

School District of Osceola County, FL

Discovery Intermediate School



2016-17 Schoolwide Improvement Plan

Discovery Intermediate School

5350 SAN MIGUEL RD, Kissimmee, FL 34758

www.osceolaschools.net

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)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

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

**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 Osceola 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 Intermediate School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	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.

Success for all students

b. Provide the school's vision statement.

To be a school which provides rigorous, relevant college and career preparatory curriculum and the support needed to meet the challenges of future STEM careers.

2. School Environment

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

At Discovery Intermediate School it is important to staff members to build positive relationships with students through offering enrichment programs, tutoring and team building activities. Teachers are on academic teams with common set of students to allow teachers to get to know their students and collaborate to meet their individual needs. Discovery Intermediate School has the opportunity to build relationships between teachers and students by becoming a PBIS (gold) model school and fostering a school climate where the actions and attitudes of students, staff and faculty members are aligned with our Four PBIS Pillars (Be Polite, Be Prepared, Be Productive, and Be Prompt). We believe that polite, prepared, productive, and prompt are the foundation of establishing positive relationships, as well as fostering a positive school climate. Our PBIS model school initiatives ensure that students and teachers will have the capacity to build relationships that promote an environment where students feel safe, understood and are aware of how their effort and positive behavior work cohesively to achieving academic and personal success.

The school and teachers learn about the students' (and parents') cultures and build relationships by attending family nights, Discovery Education STEM Nights, STEMtastic Saturdays, Title I events, Science Fair, History Fair, and SAC meetings, just to name a few.

Volunteers and mentors work with students to extend those relationships to build trust and mutual respect.

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

At the beginning of the school year, teachers spent time to review their rules and procedures with their students to make them feel more at ease within the classrooms. Moreover, administration and the deans conducted grade level assemblies during all lunches to go over expectations with students.

Through our school-wide PBIS initiatives to implement polite, prepared, productive and prompt conduct, students are more conscious of how their interactions with teachers and peers affects the school's environment. In addition to PBIS, students have the opportunity to engage in athletics and extracurricular activities of their interest. Discovery Intermediate School strongly believes in empowering students to exhibit optimal character and develop the life-skills necessary for life success in STEM careers.

Various activities have been set up to engage students including activities before and after school such as access to the media center before school so that students can work on TeenBiz, iReady, or Math 180. Students also can participate in the JROTC drill team and TSA.

Mentors and other volunteers come in during the school day to help run the PBIS store, tutor, and perform other critical roles on campus. These committed individuals model respect and promote a safe environment for students. School administration also works closely with our SRO to make sure students are safe during the school day and after school.

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.

Discovery Intermediate School has a behavior plan that aligns with a positive and proactive approach to behavior, utilizes data and the problem-solving method. The school-wide behavior plan is designed to meet the needs of most students across all subgroups.

Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity. The three (MTSS) tiers describe the level and intensity of the instruction/interventions provided across the continuum.

Core Universal Instruction and Supports (Tier 1)

General academic and behavior instruction and support designed and differentiated for all students in all settings.

Targeted Supplemental Interventions and Supports (Tier 2)

More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction.

Intensive Individualized Interventions and Supports (Tier 3)

More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction.

Each teacher/staff member is expected to follow the school-wide discipline plan. For minor incidents, staff will apply the following interventions: giving verbal warnings (student conference) and phone calls to parent/guardians. We believe that two people working together who have the best interest of the child in mind have a greater impact than if they work alone. Therefore, parents should be contacted as often as possible, even if it's for a positive phone call. Teacher or team detentions, refocus activity, referral to the guidance counselor and finally referral to administration are other interventions. Since students are assigned to a grade level team, teachers on that team are in a position to collaborate to help minimize student misbehavior by reinforcing clear behavioral expectations. The Dean Team provided a training in September to review the discipline matrix with the staff and ensure the system is fairly and consistently enforced. PBIS data (Hero) is shared at every SAC and staff meeting.

Teachers also work in their departmental PLC to develop common formative assessments, administer these to students, and analyze the data together. Once the data is analyzed, teacher are able to differentiate instruction based on each student's performance on the common formative assessment. During differentiated instruction (DI) days, students are placed in one of three categories: intervention, needs improvement, or enrichment (based on the results of the common formative

assessment (for each subject).

This year the school used Title I funds to purchase a 3" binder for each student. A school wide AVID strategy, the binder is an organizational tool to help students maintain notes and school work in one place. Students are expected to maintain a binder, which has been provided to them along with all of the necessary items needed. They are expected to keep it organized using the AVID methods that teachers have been trained on. Teachers, in turn, will check the students' binders each week. Each week a different subject area will check the student binders using a rubric developed with teacher input.

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.

Discovery Intermediate School has a core MTSS Team, a PBIS Team, and PLC Guiding Coalition. Together these teams work to address the academic, behavioral and social-emotional needs of all students. Our two guidance counselors and a guidance intern from Ana G. Mendez University complement these teams to ensure the social-emotional needs of all students.

The school has two guidance counselors and three grade level deans who work closely with the administration to keep them abreast of various issues that arise with students. When needed, the school's social worker and school psychologist are consulted. Support to Discovery Intermediate is provided by various departments at the district level. Periodically, outside services are suggested as needed by the school-based leadership team.

