Discovery Middle

2014-15 School Improvement Plan

Discovery Middle

601 WOODBURY RD, Orlando, FL 32828

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	43%

Alternative/ESE Center	Charter School	Minority
No	No	55%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Discovery Middle School's mission is to lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

Discovery Middle School's vision is to be the top producer of successful students in the nation.

School Environment

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

Discovery Middle School has an impeccable record of promoting academic excellence in the local community. Due to the low mobility rates of our student population and sustained communication between feeder elementary and high schools, Discovery Middle School ensures the needs of students are met throughout their tenure as they matriculate each grade level.

Prior to the beginning of the school year, Discovery Middle School sends representatives to feeder elementary schools to meet with incoming sixth grade students. Additionally, two parent nights are held for incoming sixth grade students. Parent night provides families an opportunity to receive small-group tours of the campus and individualized information sessions in a welcoming environment.

Discovery Middle School also promotes a two-day summer orientation program for all incoming sixth grade students that might need extra assistance assimilating to the middle school environment. The two-day program is tailored to students with disabilities (SWD), English language learners (ELL), and students that have a 504 learning plan.

At the beginning of the school year, students and parents can attend one of two Meet Your Teacher events. During these events all students and parents have the opportunity to visit with each teacher on their child's schedule in grade specific sessions. This format ensures that incoming 6th grade students receive an opportunity to exclusively familiarize themselves with a new school campus. In addition, returning students are afforded the same opportunity to meet with their new instructors in a grade specific session prior to the first day of school.

Discovery Middle School also hosts two open house nights in the fall. One night is dedicated to new sixth grade students while the other night affords returning students and their families an opportunity to visit the campus and meet their teachers.

Throughout the school year, there is an administrator assigned to each grade level. This administrator loops with their assigned grade level students creating a tight bond, familiar face, and specific contact for all administrative needs a parent/student may encounter. Administration and guidance are in attendance at parent conferences, which are held daily for parent scheduling purposes. Weekly communication is also sent home via Connect Orange (an automated calling and email system), from the school's principal and the PTSA, sharing campus events and information pertinent to the upcoming week.

Discovery Middle School is also proud to promote a variety of extracurricular events, from Reading, Science and Math Nights, A STEM Expo, The Cultural Fair, dramatic presentations, band concerts, and an ESE transitional night, all in an effort to showcase the school's diverse student population.

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

The safety of the students at Discovery, along with fostering a positive learning environment, are of paramount importance throughout a student's day. Discovery Middle School utilizes community partnerships, faculty trainings, and practice opportunities to ensure student safety and a positive school environment.

The Central Florida YMCA sponsors a Before and After School Program on campus, each day, for Discovery students during non-school hours. Students attend for a nominal fee in the morning and free of charge in the afternoon. A summer YMCA program is also offered to help promote safety and community involvement throughout the calendar year. Additionally, the Orange County Sherriff's Office provides a School Resource Officer that is housed on-campus. The SRO conducts cyber-safety trainings for all students at the beginning of the year, to ensure that students are using their electronic devices appropriately. The SRO also delivers a program called MAGIC, which promotes positive life-style choices, to all students that are in the sixth grade each year. The SRO also is part of the school-wide campus safety team. The SRO reviews the school safety plan, provides suggestions to enhance the safety measures in place, and determines needs should they exist. Currently, the SRO has worked to acquire 32 cameras that monitor the school campus at all times.

The faculty of Discovery Middle School are trained in all drill procedures. Faculty members are encouraged to provide suggestions for campus safety and to report any suspicious or potentially-dangerous situations. All faculty are aware that any person on campus without a badge or visitor pass should be reported immediately. All faculty members are also encouraged to be visible during transition times to ensure student safety.

Discovery Middle School has a school safety team that is assembled should there be a crisis scenario. The school safety team is trained to conduct drills on a monthly basis which simulate fire, lockdown, severe weather, and bomb threat scenarios. At the conclusion of each drill, the team reconvenes to debrief and provide suggestions for improving response times and behaviors.

Discovery Middle School takes a strong anti-bullying stance. During the orientation to the OCPS Student Code of Conduct, at the grade-level assemblies, students are familiarized with the definitions of bullying and harassment. Students are oriented in the procedures of how to report a bullying or harassment situation as well as encouraged to do so. There are SPEAK OUT Hotline permanent signs that are also posted throughout campus to remind students to report bullying/harassment when observed.

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

Discovery Middle School has implemented a school-wide behavior team that meets monthly to review the behavioral needs of the students and staff. The STARS Behavior System was implemented this year, creating a school-wide set of expectations. An Explorer's Core Values are Safe, Tolerant, Attentive, Respectful, and Successful. The core values are posted and visible in each class and throughout the school campus. Each month there is a Breakfast with the STARS to showcase students that exemplify the core value of the month.

The behavior team also created a school-wide Level 1 Infraction Quick Guide Procedures. This guide was distributed to all teachers and reviewed during pre-planning seeking to ensure a consistent response to minor disciplinary infractions. In an effort to communicate in a timely manner with parents when an infraction has occurred, parent conferences have been integrated into established protocol for repeated response to Level 1 disciplinary infractions.

An annual Orange County Public School's Student Code of Conduct assembly is held on the second day of school. Each grade-level is assembled and provided with an overview of the county and school's behavioral expectations. Students are explained infractions, consequences, and procedures for reporting an incident. Students are also explained the county's Safe Harbor clause. The Student Code of Conduct is also reviewed quarterly to serve as reminders of expected behavior.

All administrators at Discovery annually attend county provided trainings regarding discipline and

search procedures. This year Discovery has the opportunity to provide a county sponsored, community-based Alternative 2 Suspension program, which is extended to Discovery families should their child receives the consequence of Out of School Suspension. The program is housed at a community center and allows the child to receive direct instruction from a certified teacher throughout the school-day as well as recoding the consequence to an alternate class placement on the child's disciplinary file.

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

The social-emotional needs of all students at Discovery Middle School are met through a variety of measures, all initiating with an articulation from either a parent, a student, a classroom teacher, administrator, or support staff member of a social-emotional demand. Triage begins with the introduction of the need to the guidance department. The two guidance counselors work to identify the specific social-emotional needs of the given student. Once identified, the guidance counselors work with the student, their family, and periodically their teachers, to provide required supports within the school day. Should outside counseling services be something that is identified by the guidance counselors as a benefit to the child, the counselors' partner with the families to arrange those services through SAIDNET or a private provider of the family's choosing.

Discovery Middle School also has an identified Homeless Coordinator. This individual works closely with the school's registrar, guidance department, school social worker, and school resource officer to meet the needs of the student, their family, and ensure compliance with the McKinney Vento Homeless Education Assistance Act.

