



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Discovery Academy Of Lake Alfred

1000 BUENA VISTA DR N

Lake Alfred, FL 33850

863-295-5955

<http://www.discoveryacademy.org/>

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## School Demographics

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<b>School Type</b> Middle School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 74%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> Yes	<b>Minority Rate</b> 58%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</b> B
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Discovery Academy Of Lake Alfred

##### Principal

Kevin Warren

##### School Advisory Council chair

Charlotte Butler

##### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Carol Fulks	Executive Director
Kevin Warren	Principal
Darryl Jemison	Assistant Principal
Mark Whitehead	Assistant Principal
Tina Steele	Teacher Coach
Mark Hastings	Teacher Coach
Beth Fontaine	Language Arts Teacher
Seth Bishop	Science Teacher

#### District-Level Information

##### District

Polk

##### Superintendent

Dr. Kathryn Leroy

##### Date of school board approval of SIP

Pending

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Discovery Academy of Lake Alfred (DALA) is a conversion charter school; its Governing Board acts as the SACS.

Board Chair - Charlotte Butler

Member - Mike Jones

Member - John Grega

Member - Catherine Walker

Non-Voting Member - President / Treasurer Carol Fulks

Non-Voting Member - Secretary Cheryl Wilkinson

Non-Voting Member - Teacher Representative Kim Reddick

### **Involvement of the SAC in the development of the SIP**

The Governing Board provided input in last years SIP and reviewed goals and their results. The Board is involved the same way for this years plan. The Governing Board will approve personnel, funding and resources needed to carry out Discovery's mission and vision.

### **Activities of the SAC for the upcoming school year**

- \*Review state assessment results
- \*Review goals of last years School Improvement Plan
- \*Provide input and review this years goals of SIP
- \*Review budget and approve new budget
- \*Approve personnel decisions
- \*Oversee finances, state rules, and regulations
- \*Discuss strategic planning and resources needed

### **Projected use of school improvement funds, including the amount allocated to each project**

School Improvement Funds are projected to be spent on the following:

- \$2,570 Discovery Streaming
- \$2,400 Compass Learning
- \$3,000 PD 360
- \$2,995 PD 360 Common Core
- \$10,000 Literacy Design Collaborative
- \$8,320 Discovery Education Assessments and Teaching Tools
- \$1,340 Learning Profiles

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

### **Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Administrators**

##### **# of administrators**

4

##### **# receiving effective rating or higher**

(not entered because basis is < 10)

##### **Administrator Information:**

**Kevin Warren**

Principal

Years as Administrator: 12

Years at Current School: 17

**Credentials**

B.S. Physical Education, M.Ed. Education, Certified in PE K-12, Educational Leadership-All Levels, School Principal-All Levels

**Performance Record**

Year School Grade AYP%  
 12-13 B N/A  
 11-12 A N/A  
 10-11 B 74%  
 09-10 B 74%  
 08-09 B 100%  
 07-08 C 82%  
 06-07 C 79%  
 05-06 B 82%  
 04-05 C 73%  
 03-04 C 70%

**Mark Whitehead**

Asst Principal

Years as Administrator: 4

Years at Current School: 9

**Credentials**

B.S. Interdisciplinary Social Science, M.Ed. Ed Leadership, Gifted Endorsement, 5th-9th Grade Mathematics, Educational Leadership-All Levels

**Performance Record**

Year School Grade AYP%  
 12-13 B N/A  
 11-12 A N/A  
 10-11 B 74%  
 09-10 B 74%

**Darryl Jemison**

Asst Principal

Years as Administrator: 5

Years at Current School: 12

**Credentials**

B.S. Social Science Secondary, M. Ed. Ed Leadership, Certified in Social Science 6-12, ESE K-12, Ed Leadership-All levels

**Performance Record**

Year School Grade AYP%  
 12-13 B N/A  
 11-12 A N/A  
 10-11 B 74%  
 09-10 B 74%  
 08-09 B 100%



<b>Carol Fulks</b>		
Principal	Years as Administrator: 26	Years at Current School: 17
<b>Credentials</b>	B.A. Elementary Education & Early Childhood, M. Ed. Ed Leadership, Educational Leadership-All Levels, School Principal-All Levels, Certified English 5-9, Math 5-9, Social Science 5-9	
<b>Performance Record</b>	Year School Grade AYP% 12-13 B N/A 11-12 A N/A 10-11 B 74% 09-10 B 74% 08-09 B 100% 07-08 C 82% 06-07 C 79% 05-06 B 82% 04-05 C 73% 03-04 C 70%	

**Instructional Coaches**

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Tina Steele</b>		
Full-time / School-based	Years as Coach: 7	Years at Current School: 7
<b>Areas</b>	Science, Data, RtI/MTSS	
<b>Credentials</b>	B.S. Elementary Education	
<b>Performance Record</b>	Year School Grade AYP% 12-13 B N/A 11-12 A N/A 10-11 B 74% 09-10 B 74% 08-09 B 100% 07-08 C 82% 06-07 C 79%	

<b>Mark Hastings</b>		
Full-time / School-based	Years as Coach: 0	Years at Current School: 4
<b>Areas</b>	Mathematics, Data, RtI/MTSS, Other	
<b>Credentials</b>	Bachelor of Arts (Majors: History/Social Science, Minor: Political Science, Secondary Education Concentration) Math (5-9), Social Studies (6-12), Elementary Education (K-6)	
<b>Performance Record</b>	N/A	

**Classroom Teachers**

<b># of classroom teachers</b>	57
<b># receiving effective rating or higher</b>	57, 100%
<b># Highly Qualified Teachers</b>	89%
<b># certified in-field</b>	54, 95%
<b># ESOL endorsed</b>	9, 16%
<b># reading endorsed</b>	4, 7%
<b># with advanced degrees</b>	6, 11%
<b># National Board Certified</b>	0, 0%
<b># first-year teachers</b>	14, 25%
<b># with 1-5 years of experience</b>	17, 30%
<b># with 6-14 years of experience</b>	23, 40%
<b># with 15 or more years of experience</b>	3, 5%

**Education Paraprofessionals**

<b># of paraprofessionals</b>	7
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**# Highly Qualified**

7, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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

Discovery has many incentives for teachers that assist with their retention.

\*DALA gives a retention bonus to teachers that return after a full year of teaching.

\*Discovery has a robust professional development plan that equips teachers with skills and strategies to meet their student's needs.

\*Discovery Academy has a built in support system for all teachers in our "Teaming" philosophy.

Teachers teach a common group of students in a common location that promotes collaboration and support. All of our teachers get a minimum of 90 minutes planning daily with the entire grade level having common planning.

\*Discovery has two teacher coaches that assist all teachers with curriculum, planning, instructional strategies, and are both in the classroom consistently ready to model and assist if needed.

\*Administration and teacher coaches meet every two weeks with subject area groups to collaborate on curriculum alignment, common assessments, and instructional strategies.

\*DALA promotes from within. Many leadership positions have been filled with Discovery employees. The Principal, Assistant Principals, Director of Students, and Teacher Coach have all come from within the DALA ranks.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

All teachers new to Discovery meet for two days prior to veteran teachers returning to acclimate them to our school climate and expectations. Our teacher coaches facilitate the meetings and the new teachers also meet with their team leaders to get acquainted.