The PBIS Team inserted special PBIS events throughout the calendar, "celebrations," and a Hero PBIS program. A school-wide culture of positive reinforcement allows teachers to recognize engaged students in the classroom and inspire an exceptional learning environment. Students will receive Hero points from any staff member on the campus when they observed exhibiting one of the 4 Pillars.

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.

Our 2016-2017 EWS Indicators include:

Discovery Intermediate School's early warning indicators include: (1) attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension, (2) two or more suspensions, whether in school or out of school, (3) course failure in English Language Arts or Mathematics, and (4) a level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academic and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, grade point average and

retention).

To identify at-risk students in compliance with 1001.42, F.S., middle schools utilize an early warning identification report. This report specifically identifies students having met two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics).

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	60	65	73	0	0	0	0	198
One or more suspensions	0	0	0	0	0	0	66	65	55	0	0	0	0	186
Course failure in ELA or Math	0	0	0	0	0	0	6	12	11	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	0	0	0	182	195	200	0	0	0	0	577

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	79	84	81	0	0	0	0	244

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

We have Extended Learning Opportunities for our lower quartile students with a emphasis on those who are failing math. We provide ELA and Math tutoring after and during the school day as well as iReady as an intervention in classrooms. Within our master schedule we have provided for Intensive Math courses for some of our 6th students in the lowest 25% and 7th grade (level 2) bubble students.

SAI Funds will be used for all students, with a focus on students who are not proficient in Math, Reading, and or Science based on FSA scores, student performance on teacher-developed common formative assessments, and iReady. Students will have the opportunity to attend Saturday School for two hours, twice a month, to receive enrichment or remediation in reading and/or math using TeenBiz and/or iReady. During this time students may also work on essential classroom work that they may have not completed because of missing class time. The effects of Saturday school will be tracked at MTSS meetings. The science bootcamp will take place twice a year prior to the 8th grade FSA Science Test. Students will attend 90-minute sessions on Nature of Science, Earth/Space Science, Life Science, and Physical Science. Textbook resources and science kits will be used.

We are providing a professional development series on Effective Classroom Management (Wong) for our new teachers. Discovery piloted the Hero (PBIS) Program in 2015-16. PBIS is a researched and proven way to systemically and proactively improve the school climate. By using our students' natural proclivity for recognition, PBIS acknowledges and catalyzes positive behavior, leading to decreased negative incidents and more productivity in the classroom.

All students will be issued a 3-inch binder at the beginning of the school year. The binder is an AVID strategy and is a requirement for every student. It becomes one of the tools for student academic

success. All students benefit from keeping a neat, complete, and organized binder. We recommend that students use the binder to house everything they will need during the school day. In all classes, the binder is checked weekly (following a schedule) for organization and other items on a rubric. The binder check makes up a portion of the student's grade in all of their classes – it's THAT important. All teacher should be requiring their students to file papers away in the appropriate section of their binder. Teachers shall check for organization and inclusion of all appropriate materials (based on a binder check rubric).

At Discovery Intermediate School, two days per month are dedicated to student intervention time or student enrichment/acceleration time. The school will run an early release schedule to allow students to receive intervention in a core subject or enrichment/acceleration, based on the results of their teacher-developed common formative assessments and analysis of data during PLC.

We are also monitoring our attendance data very closely, implementing Intervention Team meetings as soon as a student has 5 unexcused absences in order to make sure there is no gap in learning.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/323231>.

2. Description

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

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.

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.

All parents are also invited to participate in the preparation of the school compact. The Compact

document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision, mission and specific educational accountabilities. It is discussed and signed by every elementary student, parent and teacher. The Compact is sent home for parent review at the middle and high school levels. The Compact and PIP are also available on the school website (<http://dscv.osceolaschools.net/>) and in the student agendas.

Back to School Night (Open House), Title I/STEM Parent Nights, Report Card Night, STEMtastic Saturday, Title I Parent Nights, and other events provide non-threatening methods of introducing parents to teachers and administrators.

The School Advisory Council (SAC) at Discovery Intermediate School is a team of people representing various segments of the community— parents, teachers, students, administrators, support staff, business/ industry people and other interested community members. The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget. SAC meets the second Thursday of each month. In order to increase attendance at meetings, the school advertises meeting dates on the school website, the marquee, and by sending an outdial and/or Remind text prior to each meeting.

Discovery Intermediate School is committed to continue to increase the amount of business partners as well as its volunteer hours to maintain our school's designation as a Five Star School. The Five Star School Award was created by the Commissioner's Community Involvement Council and is presented annually to those schools that have shown evidence of exemplary community involvement. In order to earn Five Star School recognition, a school must show documentation that it has achieved 100 percent of the established criteria in the following categories. Schools must also earn a grade of "C" or above

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
Glants, Artur	Principal
Kastanis, Shalyn	Assistant Principal
Giardino, Traci	Instructional Coach
Dunn, Gary	Assistant Principal
Nieves, Glidden	Other
Trecy, Amanda	Instructional Coach
Camero, Octavio	Teacher, ESE

b. Duties

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

Principal: Ensures students and their parents are part of a proactive and seamless educational system inherent to our school culture.

