

Volusia County Schools

Discovery Elementary School



2018-19 Schoolwide Improvement Plan

Discovery Elementary School

975 ABAGAIL DR, Deltona, FL 32725

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
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 Volusia County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2018-19 DA Category and Statuses for Discovery Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Yearly school induction, mentoring, and student leadership programs are all critical components in establishing and maintaining positive relationships between teachers and students on campus. The incorporation PBIS with the established Discovery Codes: Be Safe, Be Respectful, Be Cooperative & Be Responsible create an opportunity for whole student growth.

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

An ESOL parent & community room was established in 2017-2018; this will continue in the upcoming year. This allows for ESOL parents within the local community as well as surrounding areas to come for student, personal and community support.

Interactive Open House is hosted in the beginning of the year, providing opportunities for parents and students to interact with the teacher, the classroom environment, and the school. There will be 1-2 additional Open Houses during the year designed to enhance parent & teacher communication and involvement with student progress.

We acknowledge teacher, faculty & student each grading term where their positive attributes and contributions are noted and shared with all stakeholders.

This year we will continue the 5th grade Wall of Fame recognition for our 'Senior Class'. The criteria will be shared with all of the 5th grade students and their families so they know the specific areas to work on and endeavor to make their 'Senior Year' one which they will be identified as a Discovery Leader in various categories.

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

The Leadership Team develops procedures for all students and staff campus wide. Students are taught and expected to participate in Discovery Drill throughout the campus. Students are also trained in our Positive Behavioral & Support (PBIS) that has established school wide rules for behavior and rewards when in areas on campus outside of the classroom. The Guidelines for Success are taught intensely for the first 2 weeks of school and then reinforced throughout the year to all students by administration and teachers, including posting of expectations in the classroom. We are also introducing the Sanford Harmony curriculum to support classroom environments encouraging a more focused and mutually respectful academic environment.

Students and classes are rewarded with Discovery Dollars when observed by staff throughout the campus following school expectations. The use of 'tickets' issued by teachers to students who are observed meeting or exceeding expectations in areas such as academics, behavior, good citizenship where the tickets are placed in a centrally located lock box in the cafe' and then each week multiple student names are chosen, announced over school intercom and recognized for their efforts.

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

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Instructional time is a priority and protected by the principal, which is evidenced by the school infrastructure regarding students and parent accountability for absences, tardies, elimination of non-essential announcements, and student misconduct being handled immediately and with minimal interruption to instruction. Announcements that disrupt instructional time are kept to a minimum.

Students are taught through PBIS to always:

Be Safe, Be Responsible, Be Cooperative, and Be Respectful. Examples of what this looks like in all areas on campus is provided to the students during class PBIS lessons. All teachers will have the Sanford harmony curriculum materials in their classrooms this year to support the positive learning environment.

To improve school wide attendance/tardies, a school wide attendance incentive program has been implemented in all classes. The program includes classroom attendance awards such as ice cream party or pizza lunch. Parents are also encouraged to ensure students arrive on time each day by having the names of the perfect weekly attendees {no late arrivals, present each day & no early check-outs} into a drawing each grading period. The principal monitors attendance reports, identifies concerns, sends these concerns to the district attendance social worker and initiates individual parent/household contact to determine if supports are needed.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

* Conflict Resolution

* Anti - Bullying Program

- * Suicide Prevention Program
- * Red Ribbon Week
- * ADAPT counseling services
- * Scout organization collaboration to initiate community opportunities for students

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

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

The KEEP & EWS reports are referred to regularly and provide support for the initiation of PST.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

We currently have 15 students {3, 3R ,4 & 5} on our EWS report.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	3	6	6	0	0	0	0	0	0	0	15
One or more suspensions	0	0	0	2	2	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	1	5	6	0	0	0	0	0	0	0	12
Attendance below 90 percent 2nd 9wks	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions 2nd 9wks	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math 2nd 9wks	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment 2nd 9wks	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent 3rd 9wks	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions 3rd 9wks	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math 3rd 9 wks	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment 3rd 9wks	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	3	6	6	0	0	0	0	0	0	0	15
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
	0	0	0	3	6	6	0	0	0	0	0	0	0	15

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

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

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

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

A Data room is available allowing teachers to engage in PLCs with their relevant grade level and individual student data available for review and discussion.