There is also an identified Title IX Coordinator on Discovery's campus, should any student need to report, or have been victim to, a sexual discrimination or harassment situation.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

•Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension is monitored closely by the school's Attendance Clerk and grade-level administration. The Attendance Clerk monitors student attendance by running SMS reports. Grade-level administrators utilize the Educational Data Warehouse (EDW) to monitor truancy patterns.
•One or more suspensions, whether in school or out of school: Suspensions are monitored by the Administrative Dean, the Positive Alternative to School Suspension Coordinator, and grade-level administrators. Both SMS and EDW are utilized for on-going progress monitoring.
•Course failure in English Language Arts or mathematics is tracked each quarter by the administrator responsible for course recovery, as well as the school's guidance counselors. The course recovery teacher tracks student progress toward credit recovery through reports in Edgenuity (course recovery program).
•A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics: All students scoring a level 1 on statewide assessments are consistently monitored through weekly Professional Learning Community meetings, progress monitoring charts, as well as data pulled from Performance Matters, EDW, Read 180, System 44, and Go Math assessments. Each grade-level meets monthly with the school psychologist and MTSS coordinator to identify Level 1 student needs.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	21	11	23	55
One or more suspensions	36	21	30	87
Course failure in ELA or Math	1	1	2	4
Level 1 on statewide assessment	78	48	48	174

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	26	13	22	61

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

In an effort to reduce the number of students that have less than 90% attendance, the attendance clerk generates five day and 10 day absent notices, that are sent home to the families of the absent student. Once a child receives the 10 day absent notice, the attendance clerk notifies the grade-level administrator and a parent conference is scheduled. Child Study Teams are commenced when it is determined that a student is nearing a truancy position. The school's social worker is also notified. Students that become eligible are then placed on an Attendance Contract in order to reduce absences. Students that have not missed a school day are celebrated with a perfect attendance recognition at the quarterly awards evenings.

Students that have received one or more suspensions are monitored through the monthly MTSS process. Students identified as needing additional supports to modify behaviors are observed by school administration and/or the school's behavior specialist. Teachers that have students with Behavior Improvement Plans receive the BIP the first week of school. The school's discipline team meets monthly to address repeat incident coding, and school-wide educational interventions for alternatives to suspension.

On-going progress monitoring for students that have failed an ELA or Math class occurs through teacher feedback in weekly data meetings and by school guidance counselors. A consistent grade-level department grading policy has also been created. Students also have the opportunity to participate in a course recovery program which is offered after school four days per week. This program is facilitated by a certified classroom teacher. Each student's progress is tracked by the teacher and shared with the school leadership team.

All students that have scored a Level 1 on the reading statewide assessment are placed in a double-block of reading. Students are progress-monitored in each of their core content classes to determine if academic growth is occurring. Seventh and eighth grade students that have scored a Level 1 in math, but not ELA, are placed in an intensive math course as well. These students' academic progress is intensely monitored in the weekly professional learning community meetings.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Family support is essential to the continued levels of academic excellence that is demanded of the Discovery Middle School student. Positive relationships between families and the school are fostered with weekly communication from the school principal and/or the PTSA through Connect Orange calls and emails. Additionally, teachers all maintain up-to-date grade book information on the school's online grade book, Progressbook. Teachers also communicate through emails to parents, Edmodo to parents and students, and other electronic venues. The school website is maintained as another area for articulation of the school's mission and vision. Parent conferences are scheduled as needed, daily, to meet the needs of each family. All teachers, guidance, and grade-level administrator attend parent conferences. Parents are also invited to be a part of the school's ADDition Volunteers, helping in the AVID classroom, the media center, or in the STEM classroom. Discovery Middle School's staff take pride in serving their customers, the students and parents in the community.

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 Middle School partners with a variety of local businesses to support teaching and learning. There is a partners in education representative that coordinates monthly school spirit nights with local businesses to engage the local community in both collegiality, school spirit, and mutual fundraising. In addition to the school spirit nights, Discovery works closely with the local colleges and university to recruit tutors for the AVID program. Collegiate students/graduates can volunteer to assist in a tutorial capacity, promoting college attendance and graduation while also assisting students with current academic needs. Local engineers also are recruited in an annual program that promotes S.T.E.M.-based careers.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

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

Name	Title
Fernandez, Gloria	Principal
Brown, Sanjay	Assistant Principal
Maxwell, Lauren	Assistant Principal
Reynolds, Robert	Dean
Schmidt, Patricia	Instructional Coach
Ramery-Gelpi, Eileen	Other
Shank, Melanie	Guidance Counselor
Rollins, Lou Anne	Guidance Counselor
Schmidt, Patrick	Teacher, ESE

Duties

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

Dr. Gloria Fernandez, School Principal, is responsible for articulation of the school's mission, vision, and goals. As the instructional leader of the school, it is Dr. Fernandez' responsibility to ensure that the learning environment is rigorous, engaging, and accessible to all students that are served at Discovery Middle School. Maintaining an intense focus on student achievement requires continuous progress monitoring of student academic progress, data-based decision making, timely feedback to teachers regarding classroom observations, and a focused approach to lesson plan writing. Dr. Fernandez ensures that the vision of the school is communicated through facilitation of weekly professional learning communities, staff professional development opportunities, as well as on-going conversations to staff, parents, and the community.

As an instructional leader, Dr. Fernandez ensures that both Lauren Maxwell and Sanjay Brown, Assistant Principals, are communicating the school's mission, vision, and goals in the same capacity that she does. The school administrators act in collaboration to ensure that the academic environment is rigorous and relevant, replicating Dr. Fernandez' example.

Robert Reynolds serves on the school leadership team as the Administrative Dean, responsible for discipline and student safety.

Patti Schmidt provides instructional leadership in the capacity as a literacy expert, as the school's Reading Coach. The role of the Reading Coach is to ensure that the research-based reading programs are implemented with fidelity. Mrs. Schmidt works closely with all core subject area teachers to provide professional development, focusing on reading strategies that enhance cross-curricular literacy. Additionally, Mrs. Schmidt serves as the school's MTSS Coordinator, facilitating monthly meetings with all teachers to collect data and provide necessary supports for student success.

Eileen Ramery-Gelpi acts as the school's LRT, Testing Coordinator, Textbook Manager, and Curriculum Compliance Teacher. Mrs. Gelpi also works closely to assist all new teachers' completion of the induction process for the county.

Discovery Middle School's guidance counselors, Melanie Shank and LouAnne Rollins, provide instructional leadership by ensuring that each student is scheduled in a capacity that guarantees college and career readiness. Both guidance counselors provide instruction to the student body on planning for the future. Guidance counselors continuously monitor student academic progress.

Patrick Schmidt serves as part of the instructional leadership team, as the school's Staffing Specialist. Mr. Schmidt guarantees that all students requiring special education services are scheduled in an appropriate placement and receiving the services required for individual success. Mr. Schmidt also facilitates 504 Plan services.

