives.

Students in our Rachel's Challenge organization (6-8th grade) have developed relationships with Hartridge Academy and Ridgeview Elementary students in order to assist them in the areas of reading and writing. Discovery Academy students wrote books and read them with the elementary students. The Discovery students utilized their writing skills and speaking skills as they presented their books to the elementary students. The partnership with the elementary schools is maintained through contact with the Rachel's Challenge sponsor.

Discovery Academy emphasizes career planning with our 8th graders throughout the year. Several partnerships have been established to support this endeavor. The Lake Alfred City Commission welcomed a small group of 8th graders to speak with the city manager and conduct a mock city commission meeting. Our students visited the Auburndale Police and Fire Departments to hear about the services they offer to the community as well as introduce them to public service careers. Legoland in Winter Haven provided another opportunity for students to investigate career opportunities in the tourism industry. Polk County Sports and Tourist Marketing located at Lake Myrtle Park in Auburndale invited our students to tour the facilities and learn about careers in the area of sports and recreation. Other important partnerships that have contributed to the study of careers include the Ridge Art Center and Theatre of Winter Haven. Upon visiting these businesses, students discovered numerous career opportunities in theatre production and the performing arts. A more recent partnership has been established with Poly Tech in Lakeland. The Leadership DiscoveryTeam visited the newly opened campus to explore college opportunities and to learn about careers in the area of technology. The sponsors of the Discovery Leadership Team communicate with these partners and are continually seeking opportunities for our students.

Additional partnerships have been established is an effort to procure resources that help the teachers and students at Discovery. Such partnerships include McDonald's, Walmart, Publix, Sonny's BBQ and Relay for Life. McDonalds has been very generous is providing incentives for our teachers such as insulated cups and coupons. They have also contributed to our quarterly, positive student behavior recognition by donating juice for our breakfast celebration and coupons for student prizes. Walmart donates school supplies such as markers, pens, and notebooks as well as raffle items for our Parent Night. Publix corporation donates gift cards for teacher incentives and student giveaways. Sonny's BBQ generously donates meals for our Relay for Life event. The Relay for Life is a community partnership that has developed and expanded into student awareness events on campus. In addition, many students and their families join teachers and administrators to support the Relay for Life event every year. The partnerships with these businesses are sustained through various school personnel.

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
FULKS, CAROL	Other
Warren, Kevin	Principal

Duties

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

The School Leadership Team is composed of:
Carol Fulks - Executive Director
Kevin Warren - Principal
Darryl Jemison - Asst. Principal
Mark Whitehead - Asst. Principal
Tina Steele - Academic Coach
Beth Fontaine - Academic Coach
Mark Hastings - Academic Coach
The MTSS Leadership Team met with principal to help outline the process for the development of the SIP. The team identified teacher leaders that facilitated staff groups to identify barriers preventing us from meeting our AMO's. After identifying common barriers, the teams developed an action plan with strategies to overcome the identified barriers. Staff teams also provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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

Admin, ESE facilitator, ESE Teacher, grade level guidance counselor, and resource teacher meet with grade level teacher teams weekly to discuss student successes and challenges. Teachers also meet in subject area groups every two weeks to discuss data from common assessments and collaborate on instructional strategies and lesson planning.
Data from teacher observation, student work, formative assessments, and summative assessments are used to identify students that are being unsuccessful. Tier 2 interventions are discussed and intervention strategies and goals are developed and implemented for students in need. Follow up with the student is done on a weekly basis. If students are not being successful then changes in intervention strategies are developed and implemented. If Tier 2 interventions are not being successful the MTSS Leadership Team will meet to discuss Tier 3 options.
Title I, Part A, funds school-wide services to Discovery Academy of Lake Alfred. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.
Migrant students enrolled in Discovery Academy of Lake Alfred will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.
Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.
Professional development resources are available to Title I schools through Title II funds. Funds available to Discovery Academy of Lake Alfred are used to train staff in the district offered Learning Focused Solutions school improvement model.
Title III

Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Discovery Academy of Lake Alfred are used to train staff in the district offered Learning Focused Solutions school improvement model.

Title IV - Violence Prevention Programs

Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Supplemental Academic Instruction (SAI)

SAI units are not provided to Discovery Academy of Lake Alfred.

Nutrition Programs

This school is not a location for a summer feeding program for the community.

Housing Programs

N/A

Head Start

Head Start is not located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

School Advisory Council (SAC)

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

Name	Stakeholder Group
	Student

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

Since we are a Conversion Charter School our Governing Board acts as our SAC, the members are:
Board Chair - Charlotte Butler
Community Member - Mike Jones
Community Member - John Grega
Community Member - Catherine Walker
Community Member - Aimee Diaz
Non-Voting Member - President / Treasurer Carol Fulks
Non-Voting Member - Secretary Cheryl Wilkinson
Non-Voting Member - Teacher Representative Beth Fontaine
Last years SIP"s Goals, Barriers, Strategies, and Professional Development activities were reviewed by the Governing Board and teacher groups consisting of the entire staff. These groups identified areas of success and areas of challenge and shared them with the Governing Board and the

leadership team. Barriers and action plans were discussed and specifics given if an AMO was not met and how it could be met in the future.

Development of this school improvement plan

Last years SIP Goals, Strategies, Barriers, and Professional Development were reviewed by the Governing Board and teacher groups consisting of the entire staff. These groups identified goals, barriers in the way of the goals, and strategies and professional development to meet those goals. Those goals, barriers, strategies and professional development were consolidated and condensed to have a more specific focus. One overarching goal was created, barriers were identified that needed to be addressed to reach the goal, and strategies were developed to overcome the barriers and accomplish the goal. The Board will approve personnel, funding and resources needed to carry out Discovery's mission and vision.

Preparation of the school's annual budget and plan

Based on the results from last years plan, results of teacher evaluations and input from all staff and Governing Board, barriers were identified and action plans developed to overcome the barriers. A professional development calendar was established with costs for each activity.

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

School Improvement Funds are projected to be spent on the following:
$2,570 Discovery Streaming
$2,400 Compass Learning
$3,000 PD 360
$2,995 PD 360 Common Core
$10,000 Literacy Design Collaborative
$8,320 Discovery Education Assessments and Teaching Tools
$1,340 Learning Profiles

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
FULKS, CAROL	Other
Warren, Kevin	Principal

Duties

Describe how the LLT promotes literacy within the school

LLT membership:
Carol Fulks - Executive Director
Kevin Warren - Principal
Darryl Jemison - Asst. Principal

Sandra Villamar - Dean of Students
Beth Fontaine - Academic Coach
Nichole Clark - ESE Facilitator
Doretha Tillman - Media Specialist
The LLT promotes literacy school-wide by ensuring that every teacher is implementing the Florida Literacy Standards in their classroom.
The literacy standards are documented on all subject's curriculum maps and in lesson plans. Professional development is given based on teacher need during our bi-weekly subject area meetings.
For most students, learning reading strategies through novels and informational text will be taught by the language arts teacher for 10 weeks during a daily 45 minute critical thinking class. Teachers will be trained to use best practice to teach students with differing ability. Particular attention will be paid to text complexity. Classroom supplemental resources will be discussed during subject area meetings and text complexity will be emphasized.

Our level 1 and 2 readers are scheduled in an intensive reading class implementing the Florida State Standards. The teacher will focus on meeting each students individual needs based on data from formative and summative assessments.

Many of our teachers are trained in the Literacy Design Collaborative which has a focus on ensuring the Florida State Standards, especially the Literacy Standards, are implemented and mini-lessons are taught to ensure student success. More teachers are being trained using a "Train the trainer" model.

All teachers are trained in the "Comprehensive Instructional Sequence Model," (CISM.) This strategy ensures that students use text based evidence when answering a question orally or written as required by the Florida State Standards.

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

Discovery Academy of Lake Alfred (DALA) has "Family Meetings" (our version of staff meetings) every month. At each meeting we have breakfast (provided by teaching teams), celebrate birthdays, and have team presentations of a Kagan Cooperative Learning structure. We also have grade level meetings once a month with a focus on High Effect Size instructional strategies. Collaborative planning by grade level core subject area is scheduled twice a month. The one hour meeting focuses on standards aligned curriculum maps and common assessments. DALA incorporates the middle school philosophy of common planning time and teaming. Our daily bell schedule has a grade level common planning time of 90 minutes daily. Teaching teams meet daily to discuss team concerns and issues. During common planning time grade level subject areas can meet and collaboratively plan upcoming lessons and events.