The lower quartile group has been identified within the first 2 weeks of school. Through Title 1 funding and parent/student academic facilitator position has been created to provide parental support in understanding academic concepts, in home supports and parent academic progress reviews with intervention recommendations.

An after-school academic club program where lower quartile students {3R, 4,5} and K - 3 students demonstrating academic deficits are provided strategic and targeted interventions.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/655965>.

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.

Discovery Elementary will continue the ESOL/Parent Community area. This area will provide ESOL & parent community resources to assist not only in student achievement, but parental supports. The district ESOL office has committed to assisting with ESOL educational programs, at home resources to enhance student achievement.

Title 1 funds have been identified to provide English, bi-lingual and Spanish reading materials to be utilized in the homes to encourage parental and student reading opportunities.

Local Scout organizations plan to attend Open House and visit the campus & classrooms to share information about their organization's benefits. Discovery Elem will extend the open invitation for the Scouts to hold their local community meetings at Discovery allowing for local student involvement.

An ongoing relationship with the VFW, Deltona Women's Club, ADAPT Counseling services, local community church organizations, McDonald's and Publix will continue this year supporting meals being sent home for our homeless families, community outreach and sponsored academic events held at and for the school such as 'Publix Math Night, Science Night.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Walton, Heather	Teacher, K-12
Haire, Aria	Assistant Principal
Falk, Paul	Teacher, K-12
Lemelin, Melissa	Teacher, K-12
Feltner, Kim	Principal
Simpson, Stacy	Teacher, K-12
Mendoza, Amaris	Teacher, K-12
Jones, Melinda	Teacher, K-12
Guidry, Natasha	Teacher, K-12
Shewey, BChristine	Teacher, K-12
Ruiz, Priscilla	Teacher, K-12
Fountain, Cathy	Teacher, K-12

b. Duties

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

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

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

Title I, Part A

Under Title I Part A our school works with outside agencies that provide specific services to targeted

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

Programs supported by Title I at Discovery Elementary include:

- Academic Coach for comprehensive staff development
- Reading Intervention Teacher to provide interventions for students in need via a push-in model
- Math Intervention Teacher to provide interventions for students in need via a push-in model
- Supplemental Tutoring before or after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FCAT data

Title I, Part C- Migrant

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

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

Title I, Part D

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

Title II

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

student success.

Title III

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

Title X- Homeless

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

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

Violence Prevention Programs

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

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

Nutrition Programs

Discovery Elementary offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
 - o Asthma Friendly Program participants
- Nutrition and Wellness classes
- Health classes

Housing Programs

N/A

Head Start

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

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

Adult Education

It is goal to provide an opportunity our Parent & ESOL community center to provide resume writing support, job interview soft-skills practice with local professional organizations.

Career and Technical Education

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

The 5th grade classes will continue to collaborate with Deltona Middle School’s STEM lab allowing the classes to take field trips to the middle school campus and perform hands- on science experiments and activities aligned to the science curriculum in a lab setting.

Job Training

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Amaris Mendoza	Teacher
Kim Feltner	Principal
Aria Haire	Teacher
Jen Barton	Parent
Yaritza Lopez	Parent
Joselyn Millan	Parent
Heather Pratt	Education Support Employee
Ileana Lattore	Parent
Gabe Ramos	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

The SAC reviews and assists with monitoring school-wide data and provides input on priorities, goals, and strategies. Kim Feltner, Principal, will present last year's SIP, FSA data, student intervention and academic support plans for 2018-2019 SY and discuss the school grade with the SAC committee. A draft of the 18-19 SIP will be shared with SAC at this September meeting.