All teachers required to go through the PEC program are assigned a skilled mentor to guide them through the program and meet any needs the teacher may have.

All teachers are teamed and have a "Team Leader" that mentors their teachers on a daily basis.

Administration and teacher coaches monitor new teachers to Discovery and teachers that have needs in specific areas. Focused observations, immediate feedback, and follow-up visits are planned using

the observation instrument indicators.

Administration and teacher coaches meet with subject area teachers every two weeks to assist with curriculum, instructional strategies, or other areas of need.

A planned professional development program developed by the leadership team is implemented using grade level meetings, staff meetings, staff development days, and early release days to help all teachers grow professionally.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

Admin, ESE facilitator, ESE Teacher, grade level guidance counselor, and resource teacher meet with grade level teacher teams weekly to discuss student successes and challenges. Teachers also meet in subject area groups every two weeks to discuss data from common assessments and collaborate on instructional strategies and lesson planning.

Data from teacher observation, student work, formative assessments, and summative assessments are used to identify students that are being unsuccessful. Tier 2 interventions are discussed and intervention strategies and goals are developed and implemented for students in need. Follow up with the student is done on a weekly basis. If students are not being successful then changes in intervention strategies are developed and implemented. If Tier 2 interventions are not being successful the MTSS Leadership Team will meet to discuss Tier 3 options.

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The MTSS Leadership Team met with principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

#### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The leadership team meets during the summer to review the results of the SIP goals. Data is analyzed and areas of challenge are identified. Goals are developed and persons responsible for the implementation and monitoring are documented. The MTSS team meets quarterly to plan, monitor, and assess school needs and coordinate with other resources.

#### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Baseline data is gathered in August and September through Discovery Education and FAIR. Progress Monitoring data is gathered mid-year and toward the end of the year. Other Progress Monitoring data is collected as needed for classroom or student progress. This information may be obtained by probes, Quick Reads, Fluency checks, Common Assessments, etc. Diagnostic Assessment data is gathered through Discovery Education. End of Year data is gathered through Discovery Education, FAIR and FCAT.

Engagement data is monitored through teacher observation, attendance records, and discipline

documentation. Weekly team meetings are held to discuss students with challenges in these areas and to develop and monitor interventions that are implemented.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Professional learning will be provided pre-school, during the teachers' common planning time, early release days, and staff development days; sessions will occur throughout the year. The MTSS Overview will be provided in mid-August/September. The MTSS Leadership Team will evaluate additional staff Professional Learning needs during the monthly MTSS Leadership Team meetings. The MTSS team meets quarterly to plan, monitor, and assess school needs. Administration, Resource Teacher, and Guidance Counselor meet with team teachers weekly to get input from staff and assess implementation. Parents are encouraged to attend many planned after school meetings that focus on their understanding and use of data.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 3,600

Before school tutoring in math is offered for students not understanding a concept or needing help with their homework.

#### **Strategy Purpose(s)**

- Instruction in core academic subjects

#### **How is data collected and analyzed to determine the effectiveness of this strategy?**

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

#### **Who is responsible for monitoring implementation of this strategy?**

Administration  
Guidance Counselors  
Math classroom teachers  
Tutoring teachers  
Team teachers

**Strategy: Weekend Program**

**Minutes added to school year: 3,600**

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

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

Administration  
 Guidance Counselor  
 ESDP Teachers  
 Classroom Teachers

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Carol Fulks	Executive Director
Kevin Warren	Principal
Darryl Jemison	Assistant Principal
Sanda Villamar	Dean of Students
Tina Steele	Teacher Coach
Beth Fontaine	Teacher
Jean DelValle	Guidance / ESOL Facilitator
Doretha Tillman	Media Center

**How the school-based LLT functions**

The LLT meets on a quarterly basis as a whole group to plan and monitor the initiatives being implemented. The leaders are involved with weekly team meetings and bi-weekly subject area meetings to collaborate with teachers on the progress of the initiatives and any challenges they are facing.

**Major initiatives of the LLT**

Ensuring that every teacher is implementing the Common Core Literacy Standards in their classroom. The literacy standards are documented on all subject's curriculum maps and in lesson plans. Professional development is given based on teacher need during our bi-weekly subject area meetings.

For most students, learning reading strategies through novels and informational text will be taught by the language arts teacher for 10 weeks during a daily 45 minute critical thinking class. Teachers will be trained to use best practice to teach students with differing ability.

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

Particular attention will be paid to text complexity. Classroom supplemental resources will be discussed during subject area meetings and text complexity will be emphasized.

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

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

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Every teacher is responsible for implementing the Common Core Literacy Standards in their classroom. The literacy standards are documented on all subjects curriculum maps and in lesson plans.

Professional development is given based on teacher need during bi-weekly subject area meetings.

For most students, learning reading strategies through novels and informational text is taught by the language arts teacher for 10 weeks during a daily 45 minute critical thinking class.

In addition to Language Arts our level 1 and 2 readers are scheduled in an intensive reading class focused on meeting each students individual needs.

Our Literacy Leadership Team analyzes data and proposes school initiatives. One initiative expects all students to have an appropriate book of their choosing with them at all times. If students ever have down time in a classroom the expectation is to read their book. A media center rotation has been developed so that all students visit the media center every two weeks with their Social Studies class to check out books.

All classrooms also have a classroom library with high interest books with specific attention given to the lexile level.

Particular attention is being paid to text complexity as resources are discussed during our subject area meetings.

Many of our teachers in Science, Social Studies, and Language Arts are trained in the Literacy Design Collaborative which focuses on ensuring that the Common Core Standards are implemented in various subject areas.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Discovery implements the Common Core State Standards which integrates subject areas and focuses on application to real world situations.

Many DALA teachers also have training and implement the Rigor and Relevance Framework and the Literacy Design Collaborative. They both focus on the integration of subject matter and real world connections.

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

In all grades, counselors review student data to determine the best academic course placement for students. Students are then placed into regular, advanced or high school credit courses based on this data. In 7th and 8th grades, counselors present the elective options to all students, reviewing the choices at each level. Counselors describe each class and how the classes will aid students in different academic/career path, and students choose their top courses.

In 8th grade, students participate in a career planning unit in the US History course, which utilizes [www.flchoices.org](http://www.flchoices.org). The CHOICES program allows students to begin career planning with an interest assessment to discover top interest areas and then explore matching careers. Students also research academic planning, career outlooks and salaries in different areas of the state. The 8th grade counselor concludes the unit with a presentation about high school planning with each student creating a four year plan of high school courses tailored to their career goals.

**Strategies for improving student readiness for the public postsecondary level**

Discovery is improving student readiness by offering a more rigorous curriculum for all of our students based on the implementation of the Common Core State Standards. DALA also encourages students to earn high school credit by successfully completing the requirements for Algebra 1 Honors, Geometry Honors, Biology 1 Honors, and Spanish 1.



## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	56%	No	68%
American Indian	78%	64%	Yes	80%
Asian	68%	73%	Yes	72%
Black/African American	53%	44%	No	57%
Hispanic	61%	55%	No	65%
White	69%	60%	No	72%
English language learners	39%	28%	No	45%
Students with disabilities	28%	24%	No	35%
Economically disadvantaged	61%	52%	No	65%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	321	32%	34%
Students scoring at or above Achievement Level 4	280	28%	29%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	669	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	178	71%	75%

#### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	70	82%	84%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	35	41%	43%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	33	39%	41%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	205	69%	72%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	51%	No	63%
American Indian	70%	50%	No	73%
Asian	68%	73%	Yes	72%
Black/African American	50%	41%	No	55%
Hispanic	56%	50%	No	60%
White	63%	56%	No	67%
English language learners	38%	30%	No	45%
Students with disabilities	29%	21%	No	36%
Economically disadvantaged	57%	48%	No	61%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	317	33%	35%
Students scoring at or above Achievement Level 4	250	25%	26%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	599	60%	63%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	140	56%	59%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	90	9%	14%
Middle school performance on high school EOC and industry certifications	90	100%	100%

### High School Mathematics

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	100%	Yes	63%
American Indian	70%	100%	Yes	73%
Asian	68%	100%	Yes	72%
Black/African American	50%	100%	Yes	55%
Hispanic	56%	100%	Yes	60%
White	63%	100%	Yes	67%
English language learners	38%	100%	Yes	45%
Students with disabilities	29%	100%	Yes	36%
Economically disadvantaged	57%	100%	Yes	61%

### Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	26%	22%
Students scoring at or above Achievement Level 4	31	74%	78%

### Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	24	100%	100%

## Area 4: Science

### Middle School Science

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	86	29%	31%
Students scoring at or above Achievement Level 4	62	21%	22%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	24	100%	100%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		8
Participation in STEM-related experiences provided for students			

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	0	0%	
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	0	0%	
CTE teachers holding appropriate industry certifications	0	0%	

**Area 8: Early Warning Systems**

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	20	2%	1%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	100	10%	9%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	144	14%	13%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

See Parent Involvement Plan

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
See Parent Involvement Plan			

## Goals Summary

- G1.** To increase learning gains in FCAT Math 5%
- G2.** To increase our 8th grade FCAT writing proficiency score by 5%
- G3.** To increase our 8th grade FCAT Science proficiency score by 5%
- G4.** To increase learning gains in FCAT reading by 5%.

## Goals Detail

### G1. To increase learning gains in FCAT Math 5%

#### Targets Supported

- Writing
- Math (Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Science
- STEM
- EWS - Middle School

#### Resources Available to Support the Goal

- Curriculum Maps, Common Core State Standards (CCSS), Math Practices, Common Core Literacy Standards, Common Planning Time, Subject Area Meetings (SAMS), Grade level meetings, Early Release days, Staff Development days, Students Active In Learning (SAIL), Tutoring, Extended Day School Program (ESDP), Teaming, Progress Monitoring tools, Teacher Coaches, 90 minutes daily planning time, Critical Thinking Math and STEM Lessons

#### Targeted Barriers to Achieving the Goal

- Some teachers need assistance in using High Effect Size strategies
- Some teachers need assistance with setting instructional outcomes aligned with the Common Core State Standards
- Some students are not given the appropriate differentiation
- Some students need more time to be successful

## Plan to Monitor Progress Toward the Goal

Students are showing growth in their math achievement

### Person or Persons Responsible

Administration, Teacher coaches, teachers

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Progress Monitoring, FCAT Math scores

## G2. To increase our 8th grade FCAT writing proficiency score by 5%

### Targets Supported

- Reading (Learning Gains, CELLA)
- Writing
- Math (Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- Science - Biology 1 EOC
- STEM
- EWS

### Resources Available to Support the Goal

- Common Core State Standards (CCSS), Common Core Literacy Standards, Common Planning Time, Subject Area Meetings (SAMS), Grade level meetings, Early Release days, Staff Development days, Students Active In Learning (SAIL), Tutoring, Extended Day School Program (ESDP), Teaming, Progress Monitoring tools, Teacher Coaches, 90 minutes daily planning time

### Targeted Barriers to Achieving the Goal

- Some teachers are uncomfortable when giving writing instruction
- Some students need differentiated instruction
- Some students need more time to be successful

## Plan to Monitor Progress Toward the Goal

Students are becoming better writers

### Person or Persons Responsible

Administration, Teacher coaches, Teachers

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Progress Monitoring, FCAT Writes scores

## G3. To increase our 8th grade FCAT Science proficiency score by 5%

### Targets Supported

- Writing
- Math (Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- Civics EOC
- Science
- STEM
- EWS

### Resources Available to Support the Goal

- Item specifications, Common Core State Standards (CCSS), Common Core Literacy Standards, Common Planning Time, Subject Area Meetings (SAMS), Grade level meetings, Early Release days, Staff Development days, Students Active In Learning (SAIL), Tutoring, Extended Day School Program (ESDP), Teaming, Progress Monitoring tools, Teacher Coaches, 90 minutes daily planning time, Critical Thinking STEM lessons

### Targeted Barriers to Achieving the Goal

- Some teachers are not knowledgeable of the assessed Science standards
- Many students have limited vocabulary
- Many students do not utilize effective reading strategies
- Some students are not given the appropriate differentiation
- Some students need more time to be successful



## Plan to Monitor Progress Toward the Goal

Students are mastering the science standards

### Person or Persons Responsible

Administration, teacher coaches, teachers

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Progress Monitoring, FCAT science scores

## G4. To increase learning gains in FCAT reading by 5%.

### Targets Supported

- Reading (FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- Science - Biology 1 EOC
- STEM
- EWS

### Resources Available to Support the Goal

- Read 180 Program, Voyager Reading Program Common Core State Standards (CCSS), Common Core Literacy Standards, Common Planning Time, Subject Area Meetings (SAMS), Grade level meetings, Early Release days, Staff Development days, Students Active In Learning (SAIL), Tutoring, Extended Day School Program (ESDP), Teaming, Progress Monitoring tools, Teacher Coaches, 90 minutes daily planning time, Critical Thinking lessons teaching reading through novels and informational text

### Targeted Barriers to Achieving the Goal

- Some teachers are in need of knowledge to assist them in implementing the Read-180 program
- Some teachers are in need of assistance with setting instructional outcomes aligned with the Common Core State Standards
- Some teachers need assistance in using High Effect Size strategies
- Some students are not given the appropriate differentiation
- Some students need more time to be successful

## Plan to Monitor Progress Toward the Goal

Students growth is evident in reading

**Person or Persons Responsible**

Administration, Teacher Coach, teachers

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Progress Monitoring , FCAT scores

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** To increase learning gains in FCAT Math 5%

**G1.B1** Some teachers need assistance in using High Effect Size strategies

**G1.B1.S1** Train teachers in formative assessment

#### Action Step 1

Schedule professional development for effective formative assessments

#### Person or Persons Responsible

Administration, Teacher Coaches

#### Target Dates or Schedule

Pre-school week, staff development days, early release times, subject area meetings, teacher planning times

#### Evidence of Completion

Agendas, sign-in sheets, arrow forms

#### Facilitator:

Administration, Teacher Coach

#### Participants:

All teachers

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

Teachers will be observed using effective formative assessment strategies frequently

#### Person or Persons Responsible

Administration, Teacher coaches

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Feedback from classroom visits, student work samples

## Plan to Monitor Effectiveness of G1.B1.S1

Teachers will discuss evidence of effective formative assessment strategies and implementation with their peers

