



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Discovery Intermediate School

5350 SAN MIGUEL RD

Kissimmee, FL 34758

407-343-7300

www.osceola.k12.fl.us

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
90%

Alternative/ESE Center
No

Charter School
No

Minority Rate
93%

School Grades History

2013-14
C

2012-13
C

2011-12
D

2010-11
C

2009-10
C

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	3	Ella Thompson

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

Current School Status

School Information

School-Level Information

School

Discovery Intermediate School

Principal

Alan Ramos

School Advisory Council chair

Maria Velez

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

Name	Title
Shakelia Henderson	Assistant Principal
Jill McCormack	Math Coach
Michael Melvin	Reading Coach
Deborah Tryzbiak	Learning Resource Specialist
Kinisha Rice-Nixon	MTSS Coach
Eric Wells	Resource Compliance Specialist (ESE)
Magaly Pacheco	ESOL Compliance Specialist

District-Level Information

District

Osceola

Superintendent

Mrs. Melba Luciano

Date of school board approval of SIP

10/15/2013

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 School Advisory Council (SAC) is a team of people representing the community, parents, teachers, administrators, support staff, and other interested parties. Elections for officers (2013-14) will take place at the October SAC meeting. Currently Maria Velez is the SAC Chairperson and Karen Gilkes is the Treasurer.

Involvement of the SAC in the development of the SIP

The Discovery Intermediate School SAC is the sole body responsible for final decision-making at the school relating to implementation of the provisions of Sections 1001.42(16) and 1008.354, F.S. (school improvement). The increase in the school's grade and FCAT data were shared at the September SAC

meeting. The targets and goals will be shared with SAC members via e-mail prior to the SAC meeting. Members will have the opportunity to review and discuss the targets and other parts of the SIP in October, and then vote to approve the plan.

Activities of the SAC for the upcoming school year

In addition to assisting in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan, SAC will support PBS and help increase parental and community involvement at Discovery Intermediate. Academic coaches and other staff members will be invited to meetings to offer detailed information on progress of SIP Activities. The Final SIP will be approved at the October meeting of the SAC.

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

The state did not allocate SI funds to the SAC in 2013-14. The funds that rolled over will be used to support PBS, student organizations, and for implementing the school improvement plan.

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

Yes. Increasing parental and community involvement is a priority at Discovery Intermediate School. Monthly SAC Meetings are publicized via the school's website, televised morning announcements, newsletter, and IRIS call home to parents. The dates of SAC meetings for the year will be shared at the October meeting of the Poinciana Area Chamber, part of the Osceola County Chamber of Commerce, in order to increase the amount of members from the business community..

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:

Alan Ramos		
Principal	Years as Administrator: 9	Years at Current School: 1
Credentials	Educational Leadership, School Principal, Computer Science K-12, School Science 5-9, and Social Science 6-12.	
Performance Record	Southeast High School 2008-09- C 2009-10- D 2010-11- B 2011-12- B Braden River High School 2011-12- A 2012-13- pending	

Shakelia Henderson		
Asst Principal	Years as Administrator: 4	Years at Current School: 2
Credentials	Educational Leadership and English 6-12	
Performance Record	Discovery Intermediate School 2012-13- C Bellalago Academy 2011-12- B 2010-11- B	

Instructional Coaches**# of instructional coaches**

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Jill McCormack		
Full-time / School-based	Years as Coach:	Years at Current School:
Areas	Mathematics	
Credentials	General Science 5-9, Mathematics 5-9, and Mathematics 6-12	
Performance Record		

Michael Melvin		
Full-time / School-based	Years as Coach: 2	Years at Current School: 4
Areas	Reading/Literacy	
Credentials	English 5-9, ESOL K-12, Middle Grades Integrated 5-9, and Reading endorsement	
Performance Record	Discovery Intermediate School 2012-13 Reading Coach 2011-12 8th grade ELA teacher 2010-11 7th/8th grade ELA teacher	