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

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

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

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

At current, SAC has \$3352.68 for 2018-2019 allocations.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Feltner, Kim	Principal
Haire, Aria	Assistant Principal
Lemelin, Melissa	Teacher, K-12
Falk, Paul	Instructional Coach
Ruiz, Priscilla	Teacher, K-12

b. Duties

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

Grade Level chairs facilitate PLC meetings every Tuesday with the academic coach, as well as the appropriate grade level literacy coach, analyzing data, problem solving, and collaborating on best practices. The LLT committee meets monthly to collaborate on best practices to promote higher learning and achievement for school wide plans.

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

The School-wide Literacy initiative's focus is to support PLCs and their work toward using data to drive instruction. This year's focus will be support for teachers as we strive to increase student achievement by using data to drive instruction, provide extended learning opportunities through our tutoring, a.k.a. after school 'Clubs', and involve parents in their child's academic success through monthly academic family nights.

The LLT has always provided a variety of literacy-building events throughout the school year. These would be offered both during school and after school to encourage parent involvement. This year we will sponsor a Scholastic book fair. The LLT will also support the District Literacy Fair through student projects and contests. As last year, all events will have books available for children {students of Discovery as well as those who are not} to take home; continuing the 'Books in Every Child's Hands & homes" initiative.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

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

Common planning allows teachers to participate in weekly PLCs to regularly review formative assessment data, plan for and adjust their instruction accordingly. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Problem-Solving Team

(PST). Through the PLC structure, teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. Action plans created in PLC meetings are submitted weekly to administration for monitoring purposes. The common planning and regular PLC, infrastructure also ensure that teachers have the structure and time to provide feedback on their classroom & curriculum experiences.

Vertical teaming meetings will be incorporated into the PLC schedule to allow for interdisciplinary collaboration in addressing specific academics and behavioral concerns across the content areas. Teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility. At the end of the 2017-2018 school year, a team of teachers from multiple grade levels met to discuss issues, initiatives and brainstorm ideas designed to increase student achievement across the grade levels.

The use of 1 academic coach and 2 intervention teachers to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Instructional Reviews, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches) meets monthly to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for allowing class visit with peers. The coach works side by side with teachers to enhance instruction.

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

1. Mentoring and Coaching (Administration and Academic Coach)
2. Professional Development (Administration, School-Based Leadership Team, and District TOAs)
3. Recognition/Celebrations (School Recognition Committee, Business Partners, Administration, District)
4. Classroom Visitation (Colleagues, Academic Coaches, Administration)
5. PLC Meetings, Data Meetings, Grade Level Meetings (Administration, PLC, and Grade Level Meeting)
6. New Teacher Programs: PAR support, Individualized PD, mentors, peer classroom visits, other site visits, District E3 (Administration)
7. Leadership Opportunities (Administration, Leadership Team, and District)
8. Participation in District Job Fair and Recruitment Activities (Administration)

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

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

All teachers are surveyed for professional growth focus areas and are guests in peer teacher classrooms who have been identified as having model classrooms or expertise is specific areas. Teachers can also request to 'host' a peer teacher in their rooms for extended exposure.

Debrief and feedback opportunities are provided.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

All Volusia County programs lead teacher teams in the development of curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. During PLC meetings, teacher teams create formative and summative assessments to monitor achievement. School leaders and teachers are given professional development on the implementation of the curriculum maps, resources, and assessment options. For this school year, the use of iReady for all 1st - 5th grade students allows a foundational diagnostic providing classroom placement leveling. team created model lessons that align with the Florida Standards to share with grade levels.

Professional Learning Communities (PLC's), Lesson Study, Collaborative Planning, and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging, and rigorous. District professional learning is provided throughout the year and district curriculum specialists has been scheduled each 9-week period to provide teachers with pacing assistance and work to familiarize teachers with the available modules.

Each grade level is also being provided a full or 1/2 day of planning {based upon team choice} to increase continuity of pacing, fidelity of assessments and common language across grade levels.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Common planning allows teachers to participate in weekly PLCs to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers, alongside academic coaches, created targeted instruction lessons during PLCs. Students requiring intensive remediation receive additional support from academic coaches, mentors, and tutors. When necessary, PLCs, make recommendations for students to be reviewed and assisted by the school's Early Warning System (EWS) team or Problem-Solving Team (PST). Additionally, grade level meetings are held to review student data and address specific academic and behavioral concerns across the content areas. Teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

The use of instructional reviews and academic coach to assist with teacher professional development

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

ESOL & ESE support personnel are included in weekly grade level PLC meetings providing open communication of individual student needs and conversations pertaining to implementation of those needed supports or differentiation.