### **Person or Persons Responsible**

Administration, Teacher coaches

### **Target Dates or Schedule**

Bi-weekly during SAMS meetings

### **Evidence of Completion**

Feedback from admin, teacher coaches, peers, and analysis of student work samples

## G1.B1.S2 Train teachers to develop a Deliberate Practice school associated goal focusing on a High Effect Size strategy

### **Action Step 1**

Professional development calendar will be developed with High Effect Size strategies as a component

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule**

Pre-school week, staff development days, early release times, SAMS meetings

### **Evidence of Completion**

Approved Deliberate Practice Goal

### **Facilitator:**

Administration

### **Participants:**

All teachers

### **Plan to Monitor Fidelity of Implementation of G1.B1.S2**

Teachers will have an approved Deliberate Practice Goal focusing on a High Effect Size strategy

**Person or Persons Responsible**

Administration, Teacher coaches

**Target Dates or Schedule**

3 times - initial (within first 9 weeks), mid-year, end of the year

**Evidence of Completion**

Completed approved Deliberate Practice Plan for all teachers

### **Plan to Monitor Effectiveness of G1.B1.S2**

Teachers will be observed using High Effect Size strategies identified in their Deliberate Practice Plan

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Observation, class visit feedback, student work, Deliberate Practice Plan

### G1.B1.S3 Train teachers in how to use data effectively

#### Action Step 1

Develop a professional development calendar that includes the effective use of data

##### Person or Persons Responsible

Administration

##### Target Dates or Schedule

Prior to the 13-14 school year

##### Evidence of Completion

Professional Development calendar, agendas, sign-in sheets

##### Facilitator:

Administration, Teacher Coaches

##### Participants:

All teachers

### Plan to Monitor Fidelity of Implementation of G1.B1.S3

Teachers will be observed using data effectively

##### Person or Persons Responsible

Administration, Teacher coaches

##### Target Dates or Schedule

Team meeting, SAMS meetings

##### Evidence of Completion

Various sources of student data, lesson plans, observation, feedback from classroom visits

### Plan to Monitor Effectiveness of G1.B1.S3

Teachers will discuss data collection and usage with their peers

**Person or Persons Responsible**

Administration, Teacher coaches

**Target Dates or Schedule**

During SAMS meetings

**Evidence of Completion**

Agendas, meeting notes

**G1.B3** Some teachers need assistance with setting instructional outcomes aligned with the Common Core State Standards

**G1.B3.S1** Development and implementation of curriculum maps aligned with the Common Core State Standards

**Action Step 1**

Curriculum maps will be developed

**Person or Persons Responsible**

Math Coach

**Target Dates or Schedule**

Summer 2013

**Evidence of Completion**

Completed curriculum maps

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

Teachers will be observed using the math curriculum maps

**Person or Persons Responsible**

Administration, teacher coaches

**Target Dates or Schedule**

Classroom observations

**Evidence of Completion**

Lesson plans, observation, discussion during SAMS meetings

## Plan to Monitor Effectiveness of G1.B3.S1

Curriculum maps will be discussed with peers for effectiveness

### **Person or Persons Responsible**

Administration, Teacher coaches

### **Target Dates or Schedule**

SAMS meetings

### **Evidence of Completion**

Progress monitoring, FCAT scores,

## G1.B3.S2 Train teachers in the Math Practices; how and when to implement

### **Action Step 1**

Include training in the Math Practices on the Professional Development Calendar

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule**

Prior to the 13 -14 school year

### **Evidence of Completion**

Completed professional development calendar

### **Facilitator:**

Math Coach

### **Participants:**

All Teachers



### **Plan to Monitor Fidelity of Implementation of G1.B3.S2**

Math Practices will be implemented where appropriate in all classrooms

**Person or Persons Responsible**

Administration, Teacher coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plans, observation, feedback from class visits, discussions during SAMS

### **Plan to Monitor Effectiveness of G1.B3.S2**

Effectiveness of using the Math Practices will be discussed with peers

**Person or Persons Responsible**

Administration, Teacher coaches

**Target Dates or Schedule**

During SAMS meetings

**Evidence of Completion**

Agendas, sign-in sheets, meeting notes

**G1.B4** Some students are not given the appropriate differentiation

**G1.B4.S1** Train teachers in the effective implementation of differentiation

**Action Step 1**

Include differentiation strategies training on the professional development calendar

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Pre-school week, during staff development days, early release time, grade level meetings, SAMS meetings,

**Evidence of Completion**

Pd calendar

**Facilitator:**

Administration, Teacher coaches

**Participants:**

All teachers

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

Observe effective differentiation in the classrooms

**Person or Persons Responsible**

Administration, Teacher coaches

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

lesson plans, observation, feedback from class visits

## Plan to Monitor Effectiveness of G1.B4.S1

The effectiveness of differentiation will be discussed with their peers

### Person or Persons Responsible

Administration, Teacher coaches

### Target Dates or Schedule

During SAMS meetings

### Evidence of Completion

Agendas, sign-in sheets, meeting notes

## G1.B5 Some students need more time to be successful

### G1.B5.S1 Provide extra time through SAIL, Tutoring, and / or the ESDP

#### Action Step 1

Set up school calendar and schedule to allow time for SAIL during the school day, Tutoring two days a week in the morning before school, and the ESDP on 6 Saturdays from 8-12 each of the last three grading periods

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

SAIL during the school day, Tutoring two days a week in the morning before school, and the ESDP on 6 Saturdays from 8-12 each of the last three grading periods

#### Evidence of Completion

Master schedule and school calendar

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

Observation of appropriate extra time teaching

### Person or Persons Responsible

Administration, Teacher coaches

### Target Dates or Schedule

During classroom visits, ongoing

### Evidence of Completion

Sign-in sheets, observation

## Plan to Monitor Effectiveness of G1.B5.S1

Students in attendance will become more successful

### Person or Persons Responsible

Administration, teacher coaches

### Target Dates or Schedule

ongoing

### Evidence of Completion

Discussions during weekly team meetings, grades and achievement of students in attendance

**G2.** To increase our 8th grade FCAT writing proficiency score by 5%

**G2.B1** Some teachers are uncomfortable when giving writing instruction

**G2.B1.S1** Train teachers in the effective use of writing rubrics

### Action Step 1

Writing rubric training will be included on the professional development calendar

### Person or Persons Responsible

Administration

### Target Dates or Schedule

During the summer when developing the PD calendar

### Evidence of Completion

PD calendar, Agendas, Sign-in sheets, Teacher Arrow forms

### Facilitator:

Administration, Teacher coaches

### Participants:

All teachers

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

All teachers will use writing rubrics to ensure effective and aligned student writing

**Person or Persons Responsible**

Administration, Teacher Coaches

**Target Dates or Schedule**

During classroom visits and teacher chats on a monthly basis

**Evidence of Completion**

Lesson plans, observation, focused feedback given to teachers

### **Plan to Monitor Effectiveness of G2.B1.S1**

Writing rubrics and student work samples will be analyzed in SAMS meetings

**Person or Persons Responsible**

Administration, Teacher coaches

**Target Dates or Schedule**

Bi-weekly SAMS meetings

**Evidence of Completion**

Collected work samples and rubrics

## **G2.B2** Some students need differentiated instruction

### **G2.B2.S1** Train teachers in the effective use of differentiated instruction

#### **Action Step 1**

Differentiation training will be included on the professional development calendar