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

Discovery Academy of Lake Alfred (DALA) is actively engaged in the recruiting process by attending and interviewing candidates at all the major in-state education recruiting fairs. The fairs are attended by one or all of the following: Executive Director, Principal, Assistant Principal, Director of Students, Teacher Coach. DALA is prepared to offer conditional employment to qualified individuals at the time of interview. Discovery also is active on the DOE website Teachers/Teachers.com previewing resumes and conducting interviews (phone / skype / personal) regularly. This process is handled by the Principal and Assistant Principal.
Discovery has many incentives for teachers that assist with their retention.

*DALA gives a retention bonus to teachers that return after a full year of teaching.
*Discovery has a robust professional development plan that equips teachers with skills and strategies to meet their student's needs.
*Discovery Academy has a built in support system for all teachers in our "Teaming" philosophy. Teachers teach a common group of students in a common location that promotes collaboration and support. All of our teachers get a minimum of 90 minutes planning daily with the entire grade level having common planning.
*Discovery has three teacher coaches that assist all teachers with curriculum, planning, instructional strategies, and are both in the classroom consistently ready to model and assist if needed.
*Administration and teacher coaches meet every two weeks with subject area groups to collaborate on curriculum alignment, common assessments, and instructional strategies.
*DALA promotes from within. Many leadership positions have been filled with Discovery employees. The Principal, Assistant Principals, Director of Students, and Teacher Coaches have all come from within the DALA ranks.

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

All teachers new to Discovery meet for two days prior to veteran teachers returning to acclimate them to our school climate and expectations. Our teacher coaches facilitate the meetings and the new teachers also meet with their team leaders to get acquainted.
All teachers required to go through the PEC program are assigned a skilled mentor to guide them through the program and meet any needs the teacher may have.
All teachers are teamed and have a "Team Leader" that mentors their teachers on a daily basis.
Administration and teacher coaches monitor new teachers to Discovery and teachers that have needs in specific areas. Focused observations, immediate feedback, and follow-up visits are planned using the observation instrument indicators.
Administration and teacher coaches meet with subject area teachers every two weeks to assist with curriculum, instructional strategies, or other areas of need.
A planned professional development program developed by the leadership team is implemented using grade level meetings, staff meetings, staff development days, and early release days to help all teachers grow professionally.

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

Discovery Academy of Lake Alfred ensures that its core instructional program and materials are aligned to the Florida Standards in many ways. Ongoing leadership and staff training provided by the FL DOE to implement the new Florida Standards is attended as offered. Workshops were attended by all teachers during pre-week regarding the new standards and how to effectively and rigorously implement them in the classroom. Additionally, subject area meetings are held twice a month by each grade level core academic subject area to develop curriculum maps and common assessments aligned to the new standards. When developing the curriculum maps, teachers identify the instructional materials needed to address the depth and breadth of the grade level content area and literacy standards.

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

The school uses many forms of summative and formative data to inform teachers of students' strengths and areas of need. Training is provided to assist teachers how to read, analyze, and use the data to determine instructional implications. Summative data on the statewide assessment is given to teachers for each one of their students at the beginning of the year which provides teachers with a base knowledge of students' abilities, and also includes demographic information. Additional summative data is gathered from common assessments given that are subject and grade-level specific to determine effectiveness of instruction.

The school also uses formative assessments, such as progress monitoring through Discovery Education and teacher-created assessments, to inform instructional decision making. Teachers are trained on formative assessment strategies, and the effectiveness and fidelity of these methods are topics of discussion in our bi-weekly subject area meetings. Teachers are able to work collaboratively to determine how instructional strategies should be modified or supplemented to allow students to master the full intent of their grade-level content standards.

To differentiate instruction, the school employs the use of Kagan Cooperative Learning structures which ability groups students and allows for each of their strengths and weaknesses to be complemented by their peers'. Based on the results of the structure, the teacher can determine if students have a thorough understanding of the particular standard taught, or whether re-teaching the concept in a different way or providing scaffolding for a small group of individual is necessary. If a child still struggles with the concept after these interventions, then the parent is informed and tutoring is offered either during the school day, before school, or on Saturdays.

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: 3,600

Before school tutoring in math and writing is offered for students not being successful or needing help with their homework.

Strategy Rationale

Research states that more time engaged with a specific academic activity can increase success in that area.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Warren, Kevin, kevin.warren@polk-fl.net

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

Attendance is taken and shared with the student's content area teacher. Administrators meet weekly with teachers and discuss the effectiveness of tutoring. Teachers provide input for enhancing this strategy. Formative assessment data, progress monitoring data, and state assessment data is analyzed for students in the tutoring program.

| **Strategy:** Weekend Program |
| **Minutes added to school year:** 3,600 |

Our Extended School Day Learning Program (ESDP) is offered on Saturdays from 8:00 - 12:00 to assist students that are not being successful in their core academic classes. A certified teacher for each core academic teaches the class.

Strategy Rationale

Research states that more time engaged with a specific academic activity can increase success in that area. Some students also need a safety net to assist them in being successful in their core academic classes.

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Warren, Kevin, kevin.warren@polk-fl.net

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

Attendance is taken and shared with the student's academic teachers. Administrators meet weekly with teachers and discuss the effectiveness of tutoring. Teachers provide input for enhancing this strategy. Formative assessment data, progress monitoring data, and state assessment data is analyzed for students in the tutoring program.

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

N/A

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

In all grades, counselors review student data to determine the best academic course placement for students. Students are then placed into regular, advanced or high school credit courses based on this data. In 7th and 8th grades, counselors present the elective options to all students, reviewing the choices at each level. Counselors describe each class and how the classes will aid students in different academic/career path, and students choose their top courses.
In 8th grade, students participate in a career planning unit in the US History course, which utilizes www.flchoices.org. The CHOICES program allows students to begin career planning with an interest assessment to discover top interest areas and then explore matching careers. Students also research academic planning, career outlooks and salaries in different areas of the state. The 8th grade counselor concludes the unit with a presentation about high school planning with each student creating a four year plan of high school courses tailored to their career goals.

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

Students currently have the option of two technology classes during their exploratory wheel time: one that emphasizes the use of technology within music, and the other that emphasizes the college and career aspects of various technologies. Discovery has established a goal to have a minimum of 80% of its students achieve a digital learning or industry certification in these classes by the year 2018. When implemented, students will be able to earn digital learning certificates through Apple, Inc. Discovery has also begun its implementation process to allow students to earn digital learning and industry certifications. To aid in this development, we made these certificates a priority in our Digital Curriculum Plan submitted to the county. Through the digital plan we will begin to offer these certifications in our technology classes to ensure we meet our goal by the 2018 school year.

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

Discovery has traditionally had a technology and career focus throughout its existence. Currently, we have four updated computer labs available for all classes to utilize. In addition, each of our ten academic teams has a minimum of 30 iPads that are available for student use on a daily basis. We have been able to take these technology tools and implement them in all of our academic classes, as well as use them as a mode of instruction in our college and career-planning program all 8th grade students complete. In addition, students have the option of enrolling in the two technology classes listed above.

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

We have identified students capable of being successful in high school level courses and have increased our enrollment in Biology, Algebra, Geometry, and Spanish 1 and 2. We are also increasing the percentage of students scoring at grade level or above in Reading, Writing, Math and Science and are above the district average in all those areas.

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.   Teachers will use research based instructional strategies to ensure they are meeting the full intent of their content area standards through the implementation of rigorous tasks.

G2.

G3.

G4.

G5.

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. Teachers will use research based instructional strategies to ensure they are meeting the full intent of their content area standards through the implementation of rigorous tasks. 1a

🔑 G042165

Targets Supported 1b

Indicator	Annual Target
Math Gains	71.0
ELA/Reading Gains	61.0
FCAT 2.0 Science Proficiency	42.0

Resources Available to Support the Goal 2

- Teacher Coaches
- PLC Meetings
- Early Release Professional Development
- Grade Level Meetings
- Staff Development Days
- Curriculum Maps
- iPads
- Computer Labs
- Common Planning Time
- Discovery Education
- CPALMS

Targeted Barriers to Achieving the Goal 3

- Teachers do not understand their content area standards and do not have sufficient knowledge in the use of high effect strategies in teaching their content.
- Teachers do not use technology effectively or frequently.
- Lack of communication and vertical alignment across grade levels.

