

Discovery Elementary School

975 ABAGAIL DR, Deltona, FL 32725

<http://myvolusiaschools.org/school/discovery/pages/default.aspx>

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School PK-5 | Yes | 88% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 59% |

School Grades History

| Year | 2017-18 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | C | C* | C | B |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Volusia 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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Discovery Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is: Everyone, Everyday, In Some Way is a Winner at Discovery Elementary. We believe all students will learn and develop academically, behaviorally, and socially to achieve success in school.

b. Provide the school's vision statement.

The quest of Discovery Elementary is to create a cooperative learning atmosphere that stimulates the awakening of each student's potential while encouraging an environment of mutual respect and community pride.

2. School Environment

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

Yearly school induction, mentoring, and student leadership programs are all critical components in establishing and maintaining positive relationships between teachers and students on campus.

ESE, ESOL, and general education teachers collaborate on the specific needs of students in the classroom. Annually Discovery Elementary hosts Meet the Teacher, to acquaint students with the campus, faculty, and schedule of a typical day. Parents complete information sheets including cultural background, student interest, school enrollment history, and family information regarding the student.

Interactive Open House is hosted annually, providing opportunities for parents and students to interact with the teacher, the classroom environment, and the school.

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

The Leadership Team develops procedures for all students and staff campus wide. Students are taught and expected to participate in Discovery Drill throughout the campus. Students are also trained in our Positive Behavior System (PBS) that has established school wide rules for behavior and rewards when in areas on campus outside of the classroom. The Guidelines for Success are taught to all students by administration and teachers, including posting of expectations in the classroom.

Students and classes are rewarded with Discovery Dollars when observed by staff throughout the campus following school expectations.

School counselor conducts classroom guidance lessons based on school needs and teacher requests. Additionally, counselor provides individual and small group counseling on a daily basis.

Alpha counselor identifies students in need of additional services and meets in small groups on a regular schedule. Counselor has identified role model students to mentor other students scheduled in the Alpha program.

c. 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.

Instructional time is a priority and protected by the principal, which is evidenced by the school infrastructure regarding students and parent accountability for absences, tardies, no non-essential announcements, and student misconduct being handled immediately and with minimal interruption to instruction. Any school wide assemblies will take place after the plus one and 90 minute reading block. Announcements that disrupt instructional time are kept to a minimum.

Students are taught through PBIS to always:

Be Safe, Be Responsible, Be Cooperative, and Be Respectful. Examples of what this looks like in all areas on campus is provided to the students during class PBS lessons.

To improve school wide attendance/tardies, a school wide attendance incentive program has been implemented in all classes.

d. 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.

To ensure that the social-emotional needs of all students are being met, the school offers the following non-violence and anti-drug programs:

- * Student Mentoring Program
- * Conflict Resolution
- * Bullying Program
- * NED Program
- * Suicide Prevention Program
- * Red Ribbon Week

CATALYST MENTORING - 30 students are identified to receive mentoring by community members.

Safety Patrols, a student leadership group, has students owning the climate and culture of their school, taking care of each other - academically and behaviorally.

All students are screened quarterly for behavioral and social- emotional issues through the electronic report card. Through, the screening, the school is able to disaggregate data to determine if individual students, classrooms, teachers, grade levels, or the school would benefit from the targeted interventions to address specific behavioral and social- emotional areas. Student services personnel provide direct and indirect evidence based supports to students identified through the screening measure.

3. Early Warning Systems

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

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

We currently have no students on our early warning systems report

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Attendance below 90 percent 2nd 9wks | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| One or more suspensions 2nd 9wks | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA or Math 2nd 9wks | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on statewide assessment 2nd 9wks | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Attendance below 90 percent 3rd 9wks | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| One or more suspensions 3rd 9wks | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA or Math 3rd 9 wks | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on statewide assessment 3rd 9wks | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities in which group data are considered and evidence-based are developed to address the areas of concerns.

For indicators sensitive to behavioral issues, interventions are provided directly and indirectly by the student services team and administration.