Kinisha Rice-Nixon		
Part-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	RtI/MTSS	
Credentials	English 6-12, ESE K-12, ESOL endorsement, and Reading endorsement	
Performance Record		

Deborah Tryzbiak		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy, Other	
Credentials	ESOL K-12, English 6-12, Gifted endorsement, Educational Leadership, and Prekindergarten/Primary Education	
Performance Record		

Classroom Teachers**# of classroom teachers**

73

receiving effective rating or higher

70, 96%

Highly Qualified Teachers

100%

certified in-field

68, 93%

ESOL endorsed

24, 33%

reading endorsed

21, 29%

with advanced degrees

29, 40%

National Board Certified

2, 3%

first-year teachers

2, 3%

with 1-5 years of experience

21, 29%

with 6-14 years of experience

43, 59%

with 15 or more years of experience

18, 25%

Education Paraprofessionals**# of paraprofessionals**

15

Highly Qualified

15, 100%

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

4

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

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

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

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

Define the problem (What is the problem)

Analyze the problem (Why is the problem occurring?)

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

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

Problem solving occurs within the school setting at all levels of the instructional support process based on the intensity of the presenting problem and the amount of resources needed to resolve the problem.

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

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

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

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

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

Rtl Coach: Ensures student and school wide data is used to guide meaning decision making

Reading/Math Coaches: Ensures instructional support is available to assist our highly effective personnel in delivering scientific, research-based instruction and continuously sharpening evidence-based practices

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

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

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

Deans: Identify and support school wide behavior trends and areas of concern that may need to be addressed

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

The MTSS Core team examines the data from the previous year and scans the environment to determine fidelity in responses to interventions and the appropriateness of the goals set for the SIP. Members of the Team assist in drafting suggested activities and strategies to include in the SIP during it's development and modification. The same process used by the MTSS Core Team in analyzing data during the school year and in developing an appropriate plan of action is used in monitoring the fidelity of the SIP. The MTSS Core team works collaboratively with the Curriculum Team in implementing the SIP. The MTSS Core Team monitors progress along the way and suggests any necessary revisions to strategies and activities of the SIP. Members of the MTSS Core Team also work in conjunction with our School Advisory Council in monitoring the progress of the SIP. The team meets weekly to review referral needs by reviewing data and differentiate or modify instructional decisions based on the review of progress monitoring data to determine the effectiveness of interventions. Based on the aforementioned, the team identifies professional development and resources. The team will also collaborate regularly to problem solve, share researched based best practices, evaluate implementation, modify instruction and provide remediation if necessary. This team collaborates with Administration, Guidance, AVID, School Social Worker, School Psychologist, ESE leadership, Curriculum leaders, Speech Language Pathologist,

ESOL Compliance Specialist, Attendance Clerk, Learning Resource Specialist, Deans and the School Resource Officer, to provide a full spectrum of support. Support received from District led professional development in the problem solving process will also reinforce fidelity.

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

Data sources for the MTSS team include, but are not limited to, ODMS (Osceola Data Management System), TERMS, Pearson (FCAT and EOC data), Data Director, STAR, Principal Viewer, CELLA, Alternative Assessments, TeenBiz, classroom walkthroughs, discipline and attendance data. The data management systems in place include the following:

Tier 1: MTSS Core Team, Curriculum Leaders, PLC Teams, PBS Team

Tier 2: Reading and Math PLC Teams, Student Services Team

Tier 3: ESE PLC Team, IEP Teams,

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

Time and access to appropriate data is essential for success in understanding MTSS and building capacity in data-based problem solving for staff and parents. Equally important is availability of professional development opportunities to support interpretation of data, collaborative planning, differentiation and effective coaching. Information to support understanding of MTSS will also be shared with parents through the school newsletter and at parent conferences.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program**Minutes added to school year:** 3,600

Students who are not proficient in Reading will have access to the media center computer lab supervised by a highly-qualified Reading instructor for 30 minutes before school to use TeenBiz (Achieve 3000).