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

During the summer when developing the PD Calendar

#### **Evidence of Completion**

PD calendar

#### **Facilitator:**

Administration, Teacher Coaches

#### **Participants:**

All teachers

### **Plan to Monitor Fidelity of Implementation of G2.B2.S1**

Teachers will be observed using differentiated instruction

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

During classroom visits on a monthly basis

#### **Evidence of Completion**

Classroom visit feedback

## Plan to Monitor Effectiveness of G2.B2.S1

Review IEP's, 504's, and students with an RTI plan to ensure compliance

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Weekly team meetings

### Evidence of Completion

Meeting notes and feedback

## G2.B3 Some students need more time to be successful

### G2.B3.S1 Provide extra time through SAIL, Tutoring, and / or the ESDP

#### Action Step 1

Set up school calendar and schedule to allow time for SAIL during the school day, Tutoring two days a week in the morning before school, and the ESDP on 6 Saturdays from 8-12 each of the last three grading periods

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

During the summer when designing the master schedule and school calendar

#### Evidence of Completion

Master schedule and School Calendar

## Plan to Monitor Fidelity of Implementation of G2.B3.S1

Appropriate extra teaching time will be observed

### Person or Persons Responsible

Administration

### Target Dates or Schedule

During classroom visits

### Evidence of Completion

Feedback from classroom visits

### Plan to Monitor Effectiveness of G2.B3.S1

Students in attendance will be discussed in team meetings to discern benefits of extra time

#### Person or Persons Responsible

Administration, teachers teaching during extra time

#### Target Dates or Schedule

Weekly during team meetings

#### Evidence of Completion

Team meeting notes

### G3. To increase our 8th grade FCAT Science proficiency score by 5%

#### G3.B1 Some teachers are not knowledgeable of the assessed Science standards

##### G3.B1.S1 Develop and implement curriculum maps with a focus on the assessed standards

#### Action Step 1

Include on the SAMS agendas curriculum mapping and facilitate that discussion

#### Person or Persons Responsible

Administration, Teacher coaches

#### Target Dates or Schedule

Prior to each bi-weekly SAMS meeting

#### Evidence of Completion

SAMS Agendas

### Plan to Monitor Fidelity of Implementation of G3.B1.S1

Teachers are using the curriculum maps with fidelity in daily lessons

#### Person or Persons Responsible

Administration, Teacher coaches

#### Target Dates or Schedule

During classroom visits,

#### Evidence of Completion

Lesson plans, observation, feedback from classroom visits



### Plan to Monitor Effectiveness of G3.B1.S1

Discuss curriculum maps with peers, review and edit as needed

**Person or Persons Responsible**

Administration, Teacher Coaches

**Target Dates or Schedule**

During SAMS meetings,

**Evidence of Completion**

Lesson plans, Observation, SAMS meeting discussions

### G3.B2 Many students have limited vocabulary

#### G3.B2.S1 Train the teachers in effective use of vocabulary strategies

**Action Step 1**

Vocabulary strategies training will be included on the professional development calendar

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

During the summer when designing the PD calendar

**Evidence of Completion**

PD Calendar

**Facilitator:**

Administration, Teacher Coachesd

**Participants:**

All teachers

### **Plan to Monitor Fidelity of Implementation of G3.B2.S1**

Effective vocabulary instruction will be used daily by all teachers

#### **Person or Persons Responsible**

Administration, Teacher Coaches

#### **Target Dates or Schedule**

During class visits

#### **Evidence of Completion**

Lesson plans, observation, feedback from class visits

### **Plan to Monitor Effectiveness of G3.B2.S1**

Vocabulary strategies will be discussed with peers

#### **Person or Persons Responsible**

Administration, Teacher Coaches

#### **Target Dates or Schedule**

During SAMS meetings

#### **Evidence of Completion**

Agendas, Meeting notes

**G3.B3** Many students do not utilize effective reading strategies

**G3.B3.S1** Train the teaches in the use of effective reading strategies

**Action Step 1**

Effective Reading Strategies training will be included on the professional development calendar

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

During the summer when designing the PD calendar

**Evidence of Completion**

PD calendar

**Facilitator:**

Administration, Teacher Coaches

**Participants:**

All teachers

**Plan to Monitor Fidelity of Implementation of G3.B3.S1**

Teachers will use effective reading strategies on a daily basis

**Person or Persons Responsible**

Administration, Teacher Coaches

**Target Dates or Schedule**

During class visits

**Evidence of Completion**

Lesson plans, observation, feedback from classroom visits

### Plan to Monitor Effectiveness of G3.B3.S1

Teachers will discuss reading strategies with peers

**Person or Persons Responsible**

Administration, Teacher Coaches, teachers

**Target Dates or Schedule**

During bi-weekly SAMS meetings

**Evidence of Completion**

SAMS agenda and sign-in sheets

### G3.B4 Some students are not given the appropriate differentiation

#### G3.B4.S1 Train teachers in the effective implementation of differentiation strategies

**Action Step 1**

Differentiation training will be included on the professional development calendar

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

During the summer when designing the PD calendar

**Evidence of Completion**

PD calendar

**Facilitator:**

Administration, Teacher coaches

**Participants:**

All teachers

### Plan to Monitor Fidelity of Implementation of G3.B4.S1

Teacher use of appropriate differentiation

#### Person or Persons Responsible

Administration, Teacher Coaches, ESE Facilitator, ELL Coordinator

#### Target Dates or Schedule

During classroom visits

#### Evidence of Completion

Lesson plans, observation notes

### Plan to Monitor Effectiveness of G3.B4.S1

Differentiation will be discussed with peers

#### Person or Persons Responsible

Administration, Teacher Coaches

#### Target Dates or Schedule

Bi-weekly SAMS meetings

#### Evidence of Completion

SAMS agendas, Sign-in sheets

### G3.B5 Some students need more time to be successful

#### G3.B5.S1 Provide extra time through SAIL, Tutoring, and / or the ESDP

##### Action Step 1

Set up school calendar and schedule to allow time for SAIL during the school day, Tutoring two days a week in the morning before school, and the ESDP on 6 Saturdays from 8-12 each of the last three grading periods

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

During the summer when designing the master schedule and school calendar

#### Evidence of Completion

Master schedule and school calendar

### Plan to Monitor Fidelity of Implementation of G3.B5.S1

Extra time for students is observed as scheduled

**Person or Persons Responsible**

Administration, Teacher coaches

**Target Dates or Schedule**

During class visits

**Evidence of Completion**

Observations, sign-in sheets, attendance

### Plan to Monitor Effectiveness of G3.B5.S1

Compare student attendance in extra time opportunities with class grades

**Person or Persons Responsible**

Administration, Guidance Counselors

**Target Dates or Schedule**

On a weekly basis

**Evidence of Completion**

Weekly team meeting notes

**G4.** To increase learning gains in FCAT reading by 5%.

**G4.B1** Some teachers are in need of knowledge to assist them in implementing the Read-180 program

**G4.B1.S1** Training in the Read-180 program for two intensive reading teachers

**Action Step 1**

Schedule professional development in the read 180 program.