Asst. Principals: Ensures curriculum and instructional approaches have a high probability of success for most students and clear expectations for instruction (rigor, relevance, relationships) are clearly set and communicated

MTSS Coach: Ensures student and school wide data is used to guide meaning decision making
Reading/Math Coaches: Ensures instructional support is available to assist our highly effective personnel in delivering scientific, research-based instruction and continuously sharpening evidence-based practices.

ECS, RCS, SLP: Ensures instruction is differentiated to meet individual learning needs.

LRS: Ensures professional development and follow-up coaching with modeling are provided to ensure effective instruction is at all levels

SW, Psych: identify and support social emotional areas that may need to be addressed

Deans: Identify and support school wide behavior trends and areas of concern that may need to be addressed. Deans work with new teachers and teachers needing assistant with classroom management.

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.

Discovery Intermediate's problem solving model involves a systematic analysis of student behavior and/or academic difficulties, consisting of five steps:

Define the problem (What is the problem)

Analyze the problem (Why is the problem occurring?)

Develop a plan and implement a plan (What are we going to do about it?)

Evaluate: Measure response to Instruction/Interventions (Is the plan working?)

Problem solving occurs within the school setting at all levels of the instructional support process based on the intensity of the presenting problem and the amount of resources needed to resolve the problem. The intent of the problem solving process is to resolve the problem using necessary resources in the most natural (least artificial or least restrictive) fashion possible. This is critical to making the instructional adjustments needed for continual improvement in both student level of performance and rate of progress and is critical for assessing (through student response) the effectiveness of the instruction/interventions provided at our core .

Through this process, we are able to implement and monitor our MTSS and SIP structures to address the effectiveness of core instruction, resource allocation, teacher support systems and small group and individual needs.

A copy of the Title I booklet and Title I District Parent Involvement Plan (PIP) was sent home with students on August 10, 2016. The PIP and Title I Compact are also contained in the student agenda and are on the school web site at <http://dscv.osceolaschools.net/>.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement

data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Alan Ramos	Principal
Maria Cuevas	Education Support Employee
Papa John's	Business/Community
Ivelisse Phillips	Parent
Lissette Ortiz	Parent
Nichole Peek	Parent
Yeseima Alvarado	Parent
Carmen Perez	Parent
Nancy Valunas	Education Support Employee
Glidden Nieves	Teacher
Angelina Singh	Student
Kristen Ventura	Teacher

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

Last years SIP and FCAT data were addressed at the September SAC meeting. SAC members will have the opportunity to review and discuss the targets and other parts of the SIP in September recommend edits, and then vote to approve the final plan.

SAC shall perform functions prescribed by regulations of the district school board. SAC shall assist in the preparation and evaluation of the school improvement plan required pursuant to s. 1001.42(18). A portion of funds provided in the annual General Appropriations Act for use by school advisory councils shall be used for implementing the school improvement plan.

b. Development of this school improvement plan

The Discovery Intermediate School SAC is the sole body responsible for final decision-making at the school relating to implementation of the provisions of Sections 1001.42(16) and 1008.354, F.S. (school improvement). The school's grade and FSA/EOC data were shared at the September 8 SAC meeting. Members will have the opportunity to review and discuss the targets and other parts of the SIP in September (9/8), and then vote to approve the plan. The targets and goals were discussed and approved by SAC on September 8, 2016.

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

The school's grade, FSA/EOC data, and budget were shared at the September SAC meeting. Members will have the opportunity to review and discuss the targets and other parts of the SIP in September and then vote to approve the plan. The targets and goals were discussed and approved by SAC on September 8, 2016. The budget is reviewed at each SAC meeting.

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

The funds that rolled over and those allocated for the 2015-16 school year will be used to support PBIS, student organizations, visual arts, and interventions and for implementing the school

improvement plan. Rollover funds and new funds should help SAC further school improvement initiatives.

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.

Information about the SAC meeting has been communicated with parents in English and Spanish. The school advertises the SAC meetings using the marquee and website.

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
Myrie, Carla	Teacher, K-12
Trecy, Amanda	Instructional Coach
Nieves, Glidden	Instructional Media
Dunn, Gary	Assistant Principal
Kastanis, Shalyn	Assistant Principal
Nelson, Joanne	Instructional Media
Glants, Artur	Principal

b. Duties

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

The Literacy Leadership Team meets twice a month and discusses schoolwide data, how the overall school schedule is supporting or hindering this data, and brainstorms potential solutions to gaps and holes in our data.

This team will disaggregate formative assessment data and make suggestions on schedule and program

changes based on this data. This team is also responsible for ensuring that teachers on campus are holding data chats with students on their reading performance. The LLT will collaborate with the MTSS team and other committees as needed.

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.

This summer 8 staff members had the opportunity to attend the Professional Learning Communities at Work Institute. The institute includes time for questions during the breakout sessions, a panel of experts to address questions from the audience, and time for teams to reflect build positive working relationships. This institute gave attendees the knowledge and tools to implement this powerful process at Discovery Intermediate School.

All teachers are part of a Professional Learning Community (PLC). The PLC members make collective commitments clarifying what each member will do to create a data-driven organization that embraces high levels of learning for all students. Members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions that ensure students receive additional time and support for learning when they struggle, and extend and enrich learning when students have already mastered the intended outcomes. Members of the PLC meet twice a month.