Plan to Monitor Progress Toward G1. `8`

Data will be compiled from subject area common assessments, progress monitoring assessments, and the state assessment. Progress towards the goal and targets will be shown through learning gains.

Person Responsible

Kevin Warren

Schedule

Monthly, from 8/29/2014 to 6/4/2015

Evidence of Completion

Teachers will provide data breakdowns from their common assessments in order to review and determine the effectiveness of the strategies. Teachers, coaches, and administration will use score reports provided by Discovery Education as evidence for the progress monitoring assessments. At the end of the year administration and teachers will review state assessment data and determine the number of students that made learning gains, did not make learning gains, passed and did not pass. The data will also be broken down by demographic information. Administration and teachers will compare the data to the SIP SMART Goal data and the school's AMO projections. Meeting the SIP SMART goal projections will determine if the goal has been met.

G2. `1a`

🔑 G041877

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

-

Targeted Barriers to Achieving the Goal `3`

Plan to Monitor Progress Toward G2. `8`

Person Responsible

Schedule

Evidence of Completion

G3. `1a`

`G041878`

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

-

Targeted Barriers to Achieving the Goal `3`

Plan to Monitor Progress Toward G3. `8`

Person Responsible

Schedule

Evidence of Completion

G4. `1a`

`G041879`

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

-

Targeted Barriers to Achieving the Goal `3`

Plan to Monitor Progress Toward G4. `8`

Person Responsible

Schedule

Evidence of Completion

G5. `1a`

🔍 G041880

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

-

Targeted Barriers to Achieving the Goal `3`

Plan to Monitor Progress Toward G5. `8`

Person Responsible

Schedule

Evidence of Completion

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. Teachers will use research based instructional strategies to ensure they are meeting the full intent of their content area standards through the implementation of rigorous tasks. 1

🔑 G042165

G1.B1 Teachers do not understand their content area standards and do not have sufficient knowledge in the use of high effect strategies in teaching their content. 2

🔑 B102765

G1.B1.S1 Teachers will attend PLC meetings led by their grade level administrator and subject area coach. Here teachers will examine their standards and understand the concept they are teaching, the depth to which it needs to be taught, and effective ways in which to teach the concept. Teachers will also be able to share effective methods used in class. Teachers will also receive subject specific training in the areas of differentiation, HOT questioning, formative assessment, data analysis and other high effect strategies. 4

🔑 S113887

Strategy Rationale

If teachers do not understand what they are teaching and how they will teach the concept, our teachers will never reach their full effectiveness. Our PLC meeting times will be critical to their understanding of their standards.

Action Step 1 5

During PLC meetings, teachers will explore the content contained within their standards and will receive training on best practices for teaching their content.

Person Responsible

Kevin Warren

Schedule

Monthly, from 9/2/2014 to 5/28/2015

Evidence of Completion

Demonstration of professional learning through classroom observations and in lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will monitor lesson plans for documentation of PD learning and implementation in classrooms.

Person Responsible

Kevin Warren

Schedule

Weekly, from 9/5/2014 to 6/4/2015

Evidence of Completion

Teachers will hand in both electronic and hard copy lesson plans weekly.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Teacher Coaches will provide feedback from observations completed relating to the Professional Development trainings.

Person Responsible

Kevin Warren

Schedule

Every 6 Weeks, from 9/5/2014 to 5/29/2015

Evidence of Completion

Teacher coaches will maintain feedback records given to teachers.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Teachers will provide evidence of their implementation of professional development as a follow up discussion during their PLC.

Person Responsible

Kevin Warren

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Documentation of teacher presentations through meeting notes.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Person Responsible

Schedule

Evidence of Completion

G1.B1.S2 Teachers will attend training on differentiating instruction for ESE and ESOL students. `4`

🔑 S115720

Strategy Rationale

Teachers need effective differentiation strategies in order to address the needs of ESOL and ESE students. After study the school data, deficiencies were evident with our ESE and ESOL populations. As a result it was determined that teachers will need additional training in these areas.

Action Step 1 `5`

Teachers will attend an ESE training relating to differentiation.

Person Responsible

Kevin Warren

Schedule

On 1/26/2015

Evidence of Completion

Administration will maintain an accurate sign in sheet for the teachers that attend the meeting. The school will also develop and record a training agenda that will be included with the school's professional development folder.

Action Step 2 5

Teachers will attend ESOL training on differentiation.

Person Responsible

Kevin Warren

Schedule

On 2/18/2015

Evidence of Completion

Administration will maintain an accurate sign in sheet for the teachers that attend the meeting. The school will also develop and record a training agenda that will be included with the school's professional development folder.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administration will monitor documentation of strategies within teacher lesson plans.

Person Responsible

Kevin Warren

Schedule

Weekly, from 1/26/2015 to 6/4/2015

Evidence of Completion

The school will maintain an accurate account of teacher lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administration and teacher coaches will look for and observe strategies relating to differentiation for ESE and ESOL within teacher classrooms.

Person Responsible

Kevin Warren

Schedule

Biweekly, from 1/26/2015 to 6/4/2015

Evidence of Completion

Administration and Coaches will complete an observation reflection with teachers reviewing their findings and provide feedback.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Administration and teachers will review progress monitoring data during the year, focusing on the improvement of ESE and ESOL students.

Person Responsible

Kevin Warren

Schedule

Quarterly, from 1/26/2015 to 6/4/2015

Evidence of Completion

At their PLC meetings, teachers will present their pre and post test data, will discuss their findings, and determine if improvements have been made.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Administration and teachers will monitor common assessment data with a focus on ESE and ESOL students.

Person Responsible

Kevin Warren

Schedule

Monthly, from 1/26/2015 to 6/4/2015

Evidence of Completion

At their PLC meetings, teachers will present their pre and post test data, will discuss their findings, and determine if improvements have been made.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Administration and teachers will monitor common assessment data with a focus on ESE and ESOL students.

Person Responsible

Kevin Warren

Schedule

Annually, from 6/8/2015 to 6/8/2015

Evidence of Completion

Administration and teachers will complile achievement data for their ESE and ESOL students at the end of the year. Administration and Teachers will determine if appropriate gains have been made based on the pre and post test results.

G1.B1.S3 Teachers will complete the Deliberate Practice Process for the school year, which will focus on strategies for improvement based on a teacher's specific area of weakness as it relates to their teaching. 4

S148460

Strategy Rationale

Each teacher has different needs. The deliberate practice process allows teachers to focus on an area of weakness within their teaching. As a result, teachers will be able to receive individualized professional development, will be able to improve their teaching skills, and have a more robust bank of teaching strategies.

Action Step 1 5

Teachers will attend deliberate practice training to review what it is and its purpose.

Person Responsible

Kevin Warren

Schedule

On 9/22/2014

Evidence of Completion

The school will maintain an accurate sign in sheet and agenda for the meeting.

Action Step 2 5

Teachers will meet with their grade level administrator to receive guidance and feedback regarding their deliberate practice.

Person Responsible

Kevin Warren

Schedule

Every 6 Weeks, from 9/30/2014 to 6/4/2015

Evidence of Completion

Teacher will maintain an accurate DP reflection guide outlining the findings of the conference.

Action Step 3 5

Teachers will use PD 360, Discovery Streaming and other approved PD methods to view and select strategies for improvement relating to their Deliberate Practice.

Person Responsible

Kevin Warren

Schedule

Monthly, from 9/30/2014 to 6/4/2015

Evidence of Completion

Teacher will maintain an accurate DP reflection guide outlining the findings of the conference.

Action Step 4 5

Teachers will attend Professional Development on the effective use of the block period and the activities contained within it.

Person Responsible

Kevin Warren

Schedule

On 12/3/2014

Evidence of Completion

The school will maintain an accurate sign in sheet and agenda for the meeting.

Action Step 5 5

Select staff will attend ClinEd training to aid with new teacher development.

Person Responsible

CAROL FULKS

Schedule

Weekly, from 10/13/2014 to 11/17/2014

Evidence of Completion

Staff members will receive a ClinEd endorsement.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Administration will review lesson plans and provide feedback on the use of the strategies learned through the DP.