All members of Discovery Middle School's instructional leadership team meet weekly to collaborate, debrief, and further develop Dr. Fernandez' mission, vision, and goals for the school year.

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

Discovery Middle School's leadership team maximizes the school's resources initially by identifying the needs of the students through rigorous data analysis. Decisions are driven by the student data and grounded in research-based best practices. The careful implementation of programs and classes begins with the development of the master schedule each spring. One priority that Dr. Fernandez and the leadership team are constantly mindful of is a guaranteed six period school day, to maximize classroom instructional time.

When development of the master schedule is commenced, and data has been reviewed, identification of the students that need Tier 2 and Tier 3 student supports becomes priority. Careful consideration is given to balancing intensive reading and intensive math needs for the Tier 2 and Tier 3 students. Both

single block and double blocks of intensive reading and math are afforded to all students scoring below grade-level on the prior year's state assessment.

Ensuring that there are opportunities in the master schedule for students to participate in rigorous curriculum is another important consideration that drives the curriculum decisions. Discovery Middle School provides students an opportunity to participate in several high school level classes, including Algebra 1, Algebra 2, Physical Science Honors, Earth Space Science Honors, and Spanish 1. Gifted services are also provided in a homogeneous gifted setting, by a core curriculum teacher per grade level. Elective course offerings are integral to student academic success as well. S.T.E.M. classes were integrated into the school day to maximize student participation in rigorous course-work.

Once the master schedule has been developed, personnel are hired with certification that ensures that they are highly-qualified to meet the needs of the students. Faculty members serving each grade level have acquired the gifted endorsement. Language Arts and reading teachers are ESOL endorsed. Many teachers hold Special Education certifications as well.

Decisions for funding is primarily driven by the needs of the students. Class-size, along with state and district guidelines for curriculum delivery. Priority funding is given to students that need extra supports throughout the school day, such as the students with disabilities and English language learners. Research based curriculum is purchased to assist all students in academic growth (Read 180, System 44, Achieve 3000, and Go Math). The S.T.E.M. elective receives funding through Project Lead the Way Foundation.

Dr. Fernandez, along with the rest of the leadership team, conduct monthly MTSS progress-monitoring meetings which review student achievement, identify needs, and provide allocation of resources as the need is determined. Weekly participation in Professional Learning Community meetings also affords for articulation of student academic progress and needs-based decision making.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Dr. Gloria Fernandez	Principal
Alyse Wiernik	Parent
Adrienne Evans	Parent
Angela Strevella	Parent
Brent Bradshaw	Teacher
Christopher Edminster	Teacher
Debra Bash	Teacher
DeeAnn Gilliam	Parent
Eileen Fitzgerald	Education Support Employee
Gail Imbornoni	Business/Community
Frank Medina	Parent
Karen Hopkins	Parent
Kelly Ehalt	Parent
Patricia Schmidt	Teacher
Ramiro Borja	Teacher
Sarah Gonder	Parent
Shannon Lennon	Teacher
Tracy Fagan	Parent
VaSantha Raysor	Parent

Duties

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

Evaluation of last year's school improvement plan

Once the data becomes available from the state, Dr. Fernandez meets with the School Advisory Council to present the annual performance of the students on state assessments, as well as any other data measured in the school improvement plan. The School Advisior Council is able to ask follow up questions and provide suggestions for improvement.

Development of this school improvement plan

The School Advisory Council reviewed the data presented in the evaluation of last year's school improvement plan and met to provided recommendations for targeted areas of growth/reduction. The suggestions provided by the School Advisory Council were relayed to the school leadership team. The leadership team, in working through the 8-Step Planning and Problem Solving process, was able to articulate the concerns and suggestions of the School Advisory Council as part of the development of school-wide goals, barriers, and strategies.

Preparation of the school's annual budget and plan

Based on the goal and targets of the school improvement plan the School Advisory Council agreed to support the school improvement goal and targets by utilizing School Advisory Council funds to purchase school resources, especially in the areas of reading and technology.

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

School improvement funds from the School Advisory Committee for the 2013-2014 school year were used for the purchasing of books for the media center in the amount of $501.00. Additional school improvement funds of $487.00 were used to purchase STEM software for the newly implemented STEM elective.

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Fernandez, Gloria	Principal
Schmidt, Patricia	Instructional Coach
Brown, Sanjay	Assistant Principal
Maxwell, Lauren	Assistant Principal
Doane, Bilyn	Teacher, K-12
Holman, Ann	Teacher, K-12
Walsh, Sarah	Teacher, K-12
Ramery-Gelpi, Eileen	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team meets to ensure that literacy is promoted in a cross-curricular fashion. Each student at Discovery Middle School is required to read four books per nine weeks. The Social Studies and Science departments each select a book, per grade level, that students must read over the summer. Students are then provided a list of the Sunshine State books to select their remaining two books to complete the summer reading requirement. Once the four books are completed, students complete the Scholastic Reading Counts quiz for the chosen book. Each student on campus is required to complete four Reading Counts quizzes per quarter. In an effort to ensure students are able to find books that are on their individual lexile level, the entire media center reading selections are lexiled. Discovery Middle School has maintained participation in the district-wide Battle of the Books.
In addition to school-based literacy promotion, the Literacy Leadership Team also holds several extracurriculuar events to promote literacy at the family level. The Scholastic Book Fair is held each year during the Open House evenings. There are also two Barnes and Noble nights where school entertainment is provided by the elective departments and special discounts are provided to Discovery families. This year the Literacy Leadership Team is organizing a Literacy Evening. All students that are currently enrolled in a reading class at Discovery, along with their families, will be invited to an evening showcasing the research based reading programs that are currently offered during the school day.

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Public and Collaborative Teaching

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The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Collaboration between teachers is essential to ensuring the success of the students at Discovery Middle School. The master schedule is created with collaboration in mind. All grade-level language arts, reading, and social studies teachers are afforded planning during the same time each day to facilitate planning opportunities. All math and science teachers are also on planning at concurrent times. These strategic planning times provide an opportunity for teachers to also engage in cross-curricular professional learning communities and share in the MTSS process. All elective teachers are also an integral part in weekly professional learning community meetings, attending during their individual planning times.
Department Meetings are also held on the second Wednesday afternoon of each month to ensure that vertical alignment of curriculum is achieved in each content area.

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

Discovery Middle School ensures that candidates for employment are thoroughly researched prior to extending an offer for employment. Candidates are selected after being vetted through the Orange County Public School's e-recruitment system. Teachers are expected to hold valid certification for the subject area in which they are staffed. Candidates for employment are selected by a committee of staff members. Teachers are encouraged to seek gifted endorsements. New teachers are provided veteran teachers as mentors to help familiarize each staff member with the school culture and ensure new teacher retention.