Collaboration represents a systematic process in which teachers work together interdependently in order to impact their classroom practice in ways that will lead to better results for their students, for their team, and for their school. At Discovery Intermediate, core teachers (English, reading, math, science, and social studies) are on a team and share common students. These teams of core teachers meet for at least 30 minutes a week to facilitate collaboration and encourages positive working relationships.

Additionally, to encourage positive working relationships between teachers, including collaborative planning and instruction, Discovery Intermediate School teachers:

- *Establish effective PLC Collaboration - each PLC establishes a set of norms to facilitate productive meetings, develops and implements SMARTS Goals (short and long term), and develops and reviews data from common assessments.

- *Attend voluntary Instructional Technology Professional Development training's held by the department leaders, instructional coaches, or district staff. This is a time for teachers to collaboratively plan effective uses of instructional technology to increase student engagement.

- *Teachers will also attend professional learning opportunities on the use of AVID and STEM strategies throughout the year.

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

Staff from Discovery Intermediate School will work with the District's Personnel Office and the NCLB Teacher Recruitment Retention Specialist to attract and retain highly-qualified teachers. The Principal will also attend the Great Florida Teach-In annually to interview and hire certified candidates for vacant positions. The Principal, Assistant Principal, and Learning Resource Specialist will meet with new teachers monthly to provide guidance, support and increase retention rate of beginning teachers.

In order to help retain successful teachers, Discovery Intermediate School shall provide inservice activities for instructional personnel that focus on analysis of student achievement data, use of differentiated instructional strategies that emphasize rigor and writing in the content areas, integrated use of classroom technology that enhances teaching and learning, and classroom management.

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

Research shows that beginning teachers who participated in some kind of induction had higher job satisfaction, commitment, or retention. Ultimately, our expectation is that support provided to new teachers will impact the learning of children, for that is what we are all about. As a Space Cadet (buddy), experienced teachers are an integral component of a team striving to promote the effectiveness of incoming teachers. Working together, Space Cadets, mentors, principals, support personnel, and incoming teachers will provide a quality education for Discovery students. New teachers to Discovery Intermediate will be paired with an experienced teacher, who is either on their team, department, and/or grade level. The school's teacher mentoring program will provide inservice activities coupled with followup support appropriate to accomplish district-level and school-level improvement goals and standards.

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.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading, math, and writing curriculum that aligns to the standards. All materials that core teachers use are aligned to the appropriate state standards. All supplementary resources are expected to align to Florida's standards and support student achievement. Core teachers shall receive training from district staff and vendors (i.e. Math Solutions, Core Connections, etc.) to help them create lessons aligned to Florida's standards.

Discovery Intermediate School's administrative team ensures its core instructional programs and materials are aligned to Florida's standards by monitoring lesson plans, attending and monitoring PLC meetings, conducting classroom walk-throughs, and monitoring student assessment data on common assessments and district-wide assessments. In addition, the core curricula used at Discovery Intermediate School are comprehensive systems employing research-based practices, rigorous content, and instructional materials organized in comprehensive instructional plans - delivery modes and methods require explicit differentiated instruction to the depth of Florida Standards.

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.

The school uses data to provide and differentiate instruction to meet the diverse needs of students by:

- Planning collaboratively on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs.
- For Level 1 (Reading) students who are ELLs or ESE and disfluent, the school created a schedule with an uninterrupted 90-minute reading block taught by a highly-qualified instructor.
- Reading classes with a large percentage of English Language Learners are taught by teachers who either hold or are working towards their ESOL endorsement and supported by ESOL paraprofessionals.
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books available in the media center, and TeenBiz or iReady).
- TeenBiz is a differentiated online literacy solution for grades 6-8 that reaches every student at his or her individualized Lexile®/reading level. This helps ensure that instruction is supplemented to both assist students having difficulty attaining proficiency or advanced level on state assessments. Importantly, TeenBiz closely aligns with the objectives of the Common Core State Standards to give students the content area literacy skills they need to succeed on the standards and prepare for college and career.
- i-Ready combines a valid and reliable growth measure and individualized instruction. Based on the

results of the i-Ready Diagnostic, students are automatically placed into student instruction customized to their placement levels. These online lessons provide a consistent best-practice lesson structure and build conceptual understanding, in addition to being engaging and fun for learners of all levels.

- Administering assessments (iReady Math and iReady Reading) which measure instructed standards. iReady assessments provide valid, reliable, actionable data that empowers educators to focus on individualizing instruction to accelerate learning for all students.
- Developing (teacher) common formative assessments and monitoring progress at the class and grade level during PLC.
- Conducting data chats with students
- Creating units of study based on current data
- Students receiving push-in services for ESE/ELL

At least every other week, the results of teacher-developed common formative assessments is used to differentiate instruction so that students are able to receive additional intervention or enrichment on one of the core subjects (based on need and aligned to a specific standard).

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: Before School Program

Minutes added to school year: 4,000

Students will have access to the media center computer lab supervised by the media specialist for 25 minutes before school to use TeenBiz (Achieve 3000) or iReady.

TeenBiz is a differentiated online literacy solution for grades 6-8 that reaches every student at his or her individualized Lexile/reading level. Importantly, TeenBiz closely aligns with the objectives of the Common Core State Standards to give students the content area literacy skills they need to succeed on the standards.

Strategy Rationale

Some students do not have a computer with Internet access at home.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Nelson, Joanne, nelsonj@osceola.k12.fl.us

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

The school will be able to track and analyze data for Level 1 & 2 students using the media center computer lab before school.

Strategy: Summer Program

Minutes added to school year: 1,440

Discovery Education Summer STEM Camp

Strategy Rationale

When students stepped out of the classroom this summer, Discovery Intermediate hosted the Discovery Education STEM Camp for the district to ensure middle school students continue to learn, even out of school. The Discovery Education STEM Camp is a dynamic series of standards-aligned STEM curricula. It features hands-on and virtual labs, engineering challenges, digital investigations, videos and career connections designed to inspire students to learn about STEM subjects and keep them engaged in learning when they are not in school.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Giardino, Traci, giardint@osceola.k12.fl.us

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

Student participation

Strategy: Summer Program

Minutes added to school year:

Professional Learning Communities at Work Institute

Strategy Rationale

A Professional Learning Community (PLC) is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. The Professional Learning Communities at Work process is increasingly recognized as the most powerful strategy for sustained, substantive school improvement. This institute will give staff at Discovery the knowledge and tools to implement this powerful process.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Glants, Artur, artur@naepartners.org

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

Agendas and meeting minutes from PLC meetings

Strategy: After School Program

Minutes added to school year: 540

The science bootcamp will take place twice a year prior to the FCAT Science Test. Students will attend 90-minute sessions on Nature of Science, Earth/Space Science, Life Science, and Physical Science. This will pay for two science instructors, two times a year, after school and/or on Saturday. Textbook resources, science kits, and Discovery Education resources will be used.

Strategy Rationale

Science teachers felt that the Science bootcamp helped the school exceed its Science target during the 2013-14 school year. In 2015-16 the school's science scores dropped, so it's important to continue to provide learning opportunities for students outside of the classroom.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Glants, Artur, artur@naepartners.org

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

District Science Benchmark Assessment and 8th grade Science FCAT 2.0 scores

Strategy: Weekend Program

Minutes added to school year: 1,560

Students will have the opportunity to attend Saturday School for two hours, twice a month, to receive enrichment or remediation in reading and/or math using TeenBiz and/or iReady. During this time students may also work on essential classroom work that they may have not completed because of missing class time. The effects of Saturday school will be tracked at MTSS meetings.

Strategy Rationale

Saturday School is used primarily as an alternative to suspension. Since there is a correlation between suspension and poor grades, Discovery Intermediate is striving to lower its suspension rate. Moreover, Saturday school will accelerate students' mastery of core academic subjects—specifically reading and mathematics—and to close the achievement gap. With some students absent on a regular basis, giving students time to work on assignments that they may not have completed because of missing class time is beneficial.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Kastanis, Shalyn, kastanis@osceola.k12.fl.us

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

TeenBiz or iReady will be monitored to ensure that students are engaged and taking advantage of the extra time. The effects of Saturday school will be tracked at MTSS meetings.

Strategy: After School Program

Minutes added to school year: 3,000

SAI funds will be used to provide 180 minutes of remediation in math after school to targeted (level 1) 6th grade students. Algebra students will also have the opportunity to receive 90 minutes of remediation each week. Students will receive direct instruction, homework help, and will access iReady Math on the computer.

Strategy Rationale

In 2015-16, Discovery Intermediate School had the lowest 6th and 7th grade math scores in the district. Algebra scores also dropped (78%) compared to the previous school year.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Giardino, Traci, giardint@osceola.k12.fl.us

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

iReady Math data will be analyzed to determine the effectiveness of this strategy. Our targets for 2016-17, is to have at least 46% of our students be proficient in math and 90% of our students pass the Algebra 1 EOC Assessment.

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.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels during PLC and across content areas during weekly collaborative planning. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

The Principal will visit our four feeder elementary schools to anticipate the needs of our incoming students and visit the two high schools Discovery Intermediate feeds to create opportunities for vertical articulation. Each assistant principal will visit at least one feeder elementary school this school year.

Once again, Discovery will collaborate with Chestnut Elementary School to collaboratively plan STEM Nights for both schools' parents and students. By inviting elementary school students and their parents to attend a STEM Night and STEMtastic Saturday on our campus, we hope to support incoming cohorts of students and ease the transition to middle school.

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.

The AVID (Advancement Via Individual Determination) program is an initiative which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies. AVID affects our entire campus by creating a college-going culture that strives to increase the number of students who enroll and succeed in higher education and their lives beyond. All students will receive a 3-inch AVID binder at the beginning of the school year that will be checked by select teachers each week. Staff will participate in monthly professional development on AVID strategies such as the: AVID binder, Cornell notes, Socratic seminar, etc.

The school is increasing student participation in high school level coursework (in middle school). This year we added Biology Honors to our high school course offerings.

To complement our position as a STEM school, Discovery Intermediate School will be partnering with Poinciana Medical Center and the Education Foundation to provide the Osceola Medical Pipeline to inspire interest, ignite possibilities, and develop skills in our students for the pursuit of pathways to careers in healthcare.

STEMtastic Saturday (October 2016) will feature hands-on STEM activities developed by Discovery Education that are aligned to career pathways (in the STEM field). Additionally, STEMtastic Saturday will feature presentations or activities by TECO, Poinciana High School, Poinciana Medical Center, University of Florida 4-H Extension, the Osceola County Sheriffs Office, Valencia College, and other community organizations to increase STEM career awareness.

If offered again, our 7th grade students will have the opportunity to participate in the Campus Express bus tour provided by the Celebration Foundation. Campus Express will pick students up from school and take them to tour two of our local postsecondary options in Osceola County- TECO and Valencia College and then return them back to school. The campus tours will get students excited about college & careers and will probably provide an opportunity for some students to tour a college campus that wouldn't normally get the chance.

Eighth grade students and guidance counselors will use the Naviance program to develop career and educational plans based on their personal aptitudes, interests, and skills. Naviance is a comprehensive K-12 college and career readiness solution that helps districts and schools align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life.

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

Career and technical programs are available to students in:
PLTW STEM courses, JROTC, Business Computers, and Health Occupations. We are also in the process of adding an industry certification to our art class.

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

STEM courses are a natural partner to science and mathematics courses. We are also the first middle school in the country to partner with Discovery Education. This comprehensive partnership will engage key stakeholders to create a shared STEM vision, develop educators and administrators, cultivate inquiry-based, transdisciplinary instruction and prepare our future workforce.

Career and technological courses create opportunities for students to think critically and work collaboratively, all of which promote active engagement and supports student achievement.

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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will plan and deliver lessons, tasks and assessments aligned to the full intent of the standards.

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. Teachers will plan and deliver lessons, tasks and assessments aligned to the full intent of the standards. 1a

G085439

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	90.0
Statewide Science Assessment Achievement	45.0
ELA/Reading Gains	65.0
FSA ELA Achievement	55.0
Civics EOC Pass	55.0
FSA Mathematics Achievement	46.0
Math Gains	60.0
ELA/Reading Lowest 25% Gains	65.0
Geometry EOC Pass Rate	90.0
Math Lowest 25% Gains	55.0
Bio I EOC Pass	90.0

Targeted Barriers to Achieving the Goal 3

- 1) Additional support on the effective implementation of content and standards is required.
- 5) Additional training opportunities are needed on the continuous use of multiple data instruments to drive instruction and differentiation.

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1) Test item specifications
- 2) Professional development on unpacking the standards and scales (Marzano). Additional professional development on Math Solutions (2 days beyond what the district is providing).
- 3) Coaches (Reading, Mathematics, MTSS, and LRS).
- 4) Professional Learning Community (PLC)
- 5) Data (formative, summative, progress monitoring, common assessment, iReady, TeenBiz (Achieve 3000), Math 180, Osceola Writes, FSA/EOC, and FAA).

Plan to Monitor Progress Toward G1. 8

Review data on teacher-created common formative assessments, iReady, Math 180, TeenBiz, classroom walk-through data, and district-created benchmark assessments. Will also review AVID binder checklists.

Person Responsible

Artur Glants

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Teacher-developed common formative assessments. An increase in student achievement as measured by standards-based assessments.

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

 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will plan and deliver lessons, tasks and assessments aligned to the full intent of the standards.

1

 G085439

G1.B1 1) Additional support on the effective implementation of content and standards is required. 2

 B227233

G1.B1.S1 Coaches will help teachers plan with the end in mind (backward design), unpack the standards, and create common formative assessments. 4

 S239748

Strategy Rationale

Teachers have become better at teaching the standards and following the pacing guides. However, there is still a need to increase the rigor of instruction. True rigor is creating an environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels.

Action Step 1 5

Provide on-going professional development or support for each teacher on the Test-Item Specifications for their subjects/grade level and modeling methods of deconstructing the benchmarks during weekly collaborative planning.

Person Responsible

Amanda Treacy

Schedule

Biweekly, from 8/24/2016 to 5/31/2017

Evidence of Completion

Sign-in form at PLC, Deconstructed standard, Agenda from PLC and Lesson Study, Lesson Plans, LEQ

Action Step 2 5

Instructional Coaches, department chairpersons, and administration will assist teachers with the development of common formative assessments and their analysis once students have taken them during PLC.

Person Responsible

Artur Glants

Schedule

Biweekly, from 8/24/2016 to 5/31/2017

Evidence of Completion

PLC meeting sign-in sheets, administration attendance at PLC, teacher-developed common assessments based on power standards, data from teacher-developed common formative assessments.

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

Administration attends professional development and reviews master calendar. This includes participation in Discovery Education STEMformation training to grow an institutional STEM culture.

Person Responsible

Artur Glants

Schedule

Biweekly, from 8/24/2016 to 5/31/2017

Evidence of Completion

Coaches log, coaching schedule, PLC agenda, PLC sign-in sheet, lesson plans, and common formative assessments.

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

Reviewing lesson plans, visit classroom to ensure instruction aligns to the standards-based lesson plans.