**Person or Persons Responsible**

Administration, Teacher Coach, Reading Teachers

**Target Dates or Schedule**

During summer Staff Development days Bi-Weekly Subject Area Meetings 10- 2 hour Early Release days

**Evidence of Completion**

Agendas, Sign-in sheets, teacher Arrow forms

**Facilitator:**

Administration, Teacher coaches

**Participants:**

Administration, Teacher Coach, Reading Teachers

**Plan to Monitor Fidelity of Implementation of G4.B1.S1**

Read 180 will be implemented for 60 students

**Person or Persons Responsible**

Administration, Teacher coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plans, observation, class room visit feedback, SAMS meetings

### Plan to Monitor Effectiveness of G4.B1.S1

Review lesson plans and observe lessons, view student work

**Person or Persons Responsible**

Administration, teacher coaches

**Target Dates or Schedule**

Ongoing, during SAMS meetings

**Evidence of Completion**

Teacher collaboration, Observation , Teacher evaluation , Student work, Progress monitoring

### G4.B1.S2 Purchase Read-180 program

**Action Step 1**

Purchase 60 License for Read 180

**Person or Persons Responsible**

Executive Director

**Target Dates or Schedule**

Summer 2013

**Evidence of Completion**

Receipt and use of program for 60 students

### Plan to Monitor Fidelity of Implementation of G4.B1.S2

Implementation of Read 180 Program

**Person or Persons Responsible**

Administration, Teacher Coach

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Read 180 progress monitoring Student work Observation Lesson Plans



## Plan to Monitor Effectiveness of G4.B1.S2

Discuss the Read 180 Program with administration and peers

### Person or Persons Responsible

Administration, Teacher Coach

### Target Dates or Schedule

SAMS meetings

### Evidence of Completion

Student work samples Progress monitoring FCAT scores

**G4.B2** Some teachers are in need of assistance with setting instructional outcomes aligned with the Common Core State Standards

## G4.B2.S1 Train all teachers to understand and use the Common Core Literacy Standards

### Action Step 1

Schedule professional development in the Common Core Literacy Standards

### Person or Persons Responsible

Administration

### Target Dates or Schedule

During 2013 summer, staff development days, early release days, SAMS meetings, grade level meetings

### Evidence of Completion

Agendas, Sign-in sheets, Teacher Arrow form

### Facilitator:

DOE Common Core Standards trainers, Teacher leaders, Administration

### Participants:

Teacher leaders, all teachers

### **Plan to Monitor Fidelity of Implementation of G4.B2.S1**

All teachers are implementing the Common Core Literacy Standards

**Person or Persons Responsible**

Administration, Teacher coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Observation, feedback from class visits, lesson plans, student work

### **Plan to Monitor Effectiveness of G4.B2.S1**

Collaboration and discussion about the Literacy standards with Administration and peers

**Person or Persons Responsible**

Administration, teacher coaches

**Target Dates or Schedule**

SAMS meetings

**Evidence of Completion**

Agendas, sign-in sheets, meeting notes

**G4.B2.S2** Train reading teachers to develop and implement curriculum maps aligned with the Common Core State Standards and common assessments

**Action Step 1**

Schedule time for reading teachers to develop curriculum maps aligned with the CCSS

**Person or Persons Responsible**

Administration, Teacher coaches

**Target Dates or Schedule**

Pre-school week, staff development days, early release times, SAMS meetings

**Evidence of Completion**

Agendas, sign-in sheets, Teacher arrow forms

**Facilitator:**

Administration, teacher coaches

**Participants:**

Reading teachers

**Plan to Monitor Fidelity of Implementation of G4.B2.S2**

Reading teachers will use their curriculum maps on a daily basis with fidelity

**Person or Persons Responsible**

Administration, teacher coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plans, observation, feedback from class visits

## Plan to Monitor Effectiveness of G4.B2.S2

The effective daily implementation of the curriculum maps in the reading classes will be discussed with administration and peers

### Person or Persons Responsible

Administration, teacher coaches

### Target Dates or Schedule

During SAMS

### Evidence of Completion

Agendas, sign-in sheets, meeting notes

## G4.B3 Some teachers need assistance in using High Effect Size strategies

### G4.B3.S1 Train teachers in the use of effective formative assessments

#### Action Step 1

Schedule training in effective use of formative assessments

#### Person or Persons Responsible

Administration, teacher coaches

#### Target Dates or Schedule

Pre-school week, staff development days, early release times, grade level meetings, SAMS meetings, teacher planning times

#### Evidence of Completion

Agendas, sign-in sheets, teacher Arrow forms

#### Facilitator:

Administration, teacher coaches

#### Participants:

All teachers

### Plan to Monitor Fidelity of Implementation of G4.B3.S1

Teachers will be observed using effective formative assessment strategies

**Person or Persons Responsible**

Administration, teacher coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Observation, feedback from class visits, lesson plans, student work samples

### Plan to Monitor Effectiveness of G4.B3.S1

Teachers will discuss evidence of effective formative assessments

**Person or Persons Responsible**

Administration, teacher coaches

**Target Dates or Schedule**

Bi-weekly SAMS meetings

**Evidence of Completion**

Agendas, discussions during SAMS meetings

**G4.B3.S2** Train teachers to develop a Deliberate Practice Plan focusing on High Effect Size strategies

**Action Step 1**

Schedule training to show teachers how to use High Effect Size strategies

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Pre-school week, staff development days, early release times, grade level meetings, SAMS meetings

**Evidence of Completion**

PD Calendar

**Facilitator:**

Administration

**Participants:**

All teachers

**Plan to Monitor Fidelity of Implementation of G4.B3.S2**

Teachers will have an approved Deliberate Practice Plan focusing on a High Effect Size strategy

**Person or Persons Responsible**

Administration, teacher coaches

**Target Dates or Schedule**

Meet 3 times with the teacher - during the first 9 weeks, mid-year, end of the year

**Evidence of Completion**

Approved Deliberate Practice Plan

## Plan to Monitor Effectiveness of G4.B3.S2

Teachers will be observed using High Effect Size strategies identified on their Deliberate Practice Plan

### Person or Persons Responsible

Administration, Teacher coaches

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, observation, class visit feedback, Deliberate Practice Plan

## G4.B3.S3 Train teachers in the effective use of data

### Action Step 1

Schedule training in the effective use of multiple sources of data

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Pre-school week, staff development days, early release times, SAMS meetings, grade level meetings

### Evidence of Completion

PD Calendar

### Facilitator:

Administration, teacher coaches

### Participants:

All teachers

### Plan to Monitor Fidelity of Implementation of G4.B3.S3

Teachers will be observed effectively using multiple sources of data to guide instruction

**Person or Persons Responsible**

Administration, teacher coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Observation, class visit feedback, student work

### Plan to Monitor Effectiveness of G4.B3.S3

Teachers will discuss the use of multiple sources of data with their peers

**Person or Persons Responsible**

Administration, teacher coaches

**Target Dates or Schedule**

During SAMS meetings, grade level meetings, staff development days, team meetings