Person Responsible

Kevin Warren

Schedule

Weekly, from 9/30/2014 to 6/4/2015

Evidence of Completion

The school will maintain an accurate record of lesson plan data.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Administration and coaches will observe and provide feedback on the DP strategies as they are used in the teachers' classroom.

Person Responsible

Kevin Warren

Schedule

On 6/4/2015

Evidence of Completion

Teacher will maintain an accurate DP reflection guide outlining the findings of the observation. Administration and coaches will also maintain a reflection form for each of the teachers.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Administration will determine if teachers have made progress with their DP goal through the evaluation process.

Person Responsible

Kevin Warren

Schedule

On 6/4/2015

Evidence of Completion

Administration will use their findings during evaluative classroom observations to determine if the teacher has made progress with their deliberate practice. The progress will be reflected in the teachers' DP form and their evaluation.

G1.B1.S4 Teachers will use Kagan Cooperative Strategies in their daily lessons. `4`

🔑 S148461

Strategy Rationale

As part of the middle school philosophy, cooperative learning plays an integral role in its implementation. Kagan Cooperative Learning has had a long history of success in the middle school environment. As a result, Kagan will provide teacher effective strategies for using cooperative learning and will help eliminate disorganized "group work".

Action Step 1 `5`

New teachers will attend Kagan training.

Person Responsible

Kevin Warren

Schedule

On 7/31/2014

Evidence of Completion

The school will maintain an accurate sign in sheet and agenda for the meeting. The teachers will also receive a certificate of completion for the training from Kagan. Certificate will be placed in the teachers' files.

Action Step 2 `5`

Teachers will attend Kagan training during family meetings.

Person Responsible

Kevin Warren

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

The school will maintain an accurate sign in sheet and agenda for the meeting.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 `6`

Administration will review lesson plans and provide feedback on the use of Kagan.

Person Responsible

Kevin Warren

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

The school will maintain an accurate record of lesson plan data.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 `6`

Administration and coaches will observe and provide feedback on the Kagan strategies as they are used in the teachers' classroom.

Person Responsible

Kevin Warren

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Administration and coaches will complete written lesson reflection with teachers documenting findings and strategies for improvement.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Administration will determine effectiveness through the use of the teacher evaluation system.

Person Responsible

Kevin Warren

Schedule

On 6/4/2015

Evidence of Completion

Administration will use data collected through evaluative classroom observations as evidence of effectiveness.

G1.B1.S5 Teachers will use learning style profiles in their classes. The learning styles profiles allow teachers to understand the best way in which their students learn. The categories for learning styles include kinesthetic, tactual, visual, auditory, and combinations of multiple categories. 4

S148464

Strategy Rationale

Students learn in different ways. As a result, it is important for teachers to have a clear understanding of how their students learn in order to create relevant and engaging lessons for their students.

Action Step 1 5

New Teachers will receive training on learning styles profiles

Person Responsible

Kevin Warren

Schedule

On 8/25/2014

Evidence of Completion

Administration and Teachers will receive notification of completion.

Action Step 2 5

New students will compete Learning styles profiles and returning students' profiles will be given to the next grade level teachers.

Person Responsible

Kevin Warren

Schedule

On 8/18/2014

Evidence of Completion

Teachers will receive Learning Styles documentation for each of their students.

Action Step 3 5

Teachers will use the learning styles profiles when designing lessons.

Person Responsible

Kevin Warren

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Teachers submit lesson plans that show evidence of multiple learning styles being utilized.

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

Administration will review lesson plans and provide feedback on the use of learning styles profiles within their lessons.

Person Responsible

Kevin Warren

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

The school will maintain an accurate record of lesson plan data.

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

Administration and coaches will observe and provide feedback on the learning styes profiles as they are used in the teachers' classroom.

Person Responsible

Kevin Warren

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Administration and coaches will complete written lesson reflection with teachers documenting findings and strategies for improvement.

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

Administration will determine effectiveness through the use of the teacher evaluation system.

Person Responsible

Kevin Warren

Schedule

On 6/4/2015

Evidence of Completion

Administration will use data collected through evaluative classroom observations as evidence of effectiveness.

G1.B1.S6 Teachers will implement reading and writing strategies across the curriculum. [4]

S148465

Strategy Rationale

With the new Florida Standards, increased reading and writing skills will be needed from all students. As a result, ALL teachers will need to incorporate reading and writing skills to ensure their students are successful.

Action Step 1 [5]

Teachers will review reading and writing strategies during grade level and PLC meetings.

Person Responsible

Kevin Warren

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

The school will maintain an accurate sign in sheet and agenda for the meetings.

Action Step 2 [5]

Teachers will attend staff wide reading and writing professional development.

Person Responsible

Kevin Warren

Schedule

On 1/14/2015

Evidence of Completion

The school will maintain an accurate sign in sheet and agenda for the meeting.

Action Step 3 `5`

New teachers will attend reading endorsement training.

Person Responsible

Kevin Warren

Schedule

Semiannually, from 10/1/2014 to 6/4/2015

Evidence of Completion

Endorsement certificate for reading acquired.

Plan to Monitor Fidelity of Implementation of G1.B1.S6 `6`

Administration will review lesson plans and provide feedback on the use of reading and writing strategies.

Person Responsible

Kevin Warren

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

The school will maintain an accurate record of lesson plan data.

Plan to Monitor Fidelity of Implementation of G1.B1.S6 `6`

Administration and coaches will observe and provide feedback on the reading and writing strategies as they are used in the teachers' classroom.

Person Responsible

Kevin Warren

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Administration and coaches will complete written lesson reflection with teachers documenting findings and strategies for improvement.

Plan to Monitor Effectiveness of Implementation of G1.B1.S6 `7`

Administration will determine effectiveness through the use of the teacher evaluation system.

Person Responsible

Kevin Warren

Schedule

On 6/4/2015

Evidence of Completion

Administration will use data collected through evaluative classroom observations as evidence of effectiveness.

G1.B2 Teachers do not use technology effectively or frequently. `2`

🔍 B102766

G1.B2.S1 Teachers will attend subject area specific professional development on the use of technology. Teachers will be expected to use their learning and implement an iPad lesson in their classroom using the strategies learned. `4`

🔍 S113890

Strategy Rationale

Research has shown that students show improvement when real world scenarios are introduced into the classroom. As a result, we will use the integration of technology through the use of iPads to increase the relevancy and engagement of our lessons.

Action Step 1 `5`

Subject Area Meetings

Person Responsible

Kevin Warren

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

Evidence of Completion

Agenda and Sign in Sheet

Action Step 2 5

Civics Techbook Training

Person Responsible

Kevin Warren

Schedule

On 8/15/2014

Evidence of Completion

Agenda and Sign in Sheet

Action Step 3 5

Discovery Education Techbook Training- Science

Person Responsible

Kevin Warren

Schedule

On 10/20/2014

Evidence of Completion

Agenda and Sign in Sheet

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

Check for documentation of technology in lesson plans

Person Responsible

Kevin Warren

Schedule

Weekly, from 9/2/2014 to 5/28/2015

Evidence of Completion

School will keep a copy of all teacher lesson plans, documenting use of technology. Administration will provide written feedback on lesson plans to ensure proper documentation of technology use.

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

Classroom Observations

Person Responsible

Kevin Warren

Schedule

Monthly, from 9/2/2014 to 5/28/2015

Evidence of Completion

Subject Area coaches and Administration will observe and provide feedback regarding effective use of technology in the classroom.

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

Administration will determine effectiveness through the use of the teacher evaluation system.

Person Responsible

Kevin Warren

Schedule

Annually, from 1/5/2015 to 6/4/2015

Evidence of Completion

Administration will use data collected through evaluative classroom observations as evidence of effectiveness.

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

Compare Common Assessment Data across Grade Level

Person Responsible

Kevin Warren

Schedule

Monthly, from 9/2/2014 to 5/28/2015

Evidence of Completion

Teachers will present data during PLC meetings and compare results. They will analyze data to determine if technology implementation was successful in students' mastery of standards.

G1.B2.S2 Teachers will attend iPad trainings from Apple, Inc. 4

S113891

Strategy Rationale

To implement iPads effectively, teachers will need to stay informed with updated technology related to the iPads. Teachers will also need up to date best practices relating to instruction using the iPads. To accomplish this teachers will need to attend trainings run by Apple.