Regular review of the Early Warning System (EWS) report enables the school team to determine if interventions are successful in addressing areas of concern. As needed, students are referred to the school's Problem Solving Team (PST) and the parent is invited to participate in developing and monitoring individual interventions.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Discovery Elementary will continue the implementation of parent involvement activities in order to be awarded the Five Star School Award.

2. 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.

The school builds and sustains partnerships with the local community by holding the following events: Math Night, Publix Math Night, Miracle of Science, Family Reading Night, Game Night, Bring Your Parent to School Week, Walk to School, PTA, Spring Fling, Craft Night, Evening activities supported by community partnerships.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

| Name | Title |
|------------------|---------------------|
| Kasye, Kristy | Teacher, K-12 |
| Haire, Aria | Assistant Principal |
| Wiles, Amanda | Principal |
| Wotton, Deborah | Teacher, K-12 |
| Rice, Toni | Teacher, K-12 |
| Sutton, Carol | Teacher, K-12 |
| Sichting, Mandy | Teacher, K-12 |
| Falk, Paul | Teacher, K-12 |
| Lemelin, Melissa | Teacher, K-12 |

b. Duties

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

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Positive Behavior System team, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

2. 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.

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Title I, Part A

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Discovery Elementary include: (please customize this from your budget sheet)

- Academic Coach for the purpose of comprehensive staff development
- Family Center Para-professional who facilitates our extensive parent involvement program
- Reading Intervention Teacher to provide interventions for students in need via a push-in model
- Math Intervention Teacher to provide interventions for students in need via a push-in model
- Supplemental Tutoring before or after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FCAT data
- Reading and Math Coaches for the purposes of assisting classroom teachers in effective instructional strategy implementation

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

- Student Mentoring Program
- Peer Mediation Program
- Crisis Training Program
- Suicide Prevention Program
- Bullying Program

Nutrition Programs

Discovery Elementary offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Health classes
- Personal Fitness classes
- Running Club

Housing Programs

N/A

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education

N/A

Career and Technical Education

Elementary Schools: 5th grade student will have access to a computer course during specials that will allow some to receive a completion certificate.

Job Training

Discovery Elementary offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|-------------------|----------------------------|
| Emily Curtiss | Parent |
| Melinda Jones | Teacher |
| Nancy Schleicher | Business/Community |
| Amanda Wiles | Principal |
| Melanie Kassandji | Parent |
| Cori Mitchell | Parent |
| Kelly Jackson | Education Support Employee |
| Donna Johnsrud | Parent |
| Yvonne Moore | Business/Community |
| Misty Quesenberry | Parent |

b. Duties

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

a. Evaluation of last year's school improvement plan

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership team met to engage in Step Zero. Our school leadership team then shared results with the faculty, as well as, the School Advisory Council (SAC) to receive input.

b. Development of this school improvement plan

The SAC reviews and assists with monitoring school-wide data and provides input on priorities, goals, and strategies. Ms. Wiles, Principal, will presented last year's SIP, FSA data, and the school grade to the SAC committee when it is received from the state. SAC members were asked to bring additional ideas to the September meeting. A draft of the 15-16 SIP will be shared with SAC at this September meeting.

c. Preparation of the school's annual budget and plan

The school's annual budget and plan are shared for input and discussion at the first meeting of the SAC. Updates on the school budget, spending and progress indicators are shared at monthly SAC meetings.

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

School improvement funds are allocated based on requests submitted by faculty and staff for projects related to support of school improvement goals. Each request is evaluated by the SAC and voted upon for approval.

SAC began the 2014-2015 school year with \$5629.02. SAC supported:

Kindergarten material purchases-\$268.89

Special area purchases- \$3141.83 including PE, guidance, art, photography, reading counts

5th gr workbooks-\$815.36

gr 2 whiteboards-\$485.50

ESE programs- \$499

1st gr headphones and folders -\$940.14

At current, SAC has \$2113.61 plus \$1,424 for (\$3537.61) for 2015 allocations.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|------------------|---------------------|
| Wiles, Amanda | Principal |
| Haire, Aria | Assistant Principal |
| Kasye, Kristy | Teacher, K-12 |
| Rice, Toni | Teacher, K-12 |
| | Teacher, K-12 |
| Wotton, Deborah | Teacher, K-12 |
| Sutton, Carol | Teacher, K-12 |
| Lemelin, Melissa | Teacher, K-12 |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Grade Level chairs facilitate PLC meetings on a weekly basis, analyzing data, problem solve, and collaborate on best practices. The LLT committee meets on a monthly basis to collaborate on best practices to promote higher learning and achievement for school wide plans.

The school based LLT identifies school based resources(both materials and personnel) to determine the continuum of literacy supports available to students at our school. The LLT meets monthly on Tuesdays after school. LLT members responsibilities include: attend all meetings to review data, share literacy strategies presented with their PLC, assist with development of classroom implementation strategies, and supervise and support the school wide writing initiative and

implementation of Florida Standards.

The School-wide Literacy initiative's main focus is to support PLCs and their work toward using data to drive instruction. This year's focus will be support for teachers as we strive to increase student achievement by using data to drive instruction, provide extended learning opportunities, and involve parents in their child's academic success. Each academic coach is responsible for providing PD. All other Literacy Council members will be responsible for introducing strategies to their grade levels through work in PLC's.

The LLT has always been dedicated to providing a variety of literacy-building events throughout the school year. These would be offered both during school and after school to encourage parent involvement. This year we will sponsor two Scholastic book fairs, one in October and one in the Spring. The LLT will also support the District Literacy Fair through student projects and contests.

D. Public and Collaborative Teaching

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

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

Common planning, Professional Learning Communities (PLC's), Lesson Study, and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers.

Common planning allows teachers to participate in weekly PLCs to regularly review formative assessment data, plan for and adjust their instruction accordingly. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Problem-Solving Team (PST). Through the PLC structure, teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. Action plans created in PLC meetings are submitted weekly to administration for monitoring purposes. The common planning and regular PLC, infrastructure also ensure that teachers have the structure and time to provide feedback on their Lesson Study experiences.

Additionally grade level meetings are held bi-weekly to allow interdisciplinary collaboration in addressing specific academics and behavioral concerns across the content areas. Teachers are better able to meet the needs of all students in a process that process that promotes a sense of shared responsibility.

The use of 1 academic coach to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Instructional Reviews, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches) meets weekly to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purpose of videotaping or allowing class visit with peers. The coach works side by side with teachers to enhance instruction.

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

1. Mentoring and Coaching (Administration and Academic Coach)
2. Professional Development (Administration, School-Based Leadership Team, and District TOAs)
3. Recognition/Celebrations (School Recognition Committee, Sunshine Committee, PTO, Business Partners, Administration, District)
4. Classroom Visitation (Colleagues, Academic Coaches, Administration)
5. PLC Meetings, Data Meetings, Grade Level Meetings (Administration, PLC, and Grade Level Meeting)

6. New Teacher Programs: Individualized PD, mentors, peer classroom visits, other site visits, District E3 (Administration)
7. Leadership Opportunities (Administration, Leadership Team, and District)
8. Participation in District Job Fair and Recruitment Activities (Administration)

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

All beginning teachers are paired with a district PAR teachers for formal support. In addition, school based experienced teaches within each PLC provide mentoring as needed for any new/beginning teachers in that PLC. The planned mentoring activities include coaching, observation, collaborative lesson planning, Empowering Education Excellence Program (E3). Academic Coach also takes initiative to regularly observe and coach our beginning teachers

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All Volusia County public high schools programs meet or exceed state requirements. At the secondary level, the district leads teachers teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement in high-incidence courses. School leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments.

All Volusia County programs lead teacher teams in the development of curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. During PLC meetings, teacher teams create formative and summative assessments to monitor achievement. School leaders and teachers are given professional development on the implementation of the curriculum maps, resources, and assessment. INSPIRE team created model lessons that align with the Florida Standards to share with the grade levels.

Professional Learning Communities (PLC's), Lesson Study, Collaborative Planning, and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging, and rigorous. District staff has been scheduled each 9 weeks to provide teachers with pacing assistance and work to familiarize teachers with the available modules.

b. Instructional Strategies

1. 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.

Common planning allows teachers to participate in weekly PLCs to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers, alongside academic coaches, created targeted instruction lessons during PLCs. Students requiring intensive remediation receive additional support from academic coaches, mentors, and student tutors. When necessary, PLCs, make recommendations for students to be reviewed and

assisted by the school's Early Warning System (EWS) team or Problem-Solving Team (PST). Additionally, grade level meetings are held to review student data and address specific academic and behavioral concerns across the content areas. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility .

The use of instructional reviews and academic coach to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instruction Reviews, combined with administrative walkthroughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coach) meets weekly to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of videotaping or allowing class visits. Instructional coach works side by side with teachers to enhance instruction. Coaches diligently complete the coaching cycle to provide maximum support, including the use of specific feedback instruments. The modeling of lessons is common practice on campus.

2. 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: 10,800

All students are actively engaged in intervention/enrichment during the first hour of each school day. Students are targeted for instruction based on instructional needs. Students receive either intervention or enrichment based on data in flexible groupings by grade level.

Strategy Rationale

Intensive reading intervention will help students to make achievement gains in the five areas of reading and writing.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Wiles, Amanda, anwiles@volusia.k12.fl.us

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

Progress monitoring data (including mastery tests, district and classroom assessments) are used to determine the success of individual students.

Strategy: After School Program

Minutes added to school year: 1,800

STAR Tutoring -- Targeted students receive math or reading tutoring twice each week for 1 hour each time. Tutoring continues for 30 sessions per student. The students are serviced in small group including the use of the IReady computer program in conjunction with certified teachers providing instruction.

Strategy Rationale

Tutoring can assist our lowest performing students as target from our state FCAT testing. Tutoring can help students to make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Wiles, Amanda, anwiles@volusia.k12.fl.us

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

Progress monitoring data (including IReady achievement reports and classroom assessments) is used to determine the success of students.

Strategy: Weekend Program

Minutes added to school year: 1,080

The teachers review reading and math skills with students. The students are taught test taking strategies to prepare them for state assessments. The students attend 360 minutes on a Saturday for three Saturdays.

Strategy Rationale

Small group instruction will help struggling students to make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Falk, Paul, pcfalk@volusia.k12.fl.us

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

The state assessment scores of the students that attend are monitored to determine the effectiveness of the program.

Strategy: Summer Program

Minutes added to school year: 5,760

Students are selected by teacher recommendations. Teachers review student data prior to selecting students. Students attend 16 days of Summer School with a certified teacher. The teacher integrates science while teaching reading and math strategies.

Strategy Rationale

Additional teaching by a certified teacher across curriculum areas will help students increase their academic achievement during the month of summer. Without this program, students in our school may not have access to curriculum and resources provided by the summer program.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

At the end of summer school, teachers collect data and prepare it for the next school year's teachers.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** If Discovery Elementary School uses learning targets that include rigorous success criteria aligned to the standards AND students access the writing rubric daily THEN student achievement will increase.

Strategic Goals Detail

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

G1. If Discovery Elementary School uses learning targets that include rigorous success criteria aligned to the standards AND students access the writing rubric daily THEN student achievement will increase. 1a

G083389

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FSA ELA Achievement | 50.0 |
| FSA Mathematics Achievement | 60.0 |
| FCAT 2.0 Science Proficiency | 65.0 |
| Math Gains | 60.0 |
| ELA/Reading Gains | 60.0 |

Targeted Barriers to Achieving the Goal 3

- understanding how to use data to drive instruction in core instruction, using learning targets to align rigorous activities
- comfort level utilizing writing rubric during instruction and teaching students to self asses with the rubrics

Resources Available to Help Reduce or Eliminate the Barriers 2

- Data interpretation and implementation support
- Title 1 Program SuccessMaker
- Waterford Program
- Academic Coach
- Math and Reading Intervention Teachers
- Timely ERPD
- District Liaison
- PBIS Training and Team Support
- District PBIS Support

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible

Amanda Wiles

Schedule

On 6/1/2017

Evidence of Completion

SIP Progress Monitoring Meeting Minutes and Sign-In Sheet

Plan to Monitor Progress Toward G1. 8

SIP Midyear Review

Person Responsible

Amanda Wiles

Schedule

On 6/1/2017

Evidence of Completion

Midyear Review in CIMS

Plan to Monitor Progress Toward G1. 8

State Assessment Results

Person Responsible

Amanda Wiles

Schedule

Annually, from 8/31/2016 to 6/1/2017

Evidence of Completion

Step Zero for 2017-2018 SIP

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. If Discovery Elementary School uses learning targets that include rigorous success criteria aligned to the standards AND students access the writing rubric daily THEN student achievement will increase. **1**

 G083389

G1.B1 understanding how to use data to drive instruction in core instruction, using learning targets to align rigorous activities **2**

 B221027

G1.B1.S1 Train staff in understanding of how to align our learning targets and activities to the standards.

4

 S233348

Strategy Rationale

Teachers need to have an understanding of learning targets and how to directly align activities to those targets based on the standard being taught.

Action Step 1 **5**

September 19 will focus on training staff in understanding of how to align our learning targets and activities to the standards using rigorous success criteria to assess and inform instruction.

Person Responsible

Amanda Wiles

Schedule

On 9/19/2016

Evidence of Completion

All of the following observations and information collection will be used to monitor if teachers are correctly using LTs and if SC and assignments are aligned to the standards VSET observations walk thru observations will indicate what the teachers are teaching using canvas app

Action Step 2 5

Consult with district liaison for feedback on instruction.

Person Responsible

Amanda Wiles

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Evidence from classroom walk-throughs will be collected and discussed monthly during school based learning walks. Information will include how the teachers are using learning targets in classroom

Action Step 3 5

Each teacher will receive full day training on best practices in ELA and math quarterly which includes learning targets, success criteria, and assignment alignment to the standards.

Person Responsible

Amanda Wiles

Schedule

Quarterly, from 10/3/2016 to 5/31/2017

Evidence of Completion

sign in sheets, agendas

Action Step 4 5

ERPD to train staff on analyzing data and making instructional changes based on findings.

Person Responsible

Leslie Wiggins

Schedule

On 5/31/2017

Evidence of Completion

PLC forms and observations of PLC sessions- PLC sessions will be monitored to determine if teachers are looking at the correct data and using it to drive their instructional adjustments.

Action Step 5 5

PLC meetings will be used to create plans for groups of students that are falling behind

Person Responsible

Aria Haire

Schedule

Monthly, from 9/20/2016 to 5/31/2017

Evidence of Completion

PLC forms will be monitored and used to track instructional changes based on conversations and plans altered because of data

Action Step 6 5

Monthly PLC teacher to teacher observations

Person Responsible

Amanda Wiles

Schedule

Monthly, from 9/27/2016 to 5/30/2017

Evidence of Completion

Teachers will complete data collection forms and reflection sheets after every observation however these are confidential. Observation

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

Using classroom walk-thru data and formal observations, administrators will monitor the effectiveness of professional development on using learning targets that include rigorous success criteria.

Person Responsible

Amanda Wiles

Schedule

Monthly, from 9/16/2015 to 6/8/2016

Evidence of Completion

Student assessment data uploaded to Eduphoria and gradebook observation and walk thru data will show evidence of teachers adjusting their teaching according to the needs of their students student VXT performance

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

Using classroom walk-thru data and formal observation data, administrators will monitor the effectiveness of professional development on learning targets that include rigorous success criteria aligned to the standards.

Person Responsible

Amanda Wiles

Schedule

Quarterly, from 8/31/2016 to 6/1/2017

Evidence of Completion

VSET evidence, PLC minutes, monthly walk thru data, VXT scores will increase over time, State testing scores will improve

G1.B4 comfort level utilizing writing rubric during instruction and teaching students to self asses with the rubrics **2**

 B221030

G1.B4.S1 Over the course of different trainings and collaboration opportunities, teachers will learn how to provide immediate effective feedback to our students using the writing rubric and teach students how to self assess. **4**

 S233350

Strategy Rationale

Teachers need to have an understanding of how to provide immediate effective feedback to students and how to engage students in self assessment.

Action Step 1 **5**

Teachers rewrote the district writing rubrics in student friendly terms.

Person Responsible

Amanda Wiles

Schedule

On 7/7/2016

Evidence of Completion

Student friendly rubrics

Action Step 2 **5**

Teachers will be provided professional development on teaching using the writing rubrics for the purpose of providing immediate feedback to students

Person Responsible

Aria Haire

Schedule

On 9/19/2016

Evidence of Completion

sign in sheets and agendas

Action Step 3 5

Teachers will be provided opportunities during PLC to collaborate on teaching students to self assess using the rubrics

Person Responsible

Leslie Wiggins

Schedule

Monthly, from 9/13/2016 to 5/30/2017

Evidence of Completion

Students will be observed accessing the rubrics during class to self assess and make changes to their writing products.

Action Step 4 5

ELA resource teacher will lead a learning walk with admin and academic coach to gather current reality snapshot regarding writing rubric usage.

Person Responsible

Amanda Wiles

Schedule

On 10/12/2016

Evidence of Completion

We will observe how the teacher integrate the writing rubrics in the writing lessons taking anecdotal notes

Action Step 5 5

ELA resource teacher will provide training at an ERPL based on the information gathered during learning walk to increase teacher's effectiveness in using writing rubrics to provide feedback and assist students in self assessment.

Person Responsible

Amanda Wiles

Schedule

On 10/19/2016

Evidence of Completion

Evidence in VSET of teachers providing effective feedback to students and students using rubrics to self assess and make corrections to writing.

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

Walk-thrus, VSET Evidence, Classroom visits by District Liaison and Academic Coach.

Person Responsible

Amanda Wiles

Schedule

Monthly, from 9/2/2016 to 6/1/2017

Evidence of Completion

Walk thru with District Liaison, monitoring effectiveness with student self-assessment.
writing prompt scores

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

Walk-thrus, VSET Evidence, Classroom visits by District Liaison and Academic Coach.

Person Responsible

Amanda Wiles

Schedule

Monthly, from 8/31/2016 to 6/1/2017





Evidence of Completion

Walk thru with District Liaison, monitoring effectiveness with student self-assessment.
writing prompt scores

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|-----------------|-------------------------------|--|------------------------|
| 2017 | | | | | |
| G1.B1.S1.MA1 M303334 | Using classroom walk-thru data and formal observations, administrators will monitor the... | Wiles, Amanda | 9/16/2015 | Student assessment data uploaded to Eduphoria and gradebook observation and walk thru data will show evidence of teachers adjusting their teaching according to the needs of their students student VXT performance | 6/8/2016 monthly |
| G1.B4.S1.A1 A299073 | Teachers rewrote the district writing rubrics in student friendly terms. | Wiles, Amanda | 7/7/2016 | Student friendly rubrics | 7/7/2016 one-time |
| G1.B1.S1.A1 A299066 | September 19 will focus on training staff in understanding of how to align our learning targets and... | Wiles, Amanda | 9/19/2016 | All of the following observations and information collection will be used to monitor if teachers are correctly using LTs and if SC and assignments are aligned to the standards VSET observations walk thru observations will indicate what the teachers are teaching using canvas app | 9/19/2016 one-time |
| G1.B4.S1.A2 A299074 | Teachers will be provided professional development on teaching using the writing rubrics for the... | Haire, Aria | 9/19/2016 | sign in sheets and agendas | 9/19/2016 one-time |
| G1.B4.S1.A4 A299076 | ELA resource teacher will lead a learning walk with admin and academic coach to gather current... | Wiles, Amanda | 10/12/2016 | We will observe how the teacher integrate the writing rubrics in the writing lessons taking anecdotal notes | 10/12/2016 one-time |
| G1.B4.S1.A5 A299077 | ELA resource teacher will provide training at an ERPL based on the information gathered during... | Wiles, Amanda | 10/19/2016 | Evidence in VSET of teachers providing effective feedback to students and students using rubrics to self assess and make corrections to writing. | 10/19/2016 one-time |
| G1.B1.S1.A6 A299071 | Monthly PLC teacher to teacher observations | Wiles, Amanda | 9/27/2016 | Teachers will complete data collection forms and reflection sheets after every observation however these are confidential. Observation | 5/30/2017 monthly |
| G1.B4.S1.A3 A299075 | Teachers will be provided opportunities during PLC to collaborate on teaching students to self... | Wiggins, Leslie | 9/13/2016 | Students will be observed accessing the rubrics during class to self assess and make changes to their writing products. | 5/30/2017 monthly |
| G1.B1.S1.A2 A299067 | Consult with district liaison for feedback on instruction. | Wiles, Amanda | 9/1/2016 | Evidence from classroom walk-throughs will be collected and discussed monthly during school based learning walks. Information will include how the teachers are using learning targets in classroom | 5/31/2017 monthly |
| G1.B1.S1.A3 A299068 | Each teacher will receive full day training on best practices in ELA and math quarterly which... | Wiles, Amanda | 10/3/2016 | sign in sheets, agendas | 5/31/2017 quarterly |
| G1.B1.S1.A4 A299069 | ERPD to train staff on analyzing data and making instructional changes based on findings. | Wiggins, Leslie | 11/23/2016 | PLC forms and observations of PLC sessions- PLC sessions will be monitored to determine if teachers are looking at the correct data and using it to drive their instructional adjustments. | 5/31/2017 one-time |
| G1.B1.S1.A5 A299070 | PLC meetings will be used to create plans for groups of students that are falling behind | Haire, Aria | 9/20/2016 | PLC forms will be monitored and used to track instructional changes based on conversations and plans altered because of data | 5/31/2017 monthly |
| G1.MA1 M303339 | SIP Progress Monitoring Meeting | Wiles, Amanda | 8/31/2016 | SIP Progress Monitoring Meeting Minutes and Sign-In Sheet | 6/1/2017 one-time |
| G1.MA2 M303340 | SIP Midyear Review | Wiles, Amanda | 8/31/2016 | Midyear Review in CIMS | 6/1/2017 one-time |

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Discovery Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|---------------|--------------------------------------|---|---------------------------|
| G1.MA3  M303341 | State Assessment Results | Wiles, Amanda | 8/31/2016 | Step Zero for 2017-2018 SIP | 6/1/2017 annually |
| G1.B1.S1.MA1  M303333 | Using classroom walk-thru data and formal observation data, administrators will monitor the... | Wiles, Amanda | 8/31/2016 | VSET evidence, PLC minutes, monthly walk thru data, VXT scores will increase over time, State testing scores will improve | 6/1/2017 quarterly |
| G1.B4.S1.MA1  M303337 | Walk-thrus, VSET Evidence, Classroom visits by District Liaison and Academic Coach. | Wiles, Amanda | 8/31/2016 | Walk thru with District Liaison, monitoring effectiveness with student self-assessment. writing prompt scores | 6/1/2017 monthly |
| G1.B4.S1.MA1  M303338 | Walk-thrus, VSET Evidence, Classroom visits by District Liaison and Academic Coach. | Wiles, Amanda | 9/2/2016 | Walk thru with District Liaison, monitoring effectiveness with student self-assessment. writing prompt scores | 6/1/2017 monthly |

V. Professional Development Opportunities

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

G1. If Discovery Elementary School uses learning targets that include rigorous success criteria aligned to the standards AND students access the writing rubric daily THEN student achievement will increase.