Person Responsible

Shalyn Kastanis

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Administration will review trends of classroom walk-throughs. Coaching calendars will be developed for upcoming week based on classroom visits during the previous week.

G1.B1.S2 Coaches will assist teachers with the delivery of standards-based instruction and use the coaching cycle, as needed. 4

 S239749

Strategy Rationale

Teacher have become better at teaching the standards and following the pacing guides. However, there is still a need to increase the rigor of instruction.

Action Step 1 5

Target higher-order thinking (HOT) questions, differentiated instruction, and complex text through sharing of best practices on the delivery of standards-based lessons.

Person Responsible

Schedule

Evidence of Completion

Lesson plans, classroom walk-throughs, classroom visits, and PLC agendas

Action Step 2 5

Provide differentiated coaching support of explicit instruction of the standards using HOT questions, differentiated instruction, and complex text.

Person Responsible

Schedule

Evidence of Completion

Coaching log, weekly Math Coach's Corner, Week at a Glance (Reading/ELA)

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

Review of coaches' logs, share trends from classroom visits,

Person Responsible

Schedule

Evidence of Completion

Administration will monitor these strategies during PLC, classroom visits, and review of coaching schedule.

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

Classroom walk-throughs and classroom visits

Person Responsible

Schedule

Evidence of Completion

Fidelity of the delivery of standards-based instruction by teachers.

G1.B5.5) Additional training opportunities are needed on the continuous use of multiple data instruments to drive instruction and differentiation. **2**

 B227237

G1.B5.S1 Professional development will be provided to familiar teachers with the new standards. This will allow teacher to create lesson plans and lessons, and assessments that are aligned to the full intent of the standards. During PLC teams will engage in collaborative discussions regarding the standards to build a shared understanding regarding the meaning of the standards, the priorities assigned to each standard, the common pacing required for teaching each standard, ways to assess student mastery, and the focus of intervention when students struggle. Teachers who study the standards in isolation are unable to provide students with this guaranteed curriculum, so collaborative planning and PLC will be encouraged. Teachers will develop common formative assessments based on power standards, analyze students data (on the formative assessments), and differentiate instruction (for both the classroom and DI Days). **4**

 S239751

Strategy Rationale

Teachers have become better at teaching the standards and following the pacing guides. However, there is still a need to increase the rigor of instruction. PLC teams are vehicles for connecting teacher practice and student outcomes, improving both.

Action Step 1 **5**

Teachers will receive training on how to use iReady and other data sources to drive instruction

Person Responsible

Shalyn Kastanis

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Instructional coaches and ELA/reading and math teachers will meet in departments to review iReady baseline data and use this data to drive instruction. Teachers will learn how to teach using rotations that incorporate iReady into the classroom instruction. The instructional coaches will share the iReady baseline data with teachers. Data will be displayed by teacher and class.

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

Administrators will conduct classroom walkthroughs, informal observations, formal observations, and checking lesson plans. Administrators will meet with teachers, and provide guidance and coaching as needed.

Person Responsible

Shalyn Kastanis

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

Results from classroom walkthroughs, informal observations, and formal observations will allow administrators to determine if data is being used to drive instruction and differentiate lessons.

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

Administrations will check lesson plans and conduct classroom walkthroughs, informal observations, and formal observations.

Person Responsible

Shalyn Kastanis

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

Results from classroom walkthroughs, informal observations, and formal observations will allow administrators to determine if data is being used to drive instruction and differentiate lessons.

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.S2.MA1 M318119	Classroom walk-throughs and classroom visits		No Start Date	Fidelity of the delivery of standards-based instruction by teachers.	No End Date one-time
G1.B1.S2.MA1 M318120	Review of coaches' logs, share trends from classroom visits,		No Start Date	Administration will monitor these strategies during PLC, classroom visits, and review of coaching schedule.	No End Date one-time
G1.B1.S2.A1 A310432	Target higher-order thinking (HOT) questions, differentiated instruction, and complex text through...		No Start Date	Lesson plans, classroom walk-throughs, classroom visits, and PLC agendas	No End Date one-time
G1.B1.S2.A2 A310433	Provide differentiated coaching support of explicit instruction of the standards using HOT...		No Start Date	Coaching log, weekly Math Coach's Corner, Week at a Glance (Reading/ ELA)	No End Date one-time
G1.MA1 M318123	Review data on teacher-created common formative assessments, iReady, Math 180, TeenBiz, classroom...	Glants, Artur	8/22/2016	Teacher-developed common formative assessments. An increase in student achievement as measured by standards-based assessments.	5/26/2017 monthly
G1.B1.S1.MA1 M318117	Reviewing lesson plans, visit classroom to ensure instruction aligns to the standards-based lesson...	Kastanis, Shalyn	8/22/2016	Administration will review trends of classroom walk-throughs. Coaching calendars will be developed for upcoming week based on classroom visits during the previous week.	5/26/2017 weekly
G1.B5.S1.MA1 M318121	Administrations will check lesson plans and conduct classroom walkthroughs, informal observations,...	Kastanis, Shalyn	8/15/2016	Results from classroom walkthroughs, informal observations, and formal observations will allow administrators to determine if data is being used to drive instruction and differentiate lessons.	5/26/2017 daily
G1.B5.S1.MA1 M318122	Administrators will conduct classroom walkthroughs, informal observations, formal observations, and...	Kastanis, Shalyn	8/15/2016	Results from classroom walkthroughs, informal observations, and formal observations will allow administrators to determine if data is being used to drive instruction and differentiate lessons.	5/26/2017 daily
G1.B5.S1.A1 A310434	Teachers will receive training on how to use iReady and other data sources to drive instruction	Kastanis, Shalyn	8/15/2016	Instructional coaches and ELA/reading and math teachers will meet in departments to review iReady baseline data and use this data to drive instruction. Teachers will learn how to teach using rotations that incorporate iReady into the classroom instruction. The instructional coaches will share the iReady baseline data with teachers. Data will be displayed by teacher and class.	5/26/2017 quarterly
G1.B1.S1.MA1 M318118	Administration attends professional development and reviews master calendar. This includes...	Glants, Artur	8/24/2016	Coaches log, coaching schedule, PLC agenda, PLC sign-in sheet, lesson plans, and common formative assessments.	5/31/2017 biweekly
G1.B1.S1.A1 A310430	Provide on-going professional development or support for each teacher on the Test-Item...	Trecy, Amanda	8/24/2016	Sign-in form at PLC, Deconstructed standard, Agenda from PLC and Lesson Study, Lesson Plans, LEQ	5/31/2017 biweekly
G1.B1.S1.A2 A310431	Instructional Coaches, department chairpersons, and administration will assist teachers with the...	Glants, Artur	8/24/2016	PLC meeting sign-in sheets, administration attendance at PLC, teacher-developed common assessments based on power standards, data from teacher-developed common formative assessments.	5/31/2017 biweekly