Action Step 1 5

Teachers will attend Apple trainings on how to effectively use iPads to assist the learning process.

Person Responsible

Kevin Warren

Schedule

Quarterly, from 1/16/2015 to 6/4/2015

Evidence of Completion

School will maintain updated duty leave forms for trainings attended by staff members.

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

Check for documentation of technology in lesson plans

Person Responsible

Kevin Warren

Schedule

Weekly, from 1/19/2015 to 5/28/2015

Evidence of Completion

School will keep a copy of all teacher lesson plans, documenting use of technology. Administration will provide written feedback on lesson plans to ensure proper documentation of technology use.

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

Classroom Observations

Person Responsible

Kevin Warren

Schedule

Monthly, from 1/19/2015 to 5/28/2015

Evidence of Completion

Subject Area coaches and Administration will observe and provide feedback regarding effective use of technology in the classroom.

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

Administration will determine effectiveness through the use of the teacher evaluation system.

Person Responsible

Kevin Warren

Schedule

Annually, from 1/5/2015 to 6/4/2015

Evidence of Completion

Administration will use data collected through evaluative classroom observations as evidence of effectiveness

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

Compare Common Assessment Data across Grade Level

Person Responsible

Kevin Warren

Schedule

Monthly, from 9/2/2014 to 5/28/2015

Evidence of Completion

Teachers will present data during PLC meetings and compare results. They will analyze data to determine if technology implementation was successful in students' mastery of standards.

G1.B2.S3 Teachers who use technology frequently will attend the FETC conference. They will then lead a staff professional development on their findings. [4]

S113892

Strategy Rationale

To provide a continued learning experience for our veteran teachers, teachers will attend the FETC conference. It will also be beneficial for our teachers to attend a professional development created and delivered by their peers.

Action Step 1 [5]

Teachers will attend the FETC conference on how to effectively integrate technology into the classroom to enhance and aid the learning process.

Person Responsible

Kevin Warren

Schedule

On 1/23/2015

Evidence of Completion

School will maintain updated duty leave forms for trainings attended by staff members.

Plan to Monitor Fidelity of Implementation of G1.B2.S3 [6]

Classroom Observations

Person Responsible

Kevin Warren

Schedule

Monthly, from 1/26/2015 to 6/4/2015

Evidence of Completion

Subject Area coaches and Administration will observe and provide feedback regarding effective use of technology in the classroom.

Plan to Monitor Fidelity of Implementation of G1.B2.S3 `6`

Check for documentation of technology in lesson plans.

Person Responsible

Kevin Warren

Schedule

Weekly, from 1/26/2015 to 6/4/2015

Evidence of Completion

School will keep a copy of all teacher lesson plans documenting use of technology. Administration will provide written feedback on lesson plans to ensure proper documentation of technology use.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 `7`

Compare Common Assessment Data across Grade Level

Person Responsible

Kevin Warren

Schedule

Monthly, from 1/26/2015 to 6/4/2015

Evidence of Completion

Teachers will present data during PLC meetings and compare results. They will analyze data to determine if technology implementation was successful in students mastery of standards.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 `7`

Administration will determine effectiveness through the use of the teacher evaluation system.

Person Responsible

Kevin Warren

Schedule

Annually, from 1/26/2015 to 6/4/2015

Evidence of Completion

Administration will use data collected through evaluative classroom observations as evidence of effectiveness.

G1.B3 Lack of communication and vertical alignment across grade levels. 2

B102767

G1.B3.S1 Teachers will complete professional development activities allowing them to vertically align their standards from grades 5-9. Teachers will then review the the aligned standards to determine how the rigor of the standards roll up through the grade levels. 4

S113997

Strategy Rationale

Teachers need to understand the material the students know from prior grade levels and how the material they teach links to future grade levels.

Action Step 1 5

Teachers will attend a vertical alignment training.

Person Responsible

Kevin Warren

Schedule

On 8/13/2014

Evidence of Completion

Each subject area will align their standards 5-9. Teachers will present their work during their bi-weekly PLC meetings. At the PLC meetings the standards will be reviewed and the teams will discuss the rigor of the standards through the grade levels.

Action Step 2 5

Teachers will attend PLC meetings to review vertical alignment.

Person Responsible

Kevin Warren

Schedule

Biweekly, from 8/12/2014 to 5/29/2015

Evidence of Completion

Teachers will present their vertical alignment activities to their coaches and administration at their PLC meetings. Here they will receive feedback on their work. The groups will also review rigor as the standards align through the grade levels to understand where the students are and where they need to be in terms of content and rigor.

Action Step 3 `5`

Teachers will identify and present Tier 2, cross- curricular vocabulary words during their PLC meetings.

Person Responsible

Kevin Warren

Schedule

Every 6 Weeks, from 8/18/2014 to 6/4/2015

Evidence of Completion

Teachers will record the cross curricular words on their content area curriculum maps.

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

Administration and coaches will conduct formative observations. Here administration and coaches can determine if the PD is being implemented and allow both parties to provide feedback to the teachers on an ongoing basis.

Person Responsible

Kevin Warren

Schedule

Monthly, from 8/29/2014 to 6/4/2015

Evidence of Completion

Administration and coaches will keep updated evaluative and observation data that will reflect findings of the teacher's implementation. Teachers will also document the use of the strategies in their lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 [7]

One of the goals of vertical alignment is to ensure teachers are using their time effectively and focus on the needed material for their grade level and not reteach previously mastered material. As a result, an increase in effective grade level teaching should be observed. The other observable goal should be increased effectiveness in differentiation. By understanding prior grade level standards and the rigor associated with them, teachers will better understand how to remediate students effectively leading to more frequent use of differentiation. Administration and coaches will conduct frequent observations to ensure the effectiveness s monitored and will provide feedback to teachers who are not implementing effectively.

Person Responsible

Kevin Warren

Schedule

Monthly, from 8/29/2014 to 6/4/2015

Evidence of Completion

Teachers will document the standards taught and the frequency of differentiation in their lesson plans. Administration will check lesson plans weekly and will ensure proper standards and differentiation are being used. Teachers, coaches, and administration will also review the results of common assessments and progress monitoring assessments to ensure student achievement is consistent among all teachers.

G1.B3.S2 The school needs to monitor its students from year to year and within grade levels more effectively. To do this the school will employ the use of an early warning system. [4]

🔑 S148944

Strategy Rationale

If students can be tracked and monitored, the school will be able to better address their needs and improve achievement.

Action Step 1 [5]

Teachers will attend multiple professional developments regarding the schools use of the early warning system.

Person Responsible

Kevin Warren

Schedule

On 10/20/2014

Evidence of Completion

The school will maintain an accurate sign in sheet and agenda for the meeting.

Action Step 2 5

Teachers will meet bi-weekly with administration to discuss the progress of their EWS students.

Person Responsible

Kevin Warren

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Administration will maintain an accurate record of the findings of the meeting.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

All students on the EWS will receive a students success plan complete with intervention strategies and goals for improvement. Teachers will review data as the year moves forward to determine if the goals are being met and if additional interventions are needed.

Person Responsible

Kevin Warren

Schedule

Every 6 Weeks, from 8/18/2014 to 6/4/2015

Evidence of Completion

A record of the signed SSP forms will be maintained indicating that the student and parent have been informed of the intervention strategies employed.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Administration will look for and observe EWS intervention strategies in use in teacher's classrooms.