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

Mentor pairings are determined based off of subject matter/grade-level taught. The pairs work in the same grade-level and subject area if possible. Mentor pairs meet as much as needed throughout the school year to ensure that the mentee is supported throughout the initial year of teaching. Mentor teachers work with the mentees to ensure rigor in their lesson plans, compliance with state and district mandates regarding training and certification requirements, stakeholder communication, and any other supports that the individual may need as a new teacher to the school/profession.

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Ambitious Instruction and Learning

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Instructional Programs and Strategies

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Instructional Programs

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

Orange County Public Schools has created a scope and sequence for each FLDOE course number. The scope and sequence contains each of the required Florida Standards for a specific course. Discovery Middle School teachers are instructed on how to access the district scope and sequence for each of their courses, at the beginning of the school year. The Measurement Topic Plans, which are generated by the district and mirror the scope and sequence, provide a guideline for instructional practices in each content area. Teachers are able to incorporate the MTP's in their lesson plans to further ensure integration of all Florida standards. Lesson plans are evaluated each week by administration to ensure that the standards and pacing are aligned. The instructional materials

provided by the district (SpringBoard, GO Math, Algebra Nation, Read 180, etc.) are primary means of facilitating instruction of the standards. When needed, supplementary resources are generated and utilized by teachers to ensure mastery of all standards.

Instructional Strategies

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

Data-based decision making is a key component in the delivery of instruction at Discovery Middle School. Teachers use baseline data such as the prior year's FCAT/ State Standardized Assessment in order to identify students that are commencing the school year with achievement gaps in a particular area. From there, the lowest 30 percent of each teacher's class are identified. Students are progress monitored through various modalities, such as fall and winter benchmark assessments, Orange Writes practice sessions, SRI testing, and other summative common assessments per subject area. As student performance is tracked, the progress monitoring charts are used in professional learning communities to discuss opportunities among colleagues for reteaching and further assessment of skills.

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: Extended School Day

Minutes added to school year: 10,080

Course Recovery is an after school program which supports students who obtain a failing grade in a core subject course. Once the report card has been generated, students who have received a failing grade are provided the opportunity to attend the after school program. The program operates two hours per day after school four days a week. Students are asked to remain after school to participate in computer assisted instruction through Edgenuity. Two core curriculum teachers are available to assist in instruction of skills.

Strategy Rationale

Students that receive a failing grade have not mastered Florida standards for a given subject in a given grading period. These students need additional support and time to learn in order to master the required content.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Maxwell, Lauren, lauren.maxwell@ocps.net

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

The effectiveness of Course Recovery is based upon the data demonstrating participants ability to recover their grades in a core subject class.

Strategy: Weekend Program

Minutes added to school year: 1,600

Algebra Prep Camp has been organized to extend the time that students enrolled in Algebra I are exposed to teacher directed instruction for remediation needs. Students that are extended the invitation to attend the Algebra I Prep Camp have not mastered all content required to demonstrate proficiency on the Algebra I End of Course Exam. The Algebra I Prep Camp is offered four Saturday mornings for two hours each day, in order to provide targeted remediation for these students.

Strategy Rationale

The Algebra I Prep Camp is an extension of the learning time with a student's Algebra teacher, aside from the school day. The Prep Camp allows for specific, targeted remediation techniques to help the students acquire the necessary understanding needed to ensure success on the Algebra EOC. Students are exposed to a variety of practice opportunities, without interruption, in a small group setting, which has afforded students a level of comfort and attention to the material.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Fernandez, Gloria, gloria.fernandez@ocps.net

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

The effectiveness of the Algebra Prep Camp will be determined based off of the students results on the Algebra EOC Exam.

Strategy: Before School Program

Minutes added to school year: 8,100

English as a Second Language Tutoring is offered before school for 45 minutes each day by a trained paraprofessional. Students that qualify for additional learning support in learning English are afforded the opportunity to participate in specific tutoring driven by individualized learning needs.

Strategy Rationale

Students that are learning the English language may need additional time to access the curriculum and comprehend information needed for academic success.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Ramery-Gelpi, Eileen, eileen.ramery-gelpi@ocps.net

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

Strategy effectiveness will be monitored through tracking of student participation in the before-school tutoring. From there, academic achievement will be assessed based off student mastery of Florida Standards as well as course passing rate of students electing to participate in the tutoring.

Strategy: Weekend Program

Minutes added to school year: 1,600

Writing Prep Camp is provided to select students that are identified by their language arts teachers as needing additional support in order to reach a level of writing proficiency on the state assessment based on prior three practice writing opportunities. Students attend on four Saturdays for two hours to receive additional writing practice strategies and instruction by Language Arts instructors.

Strategy Rationale

Students that perform just below a level of proficiency have the opportunity, with additional practice and targeted feedback, to move to a level of mastery on the state performance assessment with supplemental instruction that is unable to be afforded during the traditional school day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Fernandez, Gloria, gloria.fernandez@ocps.net

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

Data will be collected after students complete the writing portion of the state standardized assessment. Scores will be compared to the previous practice opportunities to determine effectiveness of the extended learning opportunity.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Discovery Middle School benefits from a low mobility rate among incoming, current, and outgoing students. Additionally, the communication between the elementary, middle, and high schools is enhanced due to many parents being employed as educators in feeder schools. The sense of community in the local area is one aspect that enriches the transition process for Discovery Middle School's students in addition to purposeful collaboration with both elementary and high school cohorts.
A transition cohort has been established in order to provide meeting opportunities for principals of the feeder pattern schools. All schools meet together periodically throughout the year to discuss needs of transitioning students. Additionally, a reading cohort has also been established to communicate literacy program implementation and needs for transitioning students.
Family nights, held in the spring, for incoming students and families, are advertised by both the incoming and exiting schools. Curriculum is aligned to reflect vertical alignment to feeder pattern schools as well.

College and Career Readiness

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

Guidance counselors introduce students to the college and career plan beginning in 7th grade. Presentations are made through the Civics class related to the selection process of a career. Information is then discussed regarding specific learning and work styles. Postsecondary options are explored by using technology. Students are then taken to the computer lab where they log onto FLChoices.org to complete an interest inventory. This interest inventory links them to careers that match their interests. Students then can explore all career clusters and colleges that offer the degree program.

Guidance counselors continue this exploration for careers and college readiness in 8th grade. Students then review requirements for middle school promotion as well as the most recent high school requirements for graduation. After the review, students complete high school plans through the use of Edmodo. Students locate and interpret career information which can include available OCPS Magnet Programs, Advanced Placement and International Baccalaureate courses and programs, Dual Enrollment and AVID.

Discovery Middle School also engages community professionals in the annual Teach In event held in the fall each year. This is an opportunity for students to orient themselves to a variety of professions through community visitors sharing their path to their specific career. In addition, Discovery Middle School hosted a STEM specific school wide event last spring. This event featured over thirty different engineers from a variety of engineering fields from the local community. The STEM event afforded students an opportunity to be exposed to a myriad of STEM based professions. Discovery Middle School will attempt to make the STEM partnership with The University of Central Florida an annual event to continue to promote STEM related careers.