V. Professional Development Opportunities

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

G1. Teachers will plan and deliver lessons, tasks and assessments aligned to the full intent of the standards.

G1.B1 1) Additional support on the effective implementation of content and standards is required.

G1.B1.S1 Coaches will help teachers plan with the end in mind (backward design), unpack the standards, and create common formative assessments.

PD Opportunity 1

Provide on-going professional development or support for each teacher on the Test-Item Specifications for their subjects/grade level and modeling methods of deconstructing the benchmarks during weekly collaborative planning.

Facilitator

Amanda Trecy and Traci Giardino

Participants

ELA/Reading, Science, Social Studies, and Math teachers

Schedule

Biweekly, from 8/24/2016 to 5/31/2017

PD Opportunity 2

Instructional Coaches, department chairpersons, and administration will assist teachers with the development of common formative assessments and their analysis once students have taken them during PLC.

Facilitator

Traci Giardino, Amanda Trecy, Carla Myrie, Karen Spencer, Laura Rojas, and Laura Rasmer

Participants

All teachers, deans, instructional coaches, and administrators.

Schedule

Biweekly, from 8/24/2016 to 5/31/2017

G1.B5 5) Additional training opportunities are needed on the continuous use of multiple data instruments to drive instruction and differentiation.

G1.B5.S1 Professional development will be provided to familiar teachers with the new standards. This will allow teacher to create lesson plans and lessons, and assessments that are aligned to the full intent of the standards. During PLC teams will engage in collaborative discussions regarding the standards to build a shared understanding regarding the meaning of the standards, the priorities assigned to each standard, the common pacing required for teaching each standard, ways to assess student mastery, and the focus of intervention when students struggle. Teachers who study the standards in isolation are unable to provide students with this guaranteed curriculum, so collaborative planning and PLC will be encouraged. Teachers will develop common formative assessments based on power standards, analyze students data (on the formative assessments), and differentiate instruction (for both the classroom and DI Days).

PD Opportunity 1

Teachers will receive training on how to use iReady and other data sources to drive instruction

Facilitator

Molly Lane (LRS), Traci Giardino, and Amanda Trecy

Participants

ELA/reading and Math teachers

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

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	Provide on-going professional development or support for each teacher on the Test-Item Specifications for their subjects/grade level and modeling methods of deconstructing the benchmarks during weekly collaborative planning.				\$0.00
2	G1.B1.S1.A2	Instructional Coaches, department chairpersons, and administration will assist teachers with the development of common formative assessments and their analysis once students have taken them during PLC.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400		0041 - Discovery Intermediate School	SIG 1003		\$5,000.00
			Notes: Sent five teacher to attend the Solution-Tree Professional Learning Communities at Work™ Institute in Tampa.			
3	G1.B1.S2.A1	Target higher-order thinking (HOT) questions, differentiated instruction, and complex text through sharing of best practices on the delivery of standards-based lessons.				\$6,740.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0041 - Discovery Intermediate School			\$540.00
			Notes: 6 substitute teachers so math teachers can participate in 1 day of Math Solutions Training in October			
	6400	310-Professional and Technical Services	0041 - Discovery Intermediate School	Title I, Part A		\$6,200.00
			Notes: 2 days (Math Solutions) training/job-embedded coaching for DIS math teachers and math coach.			
4	G1.B1.S2.A2	Provide differentiated coaching support of explicit instruction of the standards using HOT questions, differentiated instruction, and complex text.				\$0.00
5	G1.B5.S1.A1	Teachers will receive training on how to use iReady and other data sources to drive instruction				\$0.00
Total:						\$11,740.00