Person Responsible

Kevin Warren

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Administration will observe and provide feedback on the EWS strategies as they are used in the teachers' classroom.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

Teachers will use qualitative and quantitative data to determine if students' SSP goals have been met

Person Responsible

Kevin Warren

Schedule

On 6/4/2015

Evidence of Completion

Teachers will record the results of the data used to determine of the students' SSP goal has been met on the students' SSP form.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	During PLC meetings, teachers will explore the content contained within their standards and will receive training on best practices for teaching their content.	Warren, Kevin	9/2/2014	Demonstration of professional learning through classroom observations and in lesson plans.	5/28/2015 monthly
G1.B2.S1.A1	Subject Area Meetings	Warren, Kevin	9/2/2014	Agenda and Sign in Sheet	5/28/2015 biweekly
G1.B3.S1.A1	Teachers will attend a vertical alignment training.	Warren, Kevin	8/12/2014	Each subject area will align their standards 5-9. Teachers will present their work during their bi-weekly PLC meetings. At the PLC meetings the standards will be reviewed and the teams will discuss the rigor of the standards through the grade levels.	8/13/2014 one-time
G1.B1.S2.A1	Teachers will attend an ESE training relating to differentiation.	Warren, Kevin	1/26/2015	Administration will maintain an accurate sign in sheet for the teachers that attend the meeting. The school will also develop and record a training agenda that will be included with the school's professional development folder.	1/26/2015 one-time
G1.B1.S3.A1	Teachers will attend deliberate practice training to review what it is and its purpose.	Warren, Kevin	9/22/2014	The school will maintain an accurate sign in sheet and agenda for the meeting.	9/22/2014 one-time
G1.B2.S2.A1	Teachers will attend Apple trainings on how to effectively use iPads to assist the learning process.	Warren, Kevin	1/16/2015	School will maintain updated duty leave forms for trainings attended by staff members.	6/4/2015 quarterly
G1.B1.S4.A1	New teachers will attend Kagan training.	Warren, Kevin	7/28/2014	The school will maintain an accurate sign in sheet and agenda for the meeting. The teachers will also receive a certificate of completion for the training from Kagan. Certificate will be placed in the teachers' files.	7/31/2014 one-time
G1.B1.S5.A1	New Teachers will receive training on learning styles profiles	Warren, Kevin	8/12/2014	Administration and Teachers will receive notification of completion.	8/25/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S6.A1	Teachers will review reading and writing strategies during grade level and PLC meetings.	Warren, Kevin	8/18/2014	The school will maintain an accurate sign in sheet and agenda for the meetings.	6/4/2015 monthly
G1.B3.S2.A1	Teachers will attend multiple professional developments regarding the schools use of the early warning system.	Warren, Kevin	10/8/2014	The school will maintain an accurate sign in sheet and agenda for the meeting.	10/20/2014 one-time
G1.B2.S3.A1	Teachers will attend the FETC conference on how to effectively integrate technology into the classroom to enhance and aid the learning process.	Warren, Kevin	1/20/2015	School will maintain updated duty leave forms for trainings attended by staff members.	1/23/2015 one-time
G1.B3.S1.A2	Teachers will attend PLC meetings to review vertical alignment.	Warren, Kevin	8/12/2014	Teachers will present their vertical alignment activities to their coaches and administration at their PLC meetings. Here they will receive feedback on their work. The groups will also review rigor as the standards align through the grade levels to understand where the students are and where they need to be in terms of content and rigor.	5/29/2015 biweekly
G1.B1.S2.A2	Teachers will attend ESOL training on differentiation.	Warren, Kevin	2/18/2015	Administration will maintain an accurate sign in sheet for the teachers that attend the meeting. The school will also develop and record a training agenda that will be included with the school's professional development folder.	2/18/2015 one-time
G1.B2.S1.A2	Civics Techbook Training	Warren, Kevin	8/15/2014	Agenda and Sign in Sheet	8/15/2014 one-time
G1.B1.S3.A2	Teachers will meet with their grade level administrator to receive guidance and feedback regarding their deliberate practice.	Warren, Kevin	9/30/2014	Teacher will maintain an accurate DP reflection guide outlining the findings of the conference.	6/4/2015 every-6-weeks
G1.B1.S4.A2	Teachers will attend Kagan training during family meetings.	Warren, Kevin	8/11/2014	The school will maintain an accurate sign in sheet and agenda for the meeting.	6/4/2015 monthly
G1.B1.S5.A2	New students will compete Learning styles profiles and returning students' profiles will be given to the next grade level teachers.	Warren, Kevin	8/18/2014	Teachers will receive Learning Styles documentation for each of their students.	8/18/2014 one-time
G1.B1.S6.A2	Teachers will attend staff wide reading and writing professional development.	Warren, Kevin	1/14/2015	The school will maintain an accurate sign in sheet and agenda for the meeting.	1/14/2015 one-time
G1.B3.S2.A2	Teachers will meet bi-weekly with administration to discuss the progress of their EWS students.	Warren, Kevin	8/18/2014	Administration will maintain an accurate record of the findings of the meeting.	6/4/2015 biweekly
G1.B2.S1.A3	Discovery Education Techbook Training- Science	Warren, Kevin	10/20/2014	Agenda and Sign in Sheet	10/20/2014 one-time
G1.B1.S3.A3	Teachers will use PD 360, Discovery Streaming and other approved PD methods to view and select strategies for improvement relating to their Deliberate Practice.	Warren, Kevin	9/30/2014	Teacher will maintain an accurate DP reflection guide outlining the findings of the conference.	6/4/2015 monthly
G1.B1.S5.A3	Teachers will use the learning styles profiles when designing lessons.	Warren, Kevin	8/18/2014	Teachers submit lesson plans that show evidence of multiple learning styles being utilized.	6/4/2015 daily
G1.B3.S1.A3	Teachers will identify and present Tier 2, cross- curricular vocabulary words during their PLC meetings.	Warren, Kevin	8/18/2014	Teachers will record the cross curricular words on their content area curriculum maps.	6/4/2015 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S6.A3	New teachers will attend reading endorsement training.	Warren, Kevin	10/1/2014	Endorsement certificate for reading acquired.	6/4/2015 semiannually
G1.B1.S3.A4	Teachers will attend Professional Development on the effective use of the block period and the activities contained within it.	Warren, Kevin	12/3/2014	The school will maintain an accurate sign in sheet and agenda for the meeting.	12/3/2014 one-time
G1.B1.S3.A5	Select staff will attend ClinEd training to aid with new teacher development.	FULKS, CAROL	10/13/2014	Staff members will receive a ClinEd endorsement.	11/17/2014 weekly
G1.MA1	Data will be compiled from subject area common assessments, progress monitoring assessments, and the state assessment. Progress towards the goal and targets will be shown through learning gains.	Warren, Kevin	8/29/2014	Teachers will provide data breakdowns from their common assessments in order to review and determine the effectiveness of the strategies. Teachers, coaches, and administration will use score reports provided by Discovery Education as evidence for the progress monitoring assessments. At the end of the year administration and teachers will review state assessment data and determine the number of students that made learning gains, did not make learning gains, passed and did not pass. The data will also be broken down by demographic information. Administration and teachers will compare the data to the SIP SMART Goal data and the school's AMO projections. Meeting the SIP SMART goal projections will determine if the goal has been met.	6/4/2015 monthly
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	Administration will monitor lesson plans for documentation of PD learning and implementation in classrooms.	Warren, Kevin	9/5/2014	Teachers will hand in both electronic and hard copy lesson plans weekly.	6/4/2015 weekly
G1.B1.S1.MA2	Teacher Coaches will provide feedback from observations completed relating to the Professional Development trainings.	Warren, Kevin	9/5/2014	Teacher coaches will maintain feedback records given to teachers.	5/29/2015 every-6-weeks
G1.B1.S1.MA3	Teachers will provide evidence of their implementation of professional development as a follow up discussion during their PLC.	Warren, Kevin	9/2/2014	Documentation of teacher presentations through meeting notes.	5/29/2015 monthly
G1.B2.S1.MA1	Administration will determine effectiveness through the use of the teacher evaluation system.	Warren, Kevin	1/5/2015	Administration will use data collected through evaluative classroom observations as evidence of effectiveness.	6/4/2015 annually
G1.B2.S1.MA2	Compare Common Assessment Data across Grade Level	Warren, Kevin	9/2/2014	Teachers will present data during PLC meetings and compare results. They will analyze data to determine if technology implementation was successful in students' mastery of standards.	5/28/2015 monthly
G1.B2.S1.MA1	Check for documentation of technology in lesson plans	Warren, Kevin	9/2/2014	School will keep a copy of all teacher lesson plans, documenting use of technology. Administration will provide written feedback on lesson plans to ensure proper documentation of technology use.	5/28/2015 weekly
G1.B2.S1.MA3	Classroom Observations	Warren, Kevin	9/2/2014	Subject Area coaches and Administration will observe and provide feedback regarding effective use of technology in the classroom.	5/28/2015 monthly