**Evidence of Completion**

Agendas, meeting notes



#### **G4.B3.S4 Train teachers in using text dependent questioning**

##### **Action Step 1**

Schedule training in using text dependent questioning

##### **Person or Persons Responsible**

Administration, teacher coaches

##### **Target Dates or Schedule**

Pre-school week, staff development days, early release times, SAMS meetings

##### **Evidence of Completion**

PD Calendar, agendas,

##### **Facilitator:**

Administration, teacher coaches

##### **Participants:**

All teachers

#### **Plan to Monitor Fidelity of Implementation of G4.B3.S4**

Teachers will be observed using text dependent questioning

##### **Person or Persons Responsible**

Administration, teacher coaches

##### **Target Dates or Schedule**

Ongoing

##### **Evidence of Completion**

Observation, class visit feedback, lesson plans

## Plan to Monitor Effectiveness of G4.B3.S4

Teachers will discuss the use of text dependent questioning with their peers

### Person or Persons Responsible

Administration, teacher coaches

### Target Dates or Schedule

During SAMS meetings, grade level meetings, staff development days, team meetings

### Evidence of Completion

Agendas, meeting notes

## G4.B4 Some students are not given the appropriate differentiation

### G4.B4.S1 Train teachers in the effective differentiation

#### Action Step 1

Schedule training for teacher in the effective use of differentiation

#### Person or Persons Responsible

Administration, teacher coaches

#### Target Dates or Schedule

Pre-school week, staff development days, SAMS meetings, early release times, grade level meetings, team meetings

#### Evidence of Completion

PD Calendar, agendas, meeting notes

#### Facilitator:

Administration, teacher coaches

#### Participants:

All teachers

### Plan to Monitor Fidelity of Implementation of G4.B4.S1

Teacher will be observed using effective differentiation strategies

#### Person or Persons Responsible

Administration, teacher coaches

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Observations, class visit feedback, lesson plans

### Plan to Monitor Effectiveness of G4.B4.S1

Teachers will discuss their use of differentiation with their peers

#### Person or Persons Responsible

Administration, teacher coaches

#### Target Dates or Schedule

During SAMS meetings, grade level meetings, team meetings, staff development days, early release times

#### Evidence of Completion

Agendas, meeting notes

### G4.B5 Some students need more time to be successful

#### G4.B5.S1 Provide extra time through SAIL, Tutoring, and / or the ESDP

##### Action Step 1

Set up school calendar and schedule to allow time for SAIL during the school day, Tutoring two days a week in the morning before school, and the ESDP on 6 Saturdays from 8-12 each of the last three grading periods

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

SAIL during the school day, Tutoring one day a week in the morning before school, and the ESDP on 6 Saturdays from 8-12 each of the last three grading periods

#### Evidence of Completion

Master schedule and school calendar

### Plan to Monitor Fidelity of Implementation of G4.B5.S1

Classroom observation

**Person or Persons Responsible**

Administration, teacher coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Sign-in sheets, attendance

### Plan to Monitor Effectiveness of G4.B5.S1

Analyze students in attendance with their achievement

**Person or Persons Responsible**

Administration, teacher coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student grades, progress monitoring, FCAT scores

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A, funds school-wide services to Discovery Academy of Lake Alfred. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

Migrant students enrolled in Discovery Academy of Lake Alfred will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement. Professional development resources are available to Title I schools through Title II funds. Funds available to Discovery Academy of Lake Alfred are used to train staff in the district offered Learning Focused Solutions school improvement model.

#### Title III

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

#### Title X- Homeless

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

#### Supplemental Academic Instruction (SAI)

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

#### Violence Prevention Programs

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

#### Nutrition Programs

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

#### Housing Programs

N/A

#### Head Start

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

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

### G1. To increase learning gains in FCAT Math 5%

#### G1.B1 Some teachers need assistance in using High Effect Size strategies

##### G1.B1.S1 Train teachers in formative assessment

###### PD Opportunity 1

Schedule professional development for effective formative assessments

###### Facilitator

Administration, Teacher Coach

###### Participants

All teachers

###### Target Dates or Schedule

Pre-school week, staff development days, early release times, subject area meetings, teacher planning times

###### Evidence of Completion

Agendas, sign-in sheets, arrow forms

**G1.B1.S2** Train teachers to develop a Deliberate Practice school associated goal focusing on a High Effect Size strategy

**PD Opportunity 1**

Professional development calendar will be developed with High Effect Size strategies as a component

**Facilitator**

Administration

**Participants**

All teachers

**Target Dates or Schedule**

Pre-school week, staff development days, early release times, SAMS meetings

**Evidence of Completion**

Approved Deliberate Practice Goal

**G1.B1.S3** Train teachers in how to use data effectively

**PD Opportunity 1**

Develop a professional development calendar that includes the effective use of data

**Facilitator**

Administration, Teacher Coaches

**Participants**

All teachers

**Target Dates or Schedule**

Prior to the 13-14 school year

**Evidence of Completion**

Professional Development calendar, agendas, sign-in sheets

**G1.B3** Some teachers need assistance with setting instructional outcomes aligned with the Common Core State Standards

**G1.B3.S2** Train teachers in the Math Practices; how and when to implement

**PD Opportunity 1**

Include training in the Math Practices on the Professional Development Calendar

**Facilitator**

Math Coach

**Participants**

All Teachers

**Target Dates or Schedule**

Prior to the 13 -14 school year

**Evidence of Completion**

Completed professional development calendar

**G1.B4** Some students are not given the appropriate differentiation

**G1.B4.S1** Train teachers in the effective implementation of differentiation

**PD Opportunity 1**

Include differentiation strategies training on the professional development calendar

**Facilitator**

Administration, Teacher coaches

**Participants**

All teachers

**Target Dates or Schedule**

Pre-school week, during staff development days, early release time, grade level meetings, SAMS meetings,

**Evidence of Completion**

Pd calendar



**G2.** To increase our 8th grade FCAT writing proficiency score by 5%

**G2.B1** Some teachers are uncomfortable when giving writing instruction

**G2.B1.S1** Train teachers in the effective use of writing rubrics

**PD Opportunity 1**

Writing rubric training will be included on the professional development calendar

**Facilitator**

Administration, Teacher coaches

**Participants**

All teachers

**Target Dates or Schedule**

During the summer when developing the PD calendar

**Evidence of Completion**

PD calendar, Agendas, Sign-in sheets, Teacher Arrow forms

**G2.B2** Some students need differentiated instruction

**G2.B2.S1** Train teachers in the effective use of differentiated instruction

**PD Opportunity 1**

Differentiation training will be included on the professional development calendar

**Facilitator**

Administration, Teacher Coaches

**Participants**

All teachers

**Target Dates or Schedule**

During the summer when developing the PD Calendar

**Evidence of Completion**

PD calendar

**G3.** To increase our 8th grade FCAT Science proficiency score by 5%

**G3.B2** Many students have limited vocabulary

**G3.B2.S1** Train the teachers in effective use of vocabulary strategies

**PD Opportunity 1**

Vocabulary strategies training will be included on the professional development calendar

**Facilitator**

Administration, Teacher Coaches

**Participants**

All teachers

**Target Dates or Schedule**

During the summer when designing the PD calendar

**Evidence of Completion**

PD Calendar

**G3.B3** Many students do not utilize effective reading strategies

**G3.B3.S1** Train the teachers in the use of effective reading strategies

**PD Opportunity 1**

Effective Reading Strategies training will be included on the professional development calendar

**Facilitator**

Administration, Teacher Coaches

**Participants**

All teachers

**Target Dates or Schedule**

During the summer when designing the PD calendar

**Evidence of Completion**

PD calendar

**G3.B4** Some students are not given the appropriate differentiation

**G3.B4.S1** Train teachers in the effective implementation of differentiation strategies

**PD Opportunity 1**

Differentiation training will be included on the professional development calendar

**Facilitator**

Administration, Teacher coaches

**Participants**

All teachers

**Target Dates or Schedule**

During the summer when designing the PD calendar

**Evidence of Completion**

PD calendar

**G4.** To increase learning gains in FCAT reading by 5%.

**G4.B1** Some teachers are in need of knowledge to assist them in implementing the Read-180 program

**G4.B1.S1** Training in the Read-180 program for two intensive reading teachers

**PD Opportunity 1**

Schedule professional development in the read 180 program.