Regular {at PLC's, faculty meetings or professional learning sessions} data reviews of standards, classroom performance evaluations amongst grade level teams and conversations between grade levels increases teacher awareness for academic expectations and content delivery reflection.

Strategic focus on students identified as lower quartile {3R, 4th & 5th} as well as those K-2 students with identified academic deficits with small group instruction with additional intervention during small group and targeted enrollment in the after-school academic clubs.

One of the after-school academic clubs will focus on science and mathematics standards student data indicates as needing remediation.

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: After School Program

Minutes added to school year: 3,600

Lower quartile and teacher identified students requiring academic supports will receive up to 3.75 hours of additional instruction, after school, each week. Students will self-monitor their learning targets & progress to increase student accountability in their learning.

Strategy Rationale

Increasing student self-awareness of their individual academic area{s} needing supports, providing small group {4-8} instruction allowing more one on one attention and parental support for increased academic criteria awareness will improve a students opportunity for academic growth.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Feltner, Kim, ksfeltne@volusia.k12.fl.us

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

District interim assessment data, state assessment results, student self-assessment evaluation and classroom achievement results will identify the impact of intervention strategies and determine if adjustments to the supports are required and what is effective.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

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

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public-school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.
- * Immediate diagnostic of all students within first 2 weeks of school year to obtain foundational skills assessment for individual targeted instruction.
- * Lower quartile students {3R,4,5} identified and provided additional small group intervention, optional

waiver of PE course for academic intervention, as well as after-school academic clubs where students receive individualized support in small group setting.

b. College and Career Readiness

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

N/A

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

N/A

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

Increased focus on the use and integration of manipulatives in the areas of science and mathematics. One of the after-school academic clubs will use hands-on activities directly aligned to the standards students are currently working on in the classroom or those identified on state assessments.

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

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Discovery Elementary School stakeholders develop and foster collective efficacy providing the foundation for effective systemic practices then student achievement will increase.

Strategic Goals Detail

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

G1. If Discovery Elementary School stakeholders develop and foster collective efficacy providing the foundation for effective systemic practices then student achievement will increase. 1a

G100497

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	54.0
FSA Mathematics Achievement	54.0
Statewide Science Assessment Level 3	54.0
Math Gains	54.0
ELA/Reading Gains	54.0
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	58.0

Targeted Barriers to Achieving the Goal 3

- New teachers within grade level teams There are 12 new teachers who are mixed among the grade levels; grade levels who already have a prior relationship and professional rapport. The new teachers will need time to adjust to their team, the curriculum, and to the classroom if new to the profession.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Peer mentor program
- Academic Coach
- Reading Intervention Teachers
- PBIS Training and Team Support

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible

Kim Feltner

Schedule

Triannually, from 8/28/2018 to 5/31/2019

Evidence of Completion

SIP Progress Monitoring Meeting Minutes and Sign-In Sheet

Plan to Monitor Progress Toward G1. 8

SIP Midyear Review

Person Responsible

Kim Feltner

Schedule

On 1/31/2019

Evidence of Completion

Midyear Review in CIMS

Plan to Monitor Progress Toward G1. 8

State Assessment Results

Person Responsible

Kim Feltner

Schedule

Annually, from 8/1/2018 to 5/31/2019

Evidence of Completion

Step Zero for 2018-2019 SIP

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If Discovery Elementary School stakeholders develop and foster collective efficacy providing the foundation for effective systemic practices then student achievement will increase. 1

G100497

G1.B1 New teachers within grade level teams There are 12 new teachers who are mixed among the grade levels; grade levels who already have a prior relationship and professional rapport. The new teachers will need time to adjust to their team, the curriculum, and to the classroom if new to the profession. 2

B270971

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

4

S286889

Strategy Rationale

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

Action Step 1 5

Weekly PLCs designed to guide understanding of how to align our learning targets and activities to the standards using rigorous success criteria to assess and inform instruction. Academic support materials identified and provided to students/home to increase achievement.

Person Responsible

Kim Feltner

Schedule

Weekly, from 8/21/2018 to 5/31/2019

Evidence of Completion

All of the following observations and information collection will be used to monitor if teachers are correctly using LTs and if SC and assignments are aligned to the standards VSET observations, walk thru observations will indicate what the teachers are teaching using canvas app & module calendar. Provide materials for students identified by assessment data with specific academic supports.

Action Step 2 5

Consult with district liaison for feedback on instruction.

Person Responsible

Kim Feltner

Schedule

Biweekly, from 8/10/2018 to 5/31/2019

Evidence of Completion

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

Action Step 3 5

Teachers will have peer observational opportunities to align classroom academics & enhance curriculum delivery in classrooms.

Person Responsible

Kim Feltner

Schedule

Monthly, from 9/4/2018 to 5/31/2019

Evidence of Completion

Schedules & F/U survey

Action Step 4 5

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

Person Responsible

Paul Falk

Schedule

Quarterly, from 9/4/2018 to 5/31/2019

Evidence of Completion

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

Action Step 5 5

Parent academic support facilitator to provide at home instructional support/materials/information

Person Responsible

Aria Haire

Schedule

Weekly, from 9/28/2018 to 5/31/2019

Evidence of Completion

Parent/student contact logs, student achievement data

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

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

Person Responsible

Kim Feltner

Schedule

Biweekly, from 9/14/2018 to 5/31/2019

Evidence of Completion

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

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

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

Person Responsible

Kim Feltner

Schedule

Quarterly, from 9/7/2018 to 5/31/2019

Evidence of Completion

VSET evidence, PLC minutes, monthly walk thru data, VXT scores, State testing scores.

V. Professional Development Opportunities

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

G1. If Discovery Elementary School stakeholders develop and foster collective efficacy providing the foundation for effective systemic practices then student achievement will increase.

G1.B1 New teachers within grade level teams There are 12 new teachers who are mixed among the grade levels; grade levels who already have a prior relationship and professional rapport. The new teachers will need time to adjust to their team, the curriculum, and to the classroom if new to the profession.

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

PD Opportunity 1

Weekly PLCs designed to guide understanding of how to align our learning targets and activities to the standards using rigorous success criteria to assess and inform instruction. Academic support materials identified and provided to students/home to increase achievement.

Facilitator

K. Feltner, A. Haire & district support staff

Participants

Teachers K-5

Schedule

Weekly, from 8/21/2018 to 5/31/2019

PD Opportunity 2

Consult with district liaison for feedback on instruction.

Facilitator

P. Falk & K. Feltner

Participants

Teachers K - 5

Schedule

Biweekly, from 8/10/2018 to 5/31/2019

PD Opportunity 3

Teachers will have peer observational opportunities to align classroom academics & enhance curriculum delivery in classrooms.

Facilitator

A. Haire

Participants

Teachers K - 5

Schedule

Monthly, from 9/4/2018 to 5/31/2019

PD Opportunity 4

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

Facilitator

District curriculum specialist & Academic Coach

Participants

Teachers K -5

Schedule

Quarterly, from 9/4/2018 to 5/31/2019

VI. Technical Assistance Items

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

G1. If Discovery Elementary School stakeholders develop and foster collective efficacy providing the foundation for effective systemic practices then student achievement will increase.

G1.B1 New teachers within grade level teams There are 12 new teachers who are mixed among the grade levels; grade levels who already have a prior relationship and professional rapport. The new teachers will need time to adjust to their team, the curriculum, and to the classroom if new to the profession.

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

TA Opportunity 1

Parent academic support facilitator to provide at home instructional support/materials/information

Facilitator

Heather Pratt

Participants

Parents/students

Schedule

Weekly, from 9/28/2018 to 5/31/2019

VII. Budget

1	G1.B1.S1.A1	Weekly PLCs designed to guide understanding of how to align our learning targets and activities to the standards using rigorous success criteria to assess and inform instruction. Academic support materials identified and provided to students/home to increase achievement.				\$282,460.01
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			6751 - Discovery Elementary School	Title I, Part A		\$282,460.01
			<i>Notes: Provide substitute teachers for professional learning, peer observational opportunities, parent academic workshop facilitator, hire 1 academic coach, 2 reading intervention teachers, after school tutoring and purchase materials.</i>			
2	G1.B1.S1.A2	Consult with district liaison for feedback on instruction.				\$0.00
3	G1.B1.S1.A3	Teachers will have peer observational opportunities to align classroom academics & enhance curriculum delivery in classrooms.				\$11,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			6751 - Discovery Elementary School	Title, I Part A		\$11,400.00
			<i>Notes: Notes</i>			

Volusia - 6751 - Discovery Elementary School - 2018-19 SIP
Discovery Elementary School

4	G1.B1.S1.A4	ERPD to train staff on analyzing data and making instructional changes based on findings.				\$0.00
5	G1.B1.S1.A5	Parent academic support facilitator to provide at home instructional support/ materials/information				\$7,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			6751 - Discovery Elementary School	Title, I Part A		\$7,500.00
			<i>Notes: Data preparation & student/parent identification & then weekly meetings and student achievement review of lower quartile.</i>			
					Total:	\$301,360.01

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.MA2 M424461	SIP Midyear Review	Feltner, Kim	1/14/2019	Midyear Review in CIMS	1/31/2019 one-time
G1.MA1 M424460	SIP Progress Monitoring Meeting	Feltner, Kim	8/28/2018	SIP Progress Monitoring Meeting Minutes and Sign-In Sheet	5/31/2019 triannually
G1.MA3 M424462	State Assessment Results	Feltner, Kim	8/1/2018	Step Zero for 2018-2019 SIP	5/31/2019 annually
G1.B1.S1.MA1 M424458	Using classroom walk-thru data and formal observation data, administrators will monitor the...	Feltner, Kim	9/7/2018	VSET evidence, PLC minutes, monthly walk thru data, VXT scores, State testing scores.	5/31/2019 quarterly
G1.B1.S1.MA1 M424459	Using classroom walk-thru data and formal observations, administrators will monitor the...	Feltner, Kim	9/14/2018	Student assessment data uploaded to Eduphoria and gradebook observation and walk thru data will show evidence of teachers adjusting their teaching according to the needs of their students assessment data.	5/31/2019 biweekly
G1.B1.S1.A1 A388443	Weekly PLCs designed to guide understanding of how to align our learning targets and activities to...	Feltner, Kim	8/21/2018	All of the following observations and information collection will be used to monitor if teachers are correctly using LTs and if SC and assignments are aligned to the standards VSET observations, walk thru observations will indicate what the teachers are teaching using canvas app & module calendar. Provide materials for students identified by assessment data with specific academic supports.	5/31/2019 weekly
G1.B1.S1.A2 A388444	Consult with district liaison for feedback on instruction.	Feltner, Kim	8/10/2018	Evidence from classroom walk-throughs will be collected and discussed during school based learning walks. Information will include how the teachers are using learning targets in classroom	5/31/2019 biweekly
G1.B1.S1.A3 A388445	Teachers will have peer observational opportunities to align classroom academics & enhance...	Feltner, Kim	9/4/2018	Schedules & F/U survey	5/31/2019 monthly
G1.B1.S1.A4 A388446	ERPD to train staff on analyzing data and making instructional changes based on findings.	Falk, Paul	9/4/2018	PLC forms and observations of PLC sessions- PLC sessions will be monitored to determine if teachers are looking at the correct data and using it to drive their instructional adjustments.	5/31/2019 quarterly
G1.B1.S1.A5 A388447	Parent academic support facilitator to provide at home instructional support/ materials/information	Haire, Aria	9/28/2018	Parent/student contact logs, student achievement data	5/31/2019 weekly