G1.B3.S1.MA1	One of the goals of vertical alignment is to ensure teachers are using their time	Warren, Kevin	8/29/2014	Teachers will document the standards taught and the frequency of	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	effectively and focus on the needed material for their grade level and not reteach previously mastered material. As a result, an increase in effective grade level teaching should be observed. The other observable goal should be increased effectiveness in differentiation. By understanding prior grade level standards and the rigor associated with them, teachers will better understand how to remediate students effectively leading to more frequent use of differentiation. Administration and coaches will conduct frequent observations to ensure the effectiveness s monitored and will provide feedback to teachers who are not implementing effectively.			differentiation in their lesson plans. Administration will check lesson plans weekly and will ensure proper standards and differentiation are being used. Teachers, coaches, and administration will also review the results of common assessments and progress monitoring assessments to ensure student achievement is consistent among all teachers.	
G1.B3.S1.MA1	Administration and coaches will conduct formative observations. Here administration and coaches can determine if the PD is being implemented and allow both parties to provide feedback to the teachers on an ongoing basis.	Warren, Kevin	8/29/2014	Administration and coaches will keep updated evaluative and observation data that will reflect findings of the teacher's implementation. Teachers will also document the use of the strategies in their lesson plans.	6/4/2015 monthly
G1.B2.S2.MA1	Administration will determine effectiveness through the use of the teacher evaluation system.	Warren, Kevin	1/5/2015	Administration will use data collected through evaluative classroom observations as evidence of effectiveness	6/4/2015 annually
G1.B2.S2.MA4	Compare Common Assessment Data across Grade Level	Warren, Kevin	9/2/2014	Teachers will present data during PLC meetings and compare results. They will analyze data to determine if technology implementation was successful in students' mastery of standards.	5/28/2015 monthly
G1.B2.S2.MA1	Check for documentation of technology in lesson plans	Warren, Kevin	1/19/2015	School will keep a copy of all teacher lesson plans, documenting use of technology. Administration will provide written feedback on lesson plans to ensure proper documentation of technology use.	5/28/2015 weekly
G1.B2.S2.MA2	Classroom Observations	Warren, Kevin	1/19/2015	Subject Area coaches and Administration will observe and provide feedback regarding effective use of technology in the classroom.	5/28/2015 monthly
G1.B1.S2.MA1	Administration and teachers will review progress monitoring data during the year, focusing on the improvement of ESE and ESOL students.	Warren, Kevin	1/26/2015	At their PLC meetings, teachers will present their pre and post test data, will discuss their findings, and determine if improvements have been made.	6/4/2015 quarterly
G1.B1.S2.MA4	Administration and teachers will monitor common assessment data with a focus on ESE and ESOL students.	Warren, Kevin	1/26/2015	At their PLC meetings, teachers will present their pre and post test data, will discuss their findings, and determine if improvements have been made.	6/4/2015 monthly
G1.B1.S2.MA5	Administration and teachers will monitor common assessment data with a focus on ESE and ESOL students.	Warren, Kevin	6/8/2015	Administration and teachers will complile achievement data for their ESE and ESOL students at the end of the year. Administration and Teachers will determine if appropriate gains have been made based on the pre and post test results.	6/8/2015 annually
G1.B1.S2.MA1	Administration will monitor documentation of strategies within teacher lesson plans.	Warren, Kevin	1/26/2015	The school will maintain an accurate account of teacher lesson plans.	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA2	Administration and teacher coaches will look for and observe strategies relating to differentiation for ESE and ESOL within teacher classrooms.	Warren, Kevin	1/26/2015	Administration and Coaches will complete an observation reflection with teachers reviewing their findings and provide feedback.	6/4/2015 biweekly
G1.B3.S2.MA1	Teachers will use qualitative and quantitative data to determine if students' SSP goals have been met	Warren, Kevin	6/4/2015	Teachers will record the results of the data used to determine of the students' SSP goal has been met on the students' SSP form.	6/4/2015 one-time
G1.B3.S2.MA1	All students on the EWS will receive a students success plan complete with intervention strategies and goals for improvement. Teachers will review data as the year moves forward to determine if the goals are being met and if additional interventions are needed.	Warren, Kevin	8/18/2014	A record of the signed SSP forms will be maintained indicating that the student and parent have been informed of the intervention strategies employed.	6/4/2015 every-6-weeks
G1.B3.S2.MA2	Administration will look for and observe EWS intervention strategies in use in teacher's classrooms.	Warren, Kevin	8/18/2014	Administration will observe and provide feedback on the EWS strategies as they are used in the teachers' classroom.	6/4/2015 monthly
G1.B2.S3.MA1	Compare Common Assessment Data across Grade Level	Warren, Kevin	1/26/2015	Teachers will present data during PLC meetings and compare results. They will analyze data to determine if technology implementation was successful in students mastery of standards.	6/4/2015 monthly
G1.B2.S3.MA4	Administration will determine effectiveness through the use of the teacher evaluation system.	Warren, Kevin	1/26/2015	Administration will use data collected through evaluative classroom observations as evidence of effectiveness.	6/4/2015 annually
G1.B2.S3.MA1	Classroom Observations	Warren, Kevin	1/26/2015	Subject Area coaches and Administration will observe and provide feedback regarding effective use of technology in the classroom.	6/4/2015 monthly
G1.B2.S3.MA2	Check for documentation of technology in lesson plans.	Warren, Kevin	1/26/2015	School will keep a copy of all teacher lesson plans documenting use of technology. Administration will provide written feedback on lesson plans to ensure proper documentation of technology use.	6/4/2015 weekly
G1.B1.S3.MA1	Administration will determine if teachers have made progress with their DP goal through the evaluation process.	Warren, Kevin	6/4/2015	Administration will use their findings during evaluative classroom observations to determine if the teacher has made progress with their deliberate practice. The progress will be reflected in the teachers' DP form and their evaluation.	6/4/2015 one-time
G1.B1.S3.MA1	Administration will review lesson plans and provide feedback on the use of the strategies learned through the DP.	Warren, Kevin	9/30/2014	The school will maintain an accurate record of lesson plan data.	6/4/2015 weekly
G1.B1.S3.MA2	Administration and coaches will observe and provide feedback on the DP strategies as they are used in the teachers' classroom.	Warren, Kevin	9/30/2014	Teacher will maintain an accurate DP reflection guide outlining the findings of the observation. Administration and coaches will also maintain a reflection form for each of the teachers.	6/4/2015 one-time
G1.B1.S4.MA1	Administration will determine effectiveness through the use of the teacher evaluation system.	Warren, Kevin	6/4/2015	Administration will use data collected through evaluative classroom observations as evidence of effectiveness.	6/4/2015 one-time
G1.B1.S4.MA1	Administration will review lesson plans and provide feedback on the use of Kagan.	Warren, Kevin	8/18/2014	The school will maintain an accurate record of lesson plan data.	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S4.MA2	Administration and coaches will observe and provide feedback on the Kagan strategies as they are used in the teachers' classroom.	Warren, Kevin	8/18/2014	Administration and coaches will complete written lesson reflection with teachers documenting findings and strategies for improvement.	6/4/2015 monthly
G1.B1.S5.MA1	Administration will determine effectiveness through the use of the teacher evaluation system.	Warren, Kevin	6/4/2015	Administration will use data collected through evaluative classroom observations as evidence of effectiveness.	6/4/2015 one-time
G1.B1.S5.MA1	Administration will review lesson plans and provide feedback on the use of learning styles profiles within their lessons.	Warren, Kevin	8/18/2014	The school will maintain an accurate record of lesson plan data.	6/4/2015 weekly
G1.B1.S5.MA2	Administration and coaches will observe and provide feedback on the learning styes profiles as they are used in the teachers' classroom.	Warren, Kevin	8/18/2014	Administration and coaches will complete written lesson reflection with teachers documenting findings and strategies for improvement.	6/4/2015 monthly
G1.B1.S6.MA1	Administration will determine effectiveness through the use of the teacher evaluation system.	Warren, Kevin	6/4/2015	Administration will use data collected through evaluative classroom observations as evidence of effectiveness.	6/4/2015 one-time
G1.B1.S6.MA1	Administration will review lesson plans and provide feedback on the use of reading and writing strategies.	Warren, Kevin	8/18/2014	The school will maintain an accurate record of lesson plan data.	6/4/2015 weekly
G1.B1.S6.MA2	Administration and coaches will observe and provide feedback on the reading and writing strategies as they are used in the teachers' classroom.	Warren, Kevin	8/18/2014	Administration and coaches will complete written lesson reflection with teachers documenting findings and strategies for improvement.	6/4/2015 monthly
G2.MA1	[no content entered]			one-time	
G3.MA1	[no content entered]			one-time	
G4.MA1	[no content entered]			one-time	
G5.MA1	[no content entered]			one-time	