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

The Career and Education Planning (CEP) course is connected with the Social Studies course code at Discovery Middle School. The CEP course guides students to develop a personalized academic and career plan. Each plan emphasizes the importance of entrepreneurship skills as well as those of technology in relation to careers.

The AVID elective also helps to support long term goal-setting and college and career planning. This elective is offered to 6th- 8th grade students. In addition to AVID, the STEM elective is another option for students at all three grade levels. The STEM elective provides students an opportunity to develop skills and extend interests in the field of science, technology, engineering, and math.

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

Discovery Middle School continues to annually expand the importance of the AVID program throughout the school day. All students are provided an AVID binder at the beginning of the school year. All teachers require students to utilize AVID strategies for organization and note-taking, formatting notes in a Cornell Note framework. Each Friday students, teachers, and staff promote college awareness through collegiate spirit days. The AVID site team has expanded its members and additional staff members participant in the annual AVID conference.

The STEM elective is another opportunity for students to engage in academically rigorous curriculum in a career-promoting environment. Currently, students are able to participate in a semester of "flight and space" with the second semester focusing on "medical detectives". The STEM elective receives a high student participation rate, allowing for future program expansion plans.

Finally, school counselors promote awareness of high school requirements as well as conduct a career inventory in students social studies classes. School guidance counselors work with students to complete career inventories which students have the opportunity to research the degree(s) necessary to support their career goals.

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

Discovery Middle School students are provided with many opportunities to participate in high school coursework. Approximately one third of all seventh grade students are enrolled in an Algebra I Honors course. Seventh grade students can also participate in Earth Space Science Honors. Eighth grade students have the option of enrolling in Algebra I, Algebra II, Physical Science Honors, Earth Space Honors, and Spanish I. Students improve their preparedness for public postsecondary with increased participation in rigorous coursework such as these options.

In addition to a variety of high school curriculum options, the top ten percent of all seventh grade students are invited to participate in the Orange TIPS program. These students receive tutoring and instruction in an extracurricular setting to prepare them to take the SAT, which they participate in each spring.

All AVID students are also afforded the opportunity of participation in the PSAT. This exposure to the national standardized assessment increases postsecondary success.

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.   Discovery Middle School will increase student achievement for the purpose of creating college and career ready students.

Strategic Goals Detail

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

G1. Discovery Middle School will increase student achievement for the purpose of creating college and career ready students. `1a`

🔑 G039798

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	69.0
ELA/Reading Lowest 25% Gains	79.0
FCAT 2.0 Science Proficiency	70.0
Attendance Below 90%	4.0
One or More Suspensions	8.0

Resources Available to Support the Goal `2`

- Research-based reading programs- Read 180, System 44, Achieve 3000
- Common curriculum materials- Springboard, Go Math, Algebra Nation
- Highly qualified teachers
- AVID Program
- 100% Science Fair Participation
- Strong parental involvement
- Intensive reading and math classes
- Plentiful Partners in Education
- Guidance Department that provides Florida Choices and high school planning
- Learning Lab For ESE student tutoring
- Morning tutoring for ESOL students

Targeted Barriers to Achieving the Goal `3`

- Student subgroup performance regression in reading, math, and science
- An increase of in/out of school suspensions

Plan to Monitor Progress Toward G1. `8`

District Benchmark Assessments

Person Responsible
Gloria Fernandez

Schedule
Biweekly, from 9/22/2014 to 5/29/2015

Evidence of Completion
Benchmark assessment data will be collected from Performance Matters. Data will show standard mastery in reading, writing, and math.

Plan to Monitor Progress Toward G1. `8`

Data collected from data warehouse will show the number of students receiving In and out of school suspensions.

> **Person Responsible**
> Sanjay Brown
>
> **Schedule**
> Biweekly, from 10/13/2014 to 6/3/2015
>
> ***Evidence of Completion***
> Support team meeting will receive biweekly update on student suspension rates.

Plan to Monitor Progress Toward G1. `8`

Data collected from data warehouse will show the number of students with excused/unexcused absences.

> **Person Responsible**
> Lou Anne Rollins
>
> **Schedule**
> Biweekly, from 9/2/2014 to 6/3/2015
>
> ***Evidence of Completion***
> Support team meeting will receive biweekly updates on students that are missing more than five school days. All students missing more than five school days will be tracked for truancy issues.

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. Discovery Middle School will increase student achievement for the purpose of creating college and career ready students. `1`

🔑 G039798

G1.B6 Student subgroup performance regression in reading, math, and science `2`

🔑 B127751

G1.B6.S1 All students scoring a Level 1 or Level 2 on the prior year's standardized reading assessment are placed into an intensive reading program. `4`

🔑 S139888

Strategy Rationale

Students that score a Level 1 or Level 2 on the reading assessment are in need of supplemental instruction because they are reading below grade-level.

Action Step 1 `5`

Identification of students that qualify for intensive reading

Person Responsible

Melanie Shank

Schedule

On 8/18/2014

Evidence of Completion

Student schedules

Action Step 2 `5`

Intensive reading students provided instruction based off instructional need

Person Responsible

Patricia Schmidt

Schedule

On 6/3/2015

Evidence of Completion

Student progress reports in Achieve 3000, Read 180, or System 44

Action Step 3 `5`

Scientific research-based reading intervention program implemented with fidelity

Person Responsible

Patricia Schmidt

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student progress reports in Achieve 3000, Read 180, or System 44 as well as progress monitoring charts

Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

Student academic performance and participation in the research-based reading programs is monitored through reading teacher lesson plan review, classroom visitations/observations, and professional learning community feedback.

Person Responsible

Patricia Schmidt

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Professional Learning Community feedback, Reading Department Meeting Agenda(s), and shared notes from East Learning Community Reading Coach.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

Student academic performance and participation in the research-based reading programs will be monitored through the reports available per system, lesson plan review, and benchmark assessments.

Person Responsible

Patricia Schmidt

Schedule

Monthly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Evidence of effective implementation will be determined based on the frequency of participation and proficiency within a student's individualized reading path. Student lexile levels will show growth throughout the year.

G1.B6.S2 The lowest 30% of students in reading/math will be intensely progress monitored through a progress monitoring chart. Student achievement will be tracked via each teacher's Sharepoint site. `4`

🔑 S139889

Strategy Rationale

Teachers, guidance counselors, instructional coaches, and administrators can have a visual representation of student mastery of specific standards. This information will be used to track student progress, have data chats with students, and provide reteaching opportunities for the students that may have gaps in learning.