G1.B1 understanding how to use data to drive instruction in core instruction, using learning targets to align rigorous activities

G1.B1.S1 Train staff in understanding of how to align our learning targets and activities to the standards.

PD Opportunity 1

September 19 will focus on training staff in understanding of how to align our learning targets and activities to the standards using rigorous success criteria to assess and inform instruction.

Facilitator

Leslie Wiggins, Wiles, Haire

Participants

Teachers K-5

Schedule

On 9/19/2016

PD Opportunity 2

Each teacher will receive full day training on best practices in ELA and math quarterly which includes learning targets, success criteria, and assignment alignment to the standards.

Facilitator

District ELA and math departments

Participants

all k-5 teachers

Schedule

Quarterly, from 10/3/2016 to 5/31/2017

PD Opportunity 3

ERPD to train staff on analyzing data and making instructional changes based on findings.

Facilitator

District ELA and math departments

Participants

all k-5 teachers

Schedule

On 5/31/2017

G1.B4 comfort level utilizing writing rubric during instruction and teaching students to self asses with the rubrics

G1.B4.S1 Over the course of different trainings and collaboration opportunities, teachers will learn how to provide immediate effective feedback to our students using the writing rubric and teach students how to self assess.

PD Opportunity 1

Teachers will be provided professional development on teaching using the writing rubrics for the purpose of providing immediate feedback to students

Facilitator

Haire

Participants

all k-5 teachers

Schedule

On 9/19/2016

PD Opportunity 2

ELA resource teacher will provide training at an ERPL based on the information gathered during learning walk to increase teacher's effectiveness in using writing rubrics to provide feedback and assist students in self assessment.

Facilitator

Tricia Dowdell

Participants

k-5 teachers

Schedule

On 10/19/2016

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|----|-------------|---|--|-----------------|---------------|---------------------|
| 1 | G1.B1.S1.A1 | September 19 will focus on training staff in understanding of how to align our learning targets and activities to the standards using rigorous success criteria to assess and inform instruction. | | | | \$320,995.53 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 6751 - Discovery Elementary School | Title I, Part A | | \$320,995.53 |
| | | | <i>Notes: Provide substitute teachers, hire 3 coaches, and purchase materials.</i> | | | |
| 2 | G1.B1.S1.A2 | Consult with district liaison for feedback on instruction. | | | | \$0.00 |
| 3 | G1.B1.S1.A3 | Each teacher will receive full day training on best practices in ELA and math quarterly which includes learning targets, success criteria, and assignment alignment to the standards. | | | | \$0.00 |
| 4 | G1.B1.S1.A4 | ERPD to train staff on analyzing data and making instructional changes based on findings. | | | | \$0.00 |
| 5 | G1.B1.S1.A5 | PLC meetings will be used to create plans for groups of students that are falling behind | | | | \$0.00 |
| 6 | G1.B1.S1.A6 | Monthly PLC teacher to teacher observations | | | | \$0.00 |
| 7 | G1.B4.S1.A1 | Teachers rewrote the district writing rubrics in student friendly terms. | | | | \$0.00 |
| 8 | G1.B4.S1.A2 | Teachers will be provided professional development on teaching using the writing rubrics for the purpose of providing immediate feedback to students | | | | \$0.00 |
| 9 | G1.B4.S1.A3 | Teachers will be provided opportunities during PLC to collaborate on teaching students to self assess using the rubrics | | | | \$0.00 |
| 10 | G1.B4.S1.A4 | ELA resource teacher will lead a learning walk with admin and academic coach to gather current reality snapshot regarding writing rubric usage. | | | | \$0.00 |
| 11 | G1.B4.S1.A5 | ELA resource teacher will provide training at an ERPL based on the information gathered during learning walk to increase teacher's effectiveness in using writing rubrics to provide feedback and assist students in self assessment. | | | | \$0.00 |
| | | | | | Total: | \$320,995.53 |