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 Opportuntities

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

G1. Teachers will use research based instructional strategies to ensure they are meeting the full intent of their content area standards through the implementation of rigorous tasks.

G1.B1 Teachers do not understand their content area standards and do not have sufficient knowledge in the use of high effect strategies in teaching their content.

G1.B1.S1 Teachers will attend PLC meetings led by their grade level administrator and subject area coach. Here teachers will examine their standards and understand the concept they are teaching, the depth to which it needs to be taught, and effective ways in which to teach the concept. Teachers will also be able to share effective methods used in class. Teachers will also receive subject specific training in the areas of differentiation, HOT questioning, formative assessment, data analysis and other high effect strategies.

PD Opportunity 1

During PLC meetings, teachers will explore the content contained within their standards and will receive training on best practices for teaching their content.

Facilitator

Teacher Coaches/Administration

Participants

Subject Area Teachers

Schedule

Monthly, from 9/2/2014 to 5/28/2015

G1.B1.S2 Teachers will attend training on differentiating instruction for ESE and ESOL students.

PD Opportunity 1

Teachers will attend an ESE training relating to differentiation.

Facilitator

FDLRS

Participants

Entire School

Schedule

On 1/26/2015

PD Opportunity 2

Teachers will attend ESOL training on differentiation.

Facilitator

District ESOL Coordinator

Participants

Entire School

Schedule

On 2/18/2015

G1.B1.S3 Teachers will complete the Deliberate Practice Process for the school year, which will focus on strategies for improvement based on a teacher's specific area of weakness as it relates to their teaching.

PD Opportunity 1

Teachers will attend deliberate practice training to review what it is and its purpose.

Facilitator

Administration

Participants

Teaching staff

Schedule

On 9/22/2014

PD Opportunity 2

Teachers will meet with their grade level administrator to receive guidance and feedback regarding their deliberate practice.

Facilitator

Administration

Participants

All teaching staff

Schedule

Every 6 Weeks, from 9/30/2014 to 6/4/2015

PD Opportunity 3

Teachers will use PD 360, Discovery Streaming and other approved PD methods to view and select strategies for improvement relating to their Deliberate Practice.

Facilitator

Individual Teachers

Participants

Teaching staff

Schedule

Monthly, from 9/30/2014 to 6/4/2015

PD Opportunity 4

Teachers will attend Professional Development on the effective use of the block period and the activities contained within it.

Facilitator

Administration/Coaches

Participants

All Teachers

Schedule

On 12/3/2014

PD Opportunity 5

Select staff will attend ClinEd training to aid with new teacher development.

Facilitator

Polk County School Board

Participants

Select Staff Members

Schedule

Weekly, from 10/13/2014 to 11/17/2014

G1.B1.S4 Teachers will use Kagan Cooperative Strategies in their daily lessons.

PD Opportunity 1

New teachers will attend Kagan training.

Facilitator

Kagan Cooperative Learning/Kevin Warren

Participants

Teachers new to Discovery

Schedule

On 7/31/2014

PD Opportunity 2

Teachers will attend Kagan training during family meetings.

Facilitator

Kevin Warren

Participants

Entire School

Schedule

Monthly, from 8/11/2014 to 6/4/2015

G1.B1.S5 Teachers will use learning style profiles in their classes. The learning styles profiles allow teachers to understand the best way in which their students learn. The categories for learning styles include kinesthetic, tactual, visual, auditory, and combinations of multiple categories.

PD Opportunity 1

New Teachers will receive training on learning styles profiles

Facilitator

Kevin Warren

Participants

New teachers

Schedule

On 8/25/2014

G1.B1.S6 Teachers will implement reading and writing strategies across the curriculum.

PD Opportunity 1

Teachers will review reading and writing strategies during grade level and PLC meetings.

Facilitator

Kevin Warren

Participants

All Teachers

Schedule

Monthly, from 8/18/2014 to 6/4/2015

PD Opportunity 2

Teachers will attend staff wide reading and writing professional development.

Facilitator

Kevin Warren

Participants

All teachers

Schedule

On 1/14/2015

PD Opportunity 3

New teachers will attend reading endorsement training.

Facilitator

Polk County School Board

Participants

New Reading Teachers

Schedule

Semiannually, from 10/1/2014 to 6/4/2015

G1.B2 Teachers do not use technology effectively or frequently.

G1.B2.S1 Teachers will attend subject area specific professional development on the use of technology. Teachers will be expected to use their learning and implement an iPad lesson in their classroom using the strategies learned.

PD Opportunity 1

Subject Area Meetings

Facilitator

Administration and Subject Area Coaches

Participants

All Instructional Staff

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

PD Opportunity 2

Civics Techbook Training

Facilitator

McGraw-Hill

Participants

7th grade Civics Teachers, Administration, Subject Area Coach

Schedule

On 8/15/2014

PD Opportunity 3

Discovery Education Techbook Training- Science

Facilitator

Discovery Education

Participants

All Science Instructional Staff, Administration, Subject Area Coach

Schedule

On 10/20/2014

G1.B2.S2 Teachers will attend iPad trainings from Apple, Inc.

PD Opportunity 1

Teachers will attend Apple trainings on how to effectively use iPads to assist the learning process.

Facilitator

Apple, Inc.

Participants

Administration, Subject Area Coaches, Select Faculty

Schedule

Quarterly, from 1/16/2015 to 6/4/2015

G1.B2.S3 Teachers who use technology frequently will attend the FETC conference. They will then lead a staff professional development on their findings.

PD Opportunity 1

Teachers will attend the FETC conference on how to effectively integrate technology into the classroom to enhance and aid the learning process.

Facilitator

Florida Education Technology Conference (FETC)

Participants

Administration, Subject Area Coaches, Select Faculty

Schedule

On 1/23/2015

G1.B3 Lack of communication and vertical alignment across grade levels.

G1.B3.S1 Teachers will complete professional development activities allowing them to vertically align their standards from grades 5-9. Teachers will then review the the aligned standards to determine how the rigor of the standards roll up through the grade levels.

PD Opportunity 1

Teachers will attend a vertical alignment training.

Facilitator

Administration/Teacher Coaches

Participants

All DALA faculty.

Schedule

On 8/13/2014

PD Opportunity 2

Teachers will attend PLC meetings to review vertical alignment.

Facilitator

Administration/Coaches

Participants

All Discovery Academy Faculty

Schedule

Biweekly, from 8/12/2014 to 5/29/2015

PD Opportunity 3

Teachers will identify and present Tier 2, cross- curricular vocabulary words during their PLC meetings.

Facilitator

Administration/Coaches

Participants

All Teachers

Schedule

Every 6 Weeks, from 8/18/2014 to 6/4/2015

G1.B3.S2 The school needs to monitor its students from year to year and within grade levels more effectively. To do this the school will employ the use of an early warning system.

PD Opportunity 1

Teachers will attend multiple professional developments regarding the schools use of the early warning system.

Facilitator

Administration/Coaches

Participants

Entire School

Schedule

On 10/20/2014

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: Teachers will use research based instructional strategies to ensure they are meeting the full intent of their content area standards through the implementation of rigorous tasks.	23,673
Grand Total	**23,673**

Goal 1: Teachers will use research based instructional strategies to ensure they are meeting the full intent of their content area standards through the implementation of rigorous tasks.		
Description	**Source**	**Total**
B1.S1.A1 - Teacher Coverage	General Fund	8,910
B1.S3.A3 - PD 360	Title II	4,995
B1.S3.A3 - Discovery Streaming	General Fund	2,600
B1.S3.A5 - ClinEd Training	General Fund	300
B1.S4.A1 - Kagan Cooperative Learning	General Fund	3,708
B1.S5.A1 - Learning Styles Profiles	General Fund	960
B1.S6.A3 - Reading Endorsement Training	Title II	1,000
B2.S3.A1 - Funds will come from the school's digital curriculum plan funds.	Other	1,200
Total Goal 1		**23,673**