Action Step 1 `5`

The lowest 30% of students in reading and/or math are identified

Person Responsible

Gloria Fernandez

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student names are indicated on each teacher's progress monitoring charts

Action Step 2 `5`

Teachers will meet within their Professional Learning Communities to identify which summative assessments will be used to progress monitor each student's mastery of Florida Standards.

Person Responsible

Gloria Fernandez

Schedule

Biweekly, from 8/19/2014 to 6/3/2015

Evidence of Completion

Teachers will complete progress monitoring chart, filling in the updated data. The progress monitoring chart will be uploaded to SharePoint site.

Action Step 3 `5`

Administration and teachers will work together in Professional Learning Communities to analyze the data and the data trends in order to provide differentiated instruction opportunities.

Person Responsible

Gloria Fernandez

Schedule

Biweekly, from 9/2/2014 to 6/3/2015

Evidence of Completion

Professional Learning Community Meeting notes

Action Step 4 `5`

Teachers will reteach and reassess.

Person Responsible

Gloria Fernandez

Schedule

Biweekly, from 9/2/2014 to 6/3/2015

Evidence of Completion

Student growth shown on progress monitoring charts

Plan to Monitor Fidelity of Implementation of G1.B6.S2 `6`

Teacher's individual Sharepoint sites will be reviewed by administrators to ensure completion of progress monitoring charts.

Person Responsible

Gloria Fernandez

Schedule

Biweekly, from 9/2/2014 to 6/3/2015

Evidence of Completion

Feedback to teachers during Professional Learning Committee meetings

Plan to Monitor Effectiveness of Implementation of G1.B6.S2 `7`

Teachers lesson plans will show that there are reteaching and reassessment opportunities for students to participate in after initial summative assessment.

Person Responsible

Gloria Fernandez

Schedule

Biweekly, from 9/2/2014 to 6/3/2015

Evidence of Completion

Student proficiency and mastery of identified standards will increase.

G1.B6.S5 Multi-level vertical review of science curriculum for 8th grade students. 4

S139897

Strategy Rationale

Students need on-going exposure to entirety of middle school science curriculum for optimal performance on the FCAT 2.0 assessment.

Action Step 1 5

Science Department identifies standards to be reviewed based off of test item specifications on FCAT 2.0.

Person Responsible

Gloria Fernandez

Schedule

Weekly, from 8/15/2014 to 9/30/2014

Evidence of Completion

Teacher lesson plans, Science Department meeting notes, and meeting summaries

Action Step 2 5

Science teachers plan for multi-level, vertical, teaching of science curriculum.

Person Responsible

Gloria Fernandez

Schedule

Weekly, from 9/2/2014 to 9/30/2014

Evidence of Completion

Teacher lesson plans, meeting notes, and schedule of teacher rotations

Action Step 3 `5`

Science teachers execute science review program

Person Responsible

Gloria Fernandez

Schedule

Monthly, from 10/6/2014 to 5/1/2015

Evidence of Completion

Science teachers lesson plans, feedback from students, and student science notebooks

Plan to Monitor Fidelity of Implementation of G1.B6.S5 `6`

Review of science department lesson plans and department meeting notes

Person Responsible

Gloria Fernandez

Schedule

Biweekly, from 9/2/2014 to 5/1/2015

Evidence of Completion

Lesson plan feedback will be provided to science teachers to ensure that students are able to master the most important science concepts in the middle school curriculum.

Plan to Monitor Fidelity of Implementation of G1.B6.S5 `6`

Classroom observations on the scheduled rotational review days will commence.

Person Responsible

Gloria Fernandez

Schedule

Monthly, from 10/6/2014 to 5/1/2015

Evidence of Completion

Feedback will be provided to teachers via face-to-face conversations and in iObservation.

Plan to Monitor Fidelity of Implementation of G1.B6.S5 `6`

Guided review of the FCAT 2.0 Test Item Specifications in Science Department meetings

Person Responsible

Gloria Fernandez

Schedule

Monthly, from 9/2/2014 to 3/27/2015

Evidence of Completion

Science Department meeting agenda and notes

Plan to Monitor Effectiveness of Implementation of G1.B6.S5 `7`

Professional Learning Community meetings will provide teachers an opportunity to engage in data analysis of quarterly benchmark assessments.

Person Responsible

Gloria Fernandez

Schedule

Quarterly, from 10/28/2014 to 2/27/2015

Evidence of Completion

Teachers will complete progress monitoring charts which will track student achievement and mastery of pre-identified specific benchmark skills.

G1.B8 An increase of in/out of school suspensions 2

🔍 B127753

G1.B8.S1 Implement school-wide set of student and staff core values 4

🔍 S142015

Strategy Rationale

Ensures that rules are consistent throughout the entire campus.

Action Step 1 5

A school-wide set of core values established (STARS acronym) Safe, Tolerant, Attentive, Responsible, Successful

Person Responsible

Lauren Maxwell

Schedule

On 7/31/2014

Evidence of Completion

School-wide posters were created and hung in each classroom and student activity area. Additionally, the school-wide core values are reviewed at the beginning of the year grade-level assembly, and explained in detail at the beginning of the year faculty meeting.

Action Step 2 5

A "Random Acts of Kindness" program has been implemented to showcase students caught doing something nice for another person on campus.

Person Responsible

Melanie Shank

Schedule

Monthly, from 10/1/2014 to 6/3/2015

Evidence of Completion

Students turn in orange cards to grade-level administrator during lunch shifts. In return for the random act of kindness explained on the orange card, students are rewarded with edible reinforcers.

Action Step 3 5

Host monthly STARS breakfast where teachers nominate students exhibiting the core value of the month.

Person Responsible

Melanie Shank

Schedule

Monthly, from 9/25/2014 to 3/19/2015

Evidence of Completion

STARS monthly celebrations with parent and student attendance.

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Guidance counselors meet weekly to ensure that scheduled activities are fully implemented.

Person Responsible

Lauren Maxwell

Schedule

Weekly, from 8/20/2014 to 6/3/2015

Evidence of Completion

Weekly guidance department meeting notes.

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

Educational Data Warehouse report that indicates quantity of discipline referrals

Person Responsible

Sanjay Brown

Schedule

Monthly, from 10/1/2014 to 6/3/2015

Evidence of Completion

Report will be shared out in support team meetings as well as in monthly faculty meetings.

G1.B8.S4 Increase communication with parents and students. 4

🔍 S142018

Strategy Rationale

Relationship building increases positive behavior.

Action Step 1 5

Parent contact via phone, email, and parent conferences will increase.

Person Responsible

Gloria Fernandez

Schedule

Daily, from 8/14/2014 to 6/5/2015

Evidence of Completion

Teachers will keep track of communication to parents and students in a communication log.

Action Step 2 5

Curriculum evenings will be held to ensure that parents and students are able to attend extracurricular events that showcase student achievement.