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

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

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

Who is responsible for monitoring implementation of this strategy?

Reading Coach and before school Reading instructor

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

Name	Title
Michael Melvin	Reading Coach
Shakelia Henderson	Assistant Principal

How the school-based LLT functions**Major initiatives of the LLT****Every Teacher Contributes to Reading Instruction****How the school ensures every teacher contributes to the reading improvement of every student**

Reading can be found in all classes on the Discovery Intermediate School campus. The ELA department developed a schoolwide common method of text marking that enables students to go from class to class with a shared reading strategy, as well as, a sense of continuity with text. Social Studies teachers are using articles combined with DBQ's as a method of assessment on a quarterly basis. Math teachers support reading by using a specific type of question marking for word problems which is designed to help the students focus on the relevant information in the text while eliminating distracters. The primary method of ensuring that students are reading in all Discovery classrooms is the TeenBiz3000 program. All teachers and students have access to the TeenBiz software. Teachers may create classes and use the program to provide individual differentiated lessons to students, or they may simply locate articles that support their subject's current benchmark and supplement their instruction with the piece of text. This enables non-ELA teachers to infuse literacy into their classroom while still

adhering to their content focus. In addition to use TeenBiz in the reading classes, the school has opened the media center and room 5-103 before the school day so students can work on their TeenBiz articles. Reading is single most essential skill in the preparation for College and Career readiness. Every teacher at Discovery ensures that their classroom supports reading improvement for all students.

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	52%	49%	Yes	57%
American Indian	39%		No	45%
Asian	60%	52%	Yes	64%
Black/African American	51%	51%	Yes	56%
Hispanic	51%	47%	Yes	56%
White	60%	68%	Yes	64%
English language learners	32%	20%	No	39%
Students with disabilities	33%	21%	No	40%
Economically disadvantaged	51%	48%	Yes	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	309	27%	32%
Students scoring at or above Achievement Level 4	249	21%	23%

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>		23%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		14%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	803	69%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	780	67%	70%

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)	82	50%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	37	22%	32%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	34	20%	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	224	54%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		20%

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	46%	39%	No	51%
American Indian	39%		No	45%
Asian	60%	40%	No	64%
Black/African American	42%	36%	No	48%
Hispanic	46%	39%	No	51%
White	53%	52%	Yes	57%
English language learners	31%	17%	No	38%
Students with disabilities	28%	21%	No	35%
Economically disadvantaged	45%	39%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	208	20%	32%
Students scoring at or above Achievement Level 4	110	11%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	12	27%	31%
Students scoring at or above Level 7	10	23%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	628	61%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	700	68%	71%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	135	13%	14%
Middle school performance on high school EOC and industry certifications	116	86%	96%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	46%	52%
Students scoring at or above Achievement Level 4	54	40%	44%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	73	17%	20%
Students scoring at or above Achievement Level 4	60	14%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		13%
Students scoring at or above Level 7	[data excluded for privacy reasons]		19%

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)	10		12
Participation in STEM-related experiences provided for students	900	80%	85%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	86	7%	2%
Students who fail a mathematics course	6	1%	1%
Students who fail an English Language Arts course	31	3%	1%
Students who fail two or more courses in any subject	14	1%	1%
Students who receive two or more behavior referrals	158	13%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	111	9%	5%

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

Parents are involved in the Title I program through monthly parent activities that begin early in the year with our Annual Title I Public Meeting. This meeting informs parents of the many components of the Title I program, introduces them to the school's curriculum and various assessments in each subject area, and recruits parents to become part of the school's decision-making process.

We will be combining SAC meetings, TITLE I Family Nights, STEM Family Nights, band concerts, and other events into one evening quarterly to be successful in providing parents a forum for participation in an organized, ongoing and timely manner. Parents have the opportunity to attend staggered activities that involve them on several levels.