**Facilitator**

Administration, Teacher coaches

**Participants**

Administration, Teacher Coach, Reading Teachers

**Target Dates or Schedule**

During summer Staff Development days Bi-Weekly Subject Area Meetings 10- 2 hour Early Release days

**Evidence of Completion**

Agendas, Sign-in sheets, teacher Arrow forms

**G4.B2** Some teachers are in need of assistance with setting instructional outcomes aligned with the Common Core State Standards

**G4.B2.S1** Train all teachers to understand and use the Common Core Literacy Standards

**PD Opportunity 1**

Schedule professional development in the Common Core Literacy Standards

**Facilitator**

DOE Common Core Standards trainers, Teacher leaders, Administration

**Participants**

Teacher leaders, all teachers

**Target Dates or Schedule**

During 2013 summer, staff development days, early release days, SAMS meetings, grade level meetings

**Evidence of Completion**

Agendas, Sign-in sheets, Teacher Arrow form

**G4.B2.S2** Train reading teachers to develop and implement curriculum maps aligned with the Common Core State Standards and common assessments

**PD Opportunity 1**

Schedule time for reading teachers to develop curriculum maps aligned with the CCSS

**Facilitator**

Administration, teacher coaches

**Participants**

Reading teachers

**Target Dates or Schedule**

Pre-school week, staff development days, early release times, SAMS meetings

**Evidence of Completion**

Agendas, sign-in sheets, Teacher arrow forms

**G4.B3** Some teachers need assistance in using High Effect Size strategies

**G4.B3.S1** Train teachers in the use of effective formative assessments

**PD Opportunity 1**

Schedule training in effective use of formative assessments

**Facilitator**

Administration, teacher coaches

**Participants**

All teachers

**Target Dates or Schedule**

Pre-school week, staff development days, early release times, grade level meetings, SAMS meetings, teacher planning times

**Evidence of Completion**

Agendas, sign-in sheets, teacher Arrow forms

**G4.B3.S2** Train teachers to develop a Deliberate Practice Plan focusing on High Effect Size strategies

**PD Opportunity 1**

Schedule training to show teachers how to use High Effect Size strategies

**Facilitator**

Administration

**Participants**

All teachers

**Target Dates or Schedule**

Pre-school week, staff development days, early release times, grade level meetings, SAMS meetings

**Evidence of Completion**

PD Calendar

#### **G4.B3.S3** Train teachers in the effective use of data

##### **PD Opportunity 1**

Schedule training in the effective use of multiple sources of data

##### **Facilitator**

Administration, teacher coaches

##### **Participants**

All teachers

##### **Target Dates or Schedule**

Pre-school week, staff development days, early release times, SAMS meetings, grade level meetings

##### **Evidence of Completion**

PD Calendar

#### **G4.B3.S4** Train teachers in using text dependent questioning

##### **PD Opportunity 1**

Schedule training in using text dependent questioning

##### **Facilitator**

Administration, teacher coaches

##### **Participants**

All teachers

##### **Target Dates or Schedule**

Pre-school week, staff development days, early release times, SAMS meetings

##### **Evidence of Completion**

PD Calendar, agendas,

**G4.B4** Some students are not given the appropriate differentiation

**G4.B4.S1** Train teachers in the effective differentiation

**PD Opportunity 1**

Schedule training for teacher in the effective use of differentiation

**Facilitator**

Administration, teacher coaches

**Participants**

All teachers

**Target Dates or Schedule**

Pre-school week, staff development days, SAMS meetings, early release times, grade level meetings, team meetings

**Evidence of Completion**

PD Calendar, agendas, meeting notes

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	To increase learning gains in FCAT Math 5%	\$4,000
G2.	To increase our 8th grade FCAT writing proficiency score by 5%	\$4,000
G4.	To increase learning gains in FCAT reading by 5%.	\$8,000
Total		\$16,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Personnel	Total
Operating Fund - Instructional	\$0	\$0	\$0	\$0
Operating - Teacher Supplements	\$0	\$0	\$0	\$0
Operation fund - Instructional	\$8,000	\$0	\$0	\$8,000
Operating / Instructional Salaries	\$0	\$0	\$8,000	\$8,000
Total	\$8,000	\$0	\$8,000	\$16,000

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

#### G1. To increase learning gains in FCAT Math 5%

##### G1.B5 Some students need more time to be successful

##### G1.B5.S1 Provide extra time through SAIL, Tutoring, and / or the ESDP

#### Action Step 1

Set up school calendar and schedule to allow time for SAIL during the school day, Tutoring two days a week in the morning before school, and the ESDP on 6 Saturdays from 8-12 each of the last three grading periods

#### Resource Type

Personnel

#### Resource

Supplemental

#### Funding Source

Operating / Instructional Salaries

#### Amount Needed

\$4,000



**G2. To increase our 8th grade FCAT writing proficiency score by 5%**

**G2.B3 Some students need more time to be successful**

**G2.B3.S1 Provide extra time through SAIL, Tutoring, and / or the ESDP**

**Action Step 1**

Set up school calendar and schedule to allow time for SAIL during the school day, Tutoring two days a week in the morning before school, and the ESDP on 6 Saturdays from 8-12 each of the last three grading periods

**Resource Type**

Personnel

**Resource**

Supplemental

**Funding Source**

Operating / Instructional Salaries

**Amount Needed**

\$4,000

**G4. To increase learning gains in FCAT reading by 5%.**

**G4.B1 Some teachers are in need of knowledge to assist them in implementing the Read-180 program**

**G4.B1.S1 Training in the Read-180 program for two intensive reading teachers**

**Action Step 1**

Schedule professional development in the read 180 program.

**Resource Type**

Evidence-Based Program

**Resource**

Training for Read 180 Program - Included in purchase price

**Funding Source**

Operating Fund - Instructional

**Amount Needed**

**G4.B1.S2** Purchase Read-180 program

**Action Step 1**

Purchase 60 License for Read 180

**Resource Type**

Evidence-Based Program

**Resource**

Purchase Read 180 Program

**Funding Source**

Operation fund - Instructional

**Amount Needed**

\$8,000

**G4.B2** Some teachers are in need of assistance with setting instructional outcomes aligned with the Common Core State Standards

**G4.B2.S1** Train all teachers to understand and use the Common Core Literacy Standards

**Action Step 1**

Schedule professional development in the Common Core Literacy Standards

**Resource Type**

Professional Development

**Resource**

Professional development in the Common Core Literacy Standards-Done in house

**Funding Source**

Operating - Teacher Supplements

**Amount Needed**