Person Responsible

Schedule

Monthly, from 10/25/2014 to 3/19/2015

Evidence of Completion

The Multicultural Fair, The Literacy Night, Science Fair Evening, the Math Night, and the Science Night will be scheduled on the school calendar. The events will be promoted on the school website as well as on the daily announcements.

Plan to Monitor Fidelity of Implementation of G1.B8.S4 `6`

Teachers will indicate prior phone communication with parent on either discipline referral or lunch detention form.

Person Responsible

Robert Reynolds

Schedule

Daily, from 9/2/2014 to 6/3/2015

Evidence of Completion

The phone date will be indicated on the referral as previous intervention strategy.

Plan to Monitor Fidelity of Implementation of G1.B8.S4 `6`

Parent and strudent attendance will be tracked at all curriculum evenings

Person Responsible

Bilyn Doane

Schedule

Monthly, from 10/25/2014 to 3/20/2015

Evidence of Completion

Sign in sheets will be used as a tracking system

Plan to Monitor Fidelity of Implementation of G1.B8.S4 `6`

Parent-teacher conferences will provide feedback on an increase of communication between parents, students, and teachers.

Person Responsible

Melanie Shank

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Parent-teacher conference forms will be completed at each meeting. Grade-level guidance counselors will house the forms. Mrs. Shank will report at the support team meetings, the conferences that were scheduled and the rationale for each conference from the prior week.

Plan to Monitor Effectiveness of Implementation of G1.B8.S4 `7`

Educational Data Warehouse report that indicates quantity of discipline referrals

Person Responsible

Sanjay Brown

Schedule

Monthly, from 10/1/2014 to 6/3/2015

Evidence of Completion

Report will be shared out in support team meetings as well as in monthly faculty meetings

G1.B8.S5 Alternative to Suspension program used as a method to decrease out of school suspensions. `4`

🔑 S142019

Strategy Rationale

Alternative to Suspension program provides an alternative education setting instead of in/out of school suspension.

Action Step 1 `5`

The school's discipline team will create a Level One Infraction Sheet which will provide a standardized response to non-referral disciplinary events.

Person Responsible

Lauren Maxwell

Schedule

On 8/15/2014

Evidence of Completion

A Level One Infraction Sheet will be distributed to each teacher for a uniform response to low-level disciplinary events

Action Step 2 5

Administration will become oriented on the features and benefits for participation in the Alternative 2 Suspension cohort.

Person Responsible

Robert Reynolds

Schedule

On 8/7/2014

Evidence of Completion

Action Step 3 5

Students are assigned to the Alternative 2 Suspension center, following the protocol set-forth by the school district.

Person Responsible

Robert Reynolds

Schedule

Daily, from 10/15/2014 to 6/3/2015

Evidence of Completion

Attendance spreadsheet indicating parental election to attend the Alternative 2 Suspension program.

Plan to Monitor Fidelity of Implementation of G1.B8.S5 6

Once per month, a report indicating student participation in the Alternative 2 Suspension program will be shared with administrative support team.

Person Responsible

Robert Reynolds

Schedule

Monthly, from 10/27/2014 to 6/1/2015

Evidence of Completion

Support Team Meeting agenda and notes

| Plan to Monitor Effectiveness of Implementation of G1.B8.S5 | 7 |

Educational Data Warehouse report that indicates quantity of discipline referrals

Person Responsible

Sanjay Brown

Schedule

Monthly, from 10/31/2014 to 6/1/2015

Evidence of Completion

Report will be shared out in support team meetings as well as in monthly faculty meetings