The Principal will also attend monthly Poinciana Area Council meetings to solicit community and businesses involvement (business partnerships, volunteers, and SAC membership) at Discovery Intermediate School.

Increase the amount of business partnerships, family involvement, number of volunteers, student community service, and School Advisory Council participation.

Specific Parental Involvement Targets

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

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

Goals Detail

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

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Civics EOC
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- 1) Test item specifications
- 2) Professional development on backward design/unpacking the standards
- 3) Coaches (Reading, Mathematics, MTSS, and LRS)
- 4) Professional Learning Community (PLC)
- 5) Data (formative, summative, progress monitoring, common assessment, STAR Enterprise Reading/Mathematics, Osceola Writes, FCAT 2.0/EOC, CELLA, FAA, and Data Director)

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Review data on teacher-created common assessments, STAR Enterprise, classroom walk-through data, district-created benchmark assessments, and FCAT 2.0 and Algebra I EOC data.

Person or Persons Responsible

Administration and coaches

Target Dates or Schedule:

Weekly curriculum team meeting

Evidence of Completion:

An increase in student achievement as measured by standards-based assessments.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

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

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

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

Action Step 1

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

Person or Persons Responsible

LRS, Reading Coach, Math Coach

Target Dates or Schedule

Teachers will receive a hard copy of the Test-Item Specifications for their subjects/grade level by November 22, 2013. On-going during weekly collaborative planning starting December 3, 2013. For the math department, teachers will participate in lesson study and collaborative planning for at least two Saturdays in November/December.

Evidence of Completion

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

Facilitator:

Participants:

Action Step 2

Coaches will assist teachers with the development of common assessments and lesson plans utilizing standards-based higher-order questions during common planning time, and PLC.

Person or Persons Responsible

Coaches will help teachers plan with the end in mind (backward design), unpack the standards, and create common assessments. Administrators will review lesson plans submitted by teachers weekly.

Target Dates or Schedule

On-going professional development. Lesson study sessions on Saturday (math)

Evidence of Completion

Teacher-developed common assessments based on standards, classroom walk-throughs, and lesson plans.

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

Administration attends professional development and reviews master calendar.

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning in November 2013, during weekly PLC, common planning, and weekly curriculum team meeting.

Evidence of Completion

Coaches log, coaching schedule, PLC agenda, PLC sign-in sheet, lesson plans, and deconstructed standards.

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

Administration and coaches

Target Dates or Schedule

Weekly beginning in December 9, 2013, and shared during curriculum team meeting.

Evidence of Completion

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

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

Action Step 1

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

Person or Persons Responsible

Administration, coaches, middle grades district resources, and teachers

Target Dates or Schedule

Starting December 4, during weekly PLC and collaborative planning

Evidence of Completion

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

Action Step 2

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

Person or Persons Responsible

Coaches

Target Dates or Schedule

Starting December 5

Evidence of Completion

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

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

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

Person or Persons Responsible

Coaches and Administration

Target Dates or Schedule

Beginning December 9, during Weekly Curriculum Team meetings.

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B1.S2

Classroom walk-throughs and classroom visits

Person or Persons Responsible

Administration and coaches

Target Dates or Schedule

Starting on December 9, and will be on-going.

Evidence of Completion

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

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

A copy of the Title I booklet and Title I District Parent Involvement Plan (PIP) was sent home with students on August 23, 2013.

Title I, Part A

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

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

Title I Part D

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

Title II

Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation.

Title X

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

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

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

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

PD Opportunity 1

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

Facilitator

Participants

Target Dates or Schedule

Teachers will receive a hard copy of the Test-Item Specifications for their subjects/grade level by November 22, 2013. On-going during weekly collaborative planning starting December 3, 2013. For the math department, teachers will participate in lesson study and collaborative planning for at least two Saturdays in November/December.

Evidence of Completion

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

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

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

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

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

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

Action Step 1

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

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed