



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Discovery Elementary School

975 ABAGAIL DR

Deltona, FL 32725

386-860-3300

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 82%
Alternative/ESE Center No	Charter School No	Minority Rate 56%

School Grades History

2013-14 C	2012-13 B	2011-12 A	2010-11 A	2009-10 A
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SIP Authority and Template

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

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 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

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

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

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

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
Prevent	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

Discovery Elementary School

Principal

Suzann Kenis

School Advisory Council chair

Melinda Jones

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

Name	Title
Kristy Kasye	Reading Coach
Melissa Lemelin	Math Coach
Paul Falk	Intervention Teacher/Fifth Grade Chair Person
Kathy Roche	Kindergarten Grade Chair Person
Sharen Sherger	Kindergarten Grade Chair Person
Celicia Wallace	First Grade Chair Person
Heather Woods	Second Grade Chair Person
Jane Howe	Multiage Grade Chair Person
Crystal Cornelius	Third Grade Chair Person
Anika Hudak	Fourth Grade Chair Person
Claudia Holcomb	Fourth Grade Chair Person
Lynn McGahan	ESE Grade Chair Person
Irma Lima	ESOL Grade Chair Person
Dornetta Martinez	Special Area Grade Chair Person

District-Level Information

District

Volusia

Superintendent

Dr. Margaret A Smith

Date of school board approval of SIP

12/10/2013

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

The majority of SAC members are not employed by the school district, and is comprised of various stakeholders including parents, teachers, support staff, and community members. Below is a list of members and their position titles:

- Lisa Valerio, Parent
- Ronel Serrano, Parent
- Jennifer Theodore, Support Staff Representative
- Claudio Holcomb, Teacher Representative
- Emily Curtiss, Parent
- Andre Harris, Parent
- Teresa Hunter, Parent
- Christina Dardiz, Parent
- Nancy Schleicher, Community Member
- Manual Zurita, Community Member
- Melinda Jones, SAC Chair
- Suzann Kenis, Principal

Involvement of the SAC in the development of the SIP

Ms. Kenis, Principal, presented last year’s SIP, FCAT data, and the school grade to the SAC committee. Current suggestions include increasing parent involvement, parent workshops, opening the computer lab for family use, using the school library as a resource, and having a homework room where parents are instructed in how to help their child with homework. SAC members were asked to bring additional ideas to the September 17th meeting. A draft of the SIP will be shared with SAC at this time.

Activities of the SAC for the upcoming school year

SAC will meet the third Tuesday of each month to hear the Principal's report, Title 1 Updates, and DAC Report. SAC will provide input on ways to improve student achievement at Discovery Elementary. In addition, SAC will vote on how to allocate state funds for teacher's SAC grants.

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

SAC began the 2012-2013 school year with \$314.18. SAC supported Ms. Bingham Omega Man Anti - Bullying program by awarding \$100 to her project. At current, SAC has \$214.18 for future SAC grant applications.

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

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Suzann Kenis		
Principal	Years as Administrator: 15	Years at Current School: 2
Credentials	Bachelor of Arts, Exceptional Student Education, Master's of Arts, Exceptional Student Education, 30+ Hours Educational Leadership, Educational Leadership, Mentally Handicapped, School Principal, Specific Learning Disabilities	
Performance Record	2011-2012: A School Reading 27% (Level 3) 27% (Level 4 and higher) FAA Reading 33% (Level 4,5,6) 22% (Level 7 and higher) Learning Gains 61%, Lowest 25% = 56% Math 73% (Level 3) 24% (Level 4 and higher) FAA Math 33% (Level 4,5,6) 22% (Level 7 and higher) Learning Gains 73% Lowest 25% = 76% 2010-2011, Spirit Elementary– A, AYP 77% (81%R, 75%M; 72%R, 64%M; 69%R, 68%M) * 2010- B School, AYP 87% (81%R/73%M; 60%R/61%M; 47%R/58M)* 2009- A School, AYP 97% (84%R/84%M;70%R/69%M; 65%R/65%M)* 2008- A School, AYP 92% (80%R/79%M; 66%R/73%M; 58%R/75%M)* 2007-A School, AYP 97% (79%R/73%M; 73%R/63%M; 57%R/70%M)* 2006-A School, AYP 100% (82%R/77%M; 65%R/67%M; 64%R)* 2005-A School, AYP 93% (82%R/76%M; 69%R/63%M; 51%R)* *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M) *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M) Prior to 2005: Based on the Volusia County District evaluation system then in place, Suzann Kenis either met or exceeded the 12 competencies required for administrators.)	

Aria Haire		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
Credentials	Bachelor of Arts, Exceptional Student Education, Master's of Arts, Educational Leadership, Certifications: Exceptional Student Education K-12, Elementary Education, Educational Leadership, ESOL, Reading Endorsement, Autism Endorsement.	

Performance Record

Asst Principal	Years as Administrator:	Years at Current School:
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Credentials
Performance Record

Instructional Coaches

of instructional coaches
2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Melissa Lemelin

Full-time / School-based

Years as Coach: 1

Years at Current School: 8

Areas

Mathematics

Credentials

B.S. Elementary Education, B.S.Communication Disorders K-12
ESOL Endorsement

Performance Record

This is Ms. Lemelin's first year as an academic coach.

Kristy Kayse

Full-time / School-based

Years as Coach: 2

Years at Current School: 8

Areas

Reading/Literacy

Credentials

NBCT-Early Childhood Generalist M.A. Reading, B.S. Elementary
Education, K-12 ESOL Endorsement

Performance Record

2012: A School Reading 26% (Level 3) 28% (Level 4 and higher)
FAA Reading 50% (Level 4,5,6) 50% (Level 7 and higher)
Learning Gains 63%, Lowest 25% = 71% Math 35% (Level 3)
27% (Level 4 and higher) FAA Math 50% (Level 4,5,6) 50% (Level
7 and higher) Learning Gains 72% Lowest 25% 59% Writing 81%
Science 40% (Level 3) 16% (Level 4 or higher) 2011 A 550
Points, Reading 81%, Math 76%, Science 67%, Writing 70%, LG
reading 69%, LG Math 59%, Lowest 25% reading 63%, Lowest
25% math 65%.

Classroom Teachers

of classroom teachers

56

receiving effective rating or higher

56, 100%

Highly Qualified Teachers

100%

certified in-field

56, 100%

ESOL endorsed

38, 68%

reading endorsed

9, 16%

with advanced degrees

21, 38%

National Board Certified

3, 5%

first-year teachers

2, 4%

with 1-5 years of experience

9, 16%

with 6-14 years of experience

32, 57%

with 15 or more years of experience

13, 23%

Education Paraprofessionals

of paraprofessionals

6

Highly Qualified

6, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

receiving effective rating or higher

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

Mentoring and Coaching by Administration and Academic Coaches

Professional Development by Administration, Leadership Team, and District TOAs

Recognition/Celebrations by School Recognition Committee, Sunshine Committee, PTO, Business Partners, Administration, District

Classroom Visitation by Colleagues, Academic Coaches, Administration

PLC Meetings, Data Meetings, Grade Level Meetings by Administration and PLC

Grade Level Meetings by

New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits) by Administration

Leadership Opportunities by Administration, Leadership Team, District

Participation in District Job Fair and Recruitment Activities by Administration

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

Celine Riendeau is a first year teacher and is being mentored by a highly effective teacher (Paul Falk), as well as a district-assigned Peer Assistance and Review (PAR) Teacher (Donna Fine). The planned mentoring activities include coaching, observation, collaborative lesson planning, Empowering Education Excellence Program (E3).

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

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

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

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, 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.

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

The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

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

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance

in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

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

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

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: 1,800

Students are selected according 2012-2013 FCAT scores. Students will receive 30 one hour sessions with a certified teacher. 30 minutes will be direct computer instruction; 30 minutes will be one on one with the teacher. The students will be in groups of 2. If students, received a score of 1 in FCAT reading the focus is reading based on the child's needs during initial assessment. If students, received a score of 1 in FCAT math the focus is math based on the child's needs during initial assessment.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Each month progress reports will be computer generated. The progress report will be reviewed with the parents.

Who is responsible for monitoring implementation of this strategy?

Claudia Holcomb is the onsite facilitator of the STAR program. Mary Diaz is the district facilitator of the STAR program.

Strategy: Weekend Program**Minutes added to school year: 405**

The teachers review reading and math skills with students. The students are taught test taking strategies to prepare them for FCAT. The students attend 135 minutes on a Saturday for three Saturdays.

Strategy Purpose(s)

- Instruction in core academic subjects

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

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

Who is responsible for monitoring implementation of this strategy?

Reading Coaches and Administration are the facilitators of FCAT camp.

Strategy: Summer Program**Minutes added to school year: 5,760**

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

Strategy Purpose(s)

- Instruction in core academic subjects

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

At the end of summer school, teachers collect data.

Who is responsible for monitoring implementation of this strategy?

Reading Coaches, Classroom Teachers, and Administration

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Suzann Kenis	Principal
Kristy Kasye	Academic Coach
Kourtnei Racharc	District Teacher on Assignment
Aria Haire	Assistant Principal
Melissa Lemelin	Academic Coach

Name	Title
Sharen Scherger	Primary Teacher
Celcia Wallace	Primary Teacher
Jane Howe	Primary Teacher
Heather Woods	Primary Teacher
Crystal Cornelius	Primary Teacher
Claudia Holcomb	Intermediate Teacher
Paul Falk	Intervention Teacher

How the school-based LLT functions

The Literacy Leadership Team meets once a month as a group to discuss school wide data and trends. The team is trained in MTSS to assist teachers and students at their grade level. The academic coaches share data and activities to respond to data. The grade chairs share needs, solutions, and information with their grade levels. This information is shared at each grade level meeting. Our coaches have data meetings as data is collected. The group discusses ways to improve school wide weaknesses in reading, writing, math and science.

Major initiatives of the LLT

Grade Level chairs facilitate PLC meetings on a weekly basis, analyzing data, problem solve, and collaborate on best practices.

Every Teacher Contributes to Reading Instruction

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

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

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

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

Strategies for improving student readiness for the public postsecondary level

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%	52%	No	68%
American Indian		0%		
Asian		0%		
Black/African American	58%	47%	No	63%
Hispanic	54%	47%	No	59%
White	73%	54%	No	76%
English language learners	47%	45%	No	52%
Students with disabilities	40%	15%	No	46%
Economically disadvantaged	61%	47%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	25%	33%
Students scoring at or above Achievement Level 4	72	26%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	140	52%	58%
Students in lowest 25% making learning gains (FCAT 2.0)	26	55%	60%

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)	91	59%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	42	28%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	40	26%	30%

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	22	23%	35%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

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	63%	49%	No	66%
American Indian		0%		
Asian		0%		
Black/African American	53%	42%	No	57%
Hispanic	56%	44%	No	60%
White	69%	49%	No	72%
English language learners	47%	42%	No	52%
Students with disabilities	44%	21%	No	50%
Economically disadvantaged	58%	45%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	30%	40%
Students scoring at or above Achievement Level 4	51	19%	24%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	90	52%	58%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	23	53%	60%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	29%	33%
Students scoring at or above Achievement Level 4	26	31%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	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)	2		3
Participation in STEM-related experiences provided for students	85	10%	20%

Area 6: Career and Technical Education (CTE)

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

Area 7: Social Studies**U.S. History End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.	50	9%	6%
Students who are not proficient in reading by third grade	61	57%	49%
Students who receive two or more behavior referrals	57	7%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	20	2%	2%

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

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent to Kid	10	2%	3%
Parent Teacher Association	60	10%	15%
Increase the Number of Parents Using the Parent Resource Center	40	6%	15%
Family Math Night	65	10%	15%
Science Night	175	27%	30%
Family Game Day	50	8%	10%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Increase student achievement in writing and reading by utilizing effective teaching instruction through the use of high effect size strategies, including: gradual release model, close reading, text based questioning focusing on higher order questioning.
- G2.** Discovery Elementary will increase the students' ability to problem solve using mathematical principles and strategies.

Goals Detail

G1. Increase student achievement in writing and reading by utilizing effective teaching instruction through the use of high effect size strategies, including: gradual release model, close reading, text based questioning focusing on higher order questioning.

Targets Supported

- Writing

Resources Available to Support the Goal

- Write From the Beginning
- Response to Literature
- Bi-weekly PLC Meetings
- Informational Parent Night
- Parent to Kid
- Young Authors
- Shutterbug Club
- District Instructional Support Teacher in Writing
- Tutoring in Writing
- Thinking Maps

Targeted Barriers to Achieving the Goal

- Timing for Professional Development

Plan to Monitor Progress Toward the Goal

District Writing/Reading Assessments

Person or Persons Responsible

All Teachers

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Scantron Achievement Series Data Warehouse

G2. Discovery Elementary will increase the students' ability to problem solve using mathematical principles and strategies.

Targets Supported

Resources Available to Support the Goal

- Math Intervention Teacher
- Tutoring
- Thinking Math Professional Development
- PLCs
- Family Math Nights
- Establishing Critical Math Routines Workshop
- Mathematics Inquiry: 5 E Learning Cycle
- Interactive Student Notebooks
- Math Centers Training

Targeted Barriers to Achieving the Goal

- Rigor of Common Core

Plan to Monitor Progress Toward the Goal

District Assessments

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Scantron Achievement Series

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student achievement in writing and reading by utilizing effective teaching instruction through the use of high effect size strategies, including: gradual release model, close reading, text based questioning focusing on higher order questioning.

G1.B4 Timing for Professional Development

G1.B4.S1 Providing substitute teachers for full day training opportunities.

Action Step 1

Response to Literature Professional Development

Person or Persons Responsible

K-3 Instructional Staff

Target Dates or Schedule

October

Evidence of Completion

Observation by Academic Coaches

Facilitator:

Melissa Lemelin Kristy Kasye

Participants:

K-3 Instructional Staff

Action Step 2

Write from the Beginning Professional Development

Person or Persons Responsible

3rd & 4th Instructional Staff

Target Dates or Schedule

October

Evidence of Completion

Observation by Academic Coaches

Facilitator:

Kristina Kania

Participants:

3rd & 4th Instructional Staff

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

Deliver Professional Development in rubric scoring, PLC focus group on scoring writing using rubrics and anchor papers as a resource

Person or Persons Responsible

Administration, Academic Coaches, Instructional Teachers on Assignment, District Writing Coach

Target Dates or Schedule

PLC Meetings

Evidence of Completion

Completed scored writing samples

Plan to Monitor Effectiveness of G1.B4.S1

Follow up Coaching and Observation

Person or Persons Responsible

Academic Coaches Instructional Support Teacher on Assignment

Target Dates or Schedule

October/November

Evidence of Completion

Data Charts Post Conferences

G2. Discovery Elementary will increase the students' ability to problem solve using mathematical principles and strategies.

G2.B7 Rigor of Common Core

G2.B7.S1 Professional Development focusing on Common Core Training.

Action Step 1

Thinking Math Training

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

July-November

Evidence of Completion

Implementation of Thinking Math Strategies

Facilitator:

Jane Howe Heather Woods

Participants:

Instructional Staff

Action Step 2

Monthly Professional Development Including Collaboration among Colleagues

Person or Persons Responsible

All Instructional Staff

Target Dates or Schedule

Wednesday Monthly Professional Development

Evidence of Completion

Observation

Facilitator:

Leadership Team

Participants:

All Instructional Staff

Action Step 3

Common Core in Action PLC

Person or Persons Responsible

Common Core Action Team

Target Dates or Schedule

Monthly PLC

Evidence of Completion

Common Core Lessons Created

Facilitator:

Common Core in Action Team

Participants:

All Instructional Staff

Plan to Monitor Fidelity of Implementation of G2.B7.S1

Share Common Core Lesson

Person or Persons Responsible

Grade Levels Teams

Target Dates or Schedule

PLC

Evidence of Completion

Participant Documentation

Plan to Monitor Effectiveness of G2.B7.S1

Follow Up Coaching

Person or Persons Responsible

Common Core in Action Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Chart

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

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

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

- Academic Coach for the purpose of comprehensive staff development
- Family Center Para-professional who facilitates our extensive parent involvement program
- Reading Intervention Teacher to provide interventions for students in need via a push-in model
- Math Intervention Teacher to provide interventions for students in need via a push-in model
- Supplemental Tutoring before or after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FCAT data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title I, Part C- Migrant

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

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

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

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

Nutrition Programs

Discovery Elementary offers a variety of nutrition programs including:

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

Housing Programs

N/A

Head Start

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

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

Adult Education

N/A

Career and Technical Education

Elementary Schools: N/A

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.

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. Increase student achievement in writing and reading by utilizing effective teaching instruction through the use of high effect size strategies, including: gradual release model, close reading, text based questioning focusing on higher order questioning.

G1.B4 Timing for Professional Development

G1.B4.S1 Providing substitute teachers for full day training opportunities.

PD Opportunity 1

Response to Literature Professional Development

Facilitator

Melissa Lemelin Kristy Kasye

Participants

K-3 Instructional Staff

Target Dates or Schedule

October

Evidence of Completion

Observation by Academic Coaches

PD Opportunity 2

Write from the Beginning Professional Development

Facilitator

Kristina Kania

Participants

3rd & 4th Instructional Staff

Target Dates or Schedule

October

Evidence of Completion

Observation by Academic Coaches

G2. Discovery Elementary will increase the students' ability to problem solve using mathematical principles and strategies.

G2.B7 Rigor of Common Core

G2.B7.S1 Professional Development focusing on Common Core Training.

PD Opportunity 1

Thinking Math Training

Facilitator

Jane Howe Heather Woods

Participants

Instructional Staff

Target Dates or Schedule

July-November

Evidence of Completion

Implementation of Thinking Math Strategies

PD Opportunity 2

Monthly Professional Development Including Collaboration among Colleagues

Facilitator

Leadership Team

Participants

All Instructional Staff

Target Dates or Schedule

Wednesday Monthly Professional Development

Evidence of Completion

Observation

PD Opportunity 3

Common Core in Action PLC

Facilitator

Common Core in Action Team

Participants

All Instructional Staff

Target Dates or Schedule

Monthly PLC

Evidence of Completion

Common Core Lessons Created

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement in writing and reading by utilizing effective teaching instruction through the use of high effect size strategies, including: gradual release model, close reading, text based questioning focusing on higher order questioning.	\$20,000
G2.	Discovery Elementary will increase the students' ability to problem solve using mathematical principles and strategies.	\$40,000
Total		\$60,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Professional Development	Total
Title I and Internal Accounts	\$10,000	\$0	\$0	\$10,000
Title 1	\$0	\$20,000	\$20,000	\$40,000
Title I and administrative	\$0	\$0	\$10,000	\$10,000
Total	\$10,000	\$20,000	\$30,000	\$60,000

Budget Details

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

G1. Increase student achievement in writing and reading by utilizing effective teaching instruction through the use of high effect size strategies, including: gradual release model, close reading, text based questioning focusing on higher order questioning.

G1.B4 Timing for Professional Development

G1.B4.S1 Providing substitute teachers for full day training opportunities.

Action Step 1

Response to Literature Professional Development

Resource Type

Evidence-Based Materials

Resource

Thinking Maps Resources

Funding Source

Title I and Internal Accounts

Amount Needed

\$10,000

Action Step 2

Write from the Beginning Professional Development

Resource Type

Professional Development

Resource

Training for teachers, including substitutes for classrooms for Model classroom visitations.

Funding Source

Title I and administrative

Amount Needed

\$10,000

G2. Discovery Elementary will increase the students' ability to problem solve using mathematical principles and strategies.

G2.B7 Rigor of Common Core

G2.B7.S1 Professional Development focusing on Common Core Training.

Action Step 1

Thinking Math Training

Resource Type

Evidence-Based Program

Resource

Training for identified teachers in Thinking Math/Substitutes for feedback and followup

Funding Source

Title 1

Amount Needed

\$20,000

Action Step 3

Common Core in Action PLC

Resource Type

Professional Development

Resource

Substitute funding and PLC collaboration with team members and vertical alignment meetings/trainings.

Funding Source

Title 1

Amount Needed

\$20,000