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S1.A1	Identification of students that qualify for intensive reading	Shank, Melanie	6/23/2014	Student schedules	8/18/2014 one-time
G1.B6.S5.A1	Science Department identifies standards to be reviewed based off of test item specifications on FCAT 2.0.	Fernandez, Gloria	8/15/2014	Teacher lesson plans, Science Department meeting notes, and meeting summaries	9/30/2014 weekly
G1.B6.S2.A1	The lowest 30% of students in reading and/or math are identified	Fernandez, Gloria	8/18/2014	Student names are indicated on each teacher's progress monitoring charts	6/3/2015 quarterly
G1.B8.S1.A1	A school-wide set of core values established (STARS acronym) Safe, Tolerant, Attentive, Responsible, Successful	Maxwell, Lauren	7/31/2014	School-wide posters were created and hung in each classroom and student activity area. Additionally, the school-wide core values are reviewed at the beginning of the year grade-level assembly, and explained in detail at the beginning of the year faculty meeting.	7/31/2014 one-time
G1.B8.S4.A1	Parent contact via phone, email, and parent conferences will increase.	Fernandez, Gloria	8/14/2014	Teachers will keep track of communication to parents and students in a communication log.	6/5/2015 daily
G1.B8.S5.A1	The school's discipline team will create a Level One Infraction Sheet which will provide a standardized response to non-referral disciplinary events.	Maxwell, Lauren	8/11/2014	A Level One Infraction Sheet will be distributed to each teacher for a uniform response to low-level disciplinary events	8/15/2014 one-time
G1.B6.S1.A2	Intensive reading students provided instruction based off instructional need	Schmidt, Patricia	8/18/2014	Student progress reports in Achieve 3000, Read 180, or System 44	6/3/2015 one-time
G1.B6.S5.A2	Science teachers plan for multi-level, vertical, teaching of science curriculum.	Fernandez, Gloria	9/2/2014	Teacher lesson plans, meeting notes, and schedule of teacher rotations	9/30/2014 weekly
G1.B6.S2.A2	Teachers will meet within their Professional Learning Communities to identify which summative assessments will be used to progress monitor each student's mastery of Florida Standards.	Fernandez, Gloria	8/19/2014	Teachers will complete progress monitoring chart, filling in the updated data. The progress monitoring chart will be uploaded to SharePoint site.	6/3/2015 biweekly
G1.B8.S1.A2	A "Random Acts of Kindness" program has been implemented to showcase students caught doing something nice for another person on campus.	Shank, Melanie	10/1/2014	Students turn in orange cards to grade-level administrator during lunch shifts. In return for the random act of kindness explained on the orange card, students are rewarded with edible reinforcers.	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B8.S4.A2	Curriculum evenings will be held to ensure that parents and students are able to attend extracurricular events that showcase student achievement.		10/25/2014	The Multicultural Fair, The Literacy Night, Science Fair Evening, the Math Night, and the Science Night will be scheduled on the school calendar. The events will be promoted on the school website as well as on the daily announcements.	3/19/2015 monthly
G1.B8.S5.A2	Administration will become oriented on the features and benefits for participation in the Alternative 2 Suspension cohort.	Reynolds, Robert	8/7/2014		8/7/2014 one-time
G1.B6.S1.A3	Scientific research-based reading intervention program implemented with fidelity	Schmidt, Patricia	8/18/2014	Student progress reports in Achieve 3000, Read 180, or System 44 as well as progress monitoring charts	6/3/2015 daily
G1.B6.S5.A3	Science teachers execute science review program	Fernandez, Gloria	10/6/2014	Science teachers lesson plans, feedback from students, and student science notebooks	5/1/2015 monthly
G1.B6.S2.A3	Administration and teachers will work together in Professional Learning Communities to analyze the data and the data trends in order to provide differentiated instruction opportunities.	Fernandez, Gloria	9/2/2014	Professional Learning Community Meeting notes	6/3/2015 biweekly
G1.B8.S1.A3	Host monthly STARS breakfast where teachers nominate students exhibiting the core value of the month.	Shank, Melanie	9/25/2014	STARS monthly celebrations with parent and student attendance.	3/19/2015 monthly
G1.B8.S5.A3	Students are assigned to the Alternative 2 Suspension center, following the protocol set-forth by the school district.	Reynolds, Robert	10/15/2014	Attendance spreadsheet indicating parental election to attend the Alternative 2 Suspension program.	6/3/2015 daily
G1.B6.S2.A4	Teachers will reteach and reassess.	Fernandez, Gloria	9/2/2014	Student growth shown on progress monitoring charts	6/3/2015 biweekly
G1.MA1	District Benchmark Assessments	Fernandez, Gloria	9/22/2014	Benchmark assessment data will be collected from Performance Matters. Data will show standard mastery in reading, writing, and math.	5/29/2015 biweekly
G1.MA2	Data collected from data warehouse will show the number of students receiving In and out of school suspensions.	Brown, Sanjay	10/13/2014	Support team meeting will receive biweekly update on student suspension rates.	6/3/2015 biweekly
G1.MA3	Data collected from data warehouse will show the number of students with excused/unexcused absences.	Rollins, Lou Anne	9/2/2014	Support team meeting will receive biweekly updates on students that are missing more than five school days. All students missing more than five school days will be tracked for truancy issues.	6/3/2015 biweekly
G1.B6.S1.MA1	Student academic performance and participation in the research-based reading programs will be monitored through the reports available per system, lesson plan review, and benchmark assessments.	Schmidt, Patricia	9/8/2014	Evidence of effective implementation will be determined based on the frequency of participation and proficiency within a student's individualized reading path. Student lexile levels will show growth throughout the year.	6/3/2015 monthly
G1.B6.S1.MA1	Student academic performance and participation in the research-based reading programs is monitored through reading teacher lesson plan review, classroom visitations/observations, and professional learning community feedback.	Schmidt, Patricia	8/18/2014	Professional Learning Community feedback, Reading Department Meeting Agenda(s), and shared notes from East Learning Community Reading Coach.	6/3/2015 weekly
G1.B8.S1.MA1	Educational Data Warehouse report that indicates quantity of discipline referrals	Brown, Sanjay	10/1/2014	Report will be shared out in support team meetings as well as in monthly faculty meetings.	6/3/2015 monthly
G1.B8.S1.MA1	Guidance counselors meet weekly to ensure that scheduled activities are fully implemented.	Maxwell, Lauren	8/20/2014	Weekly guidance department meeting notes.	6/3/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S2.MA1	Teachers lesson plans will show that there are reteaching and reassessment opportunities for students to participate in after initial summative assessment.	Fernandez, Gloria	9/2/2014	Student proficiency and mastery of identified standards will increase.	6/3/2015 biweekly
G1.B6.S2.MA1	Teacher's individual Sharepoint sites will be reviewed by administrators to ensure completion of progress monitoring charts.	Fernandez, Gloria	9/2/2014	Feedback to teachers during Professional Learning Committee meetings	6/3/2015 biweekly
G1.B8.S4.MA1	Educational Data Warehouse report that indicates quantity of discipline referrals	Brown, Sanjay	10/1/2014	Report will be shared out in support team meetings as well as in monthly faculty meetings	6/3/2015 monthly
G1.B8.S4.MA1	Teachers will indicate prior phone communication with parent on either discipline referral or lunch detention form.	Reynolds, Robert	9/2/2014	The phone date will be indicated on the referral as previous intervention strategy.	6/3/2015 daily
G1.B8.S4.MA3	Parent and strudent attendance will be tracked at all curriculum evenings	Doane, Bilyn	10/25/2014	Sign in sheets will be used as a tracking system	3/20/2015 monthly
G1.B8.S4.MA4	Parent-teacher conferences will provide feedback on an increase of communication between parents, students, and teachers.	Shank, Melanie	9/2/2014	Parent-teacher conference forms will be completed at each meeting. Grade-level guidance counselors will house the forms. Mrs. Shank will report at the support team meetings, the conferences that were scheduled and the rationale for each conference from the prior week.	6/5/2015 weekly
G1.B6.S5.MA1	Professional Learning Community meetings will provide teachers an opportunity to engage in data analysis of quarterly benchmark assessments.	Fernandez, Gloria	10/28/2014	Teachers will complete progress monitoring charts which will track student achievement and mastery of pre-identified specific benchmark skills.	2/27/2015 quarterly
G1.B6.S5.MA1	Review of science department lesson plans and department meeting notes	Fernandez, Gloria	9/2/2014	Lesson plan feedback will be provided to science teachers to ensure that students are able to master the most important science concepts in the middle school curriculum.	5/1/2015 biweekly
G1.B6.S5.MA2	Classroom observations on the scheduled rotational review days will commence.	Fernandez, Gloria	10/6/2014	Feedback will be provided to teachers via face-to-face conversations and in iObservation.	5/1/2015 monthly
G1.B6.S5.MA3	Guided review of the FCAT 2.0 Test Item Specifications in Science Department meetings	Fernandez, Gloria	9/2/2014	Science Department meeting agenda and notes	3/27/2015 monthly
G1.B8.S5.MA1	Educational Data Warehouse report that indicates quantity of discipline referrals	Brown, Sanjay	10/31/2014	Report will be shared out in support team meetings as well as in monthly faculty meetings	6/1/2015 monthly
G1.B8.S5.MA1	Once per month, a report indicating student participation in the Alternative 2 Suspension program will be shared with administrative support team.	Reynolds, Robert	10/27/2014	Support Team Meeting agenda and notes	6/1/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Discovery Middle School will increase student achievement for the purpose of creating college and career ready students.

G1.B6 Student subgroup performance regression in reading, math, and science

G1.B6.S1 All students scoring a Level 1 or Level 2 on the prior year's standardized reading assessment are placed into an intensive reading program.

PD Opportunity 1

Scientific research-based reading intervention program implemented with fidelity

Facilitator

East Learning Community Reading Coach, Stephanie Roach

Participants

All reading teachers, reading coach, and administration

Schedule

Daily, from 8/18/2014 to 6/3/2015

G1.B8 An increase of in/out of school suspensions

G1.B8.S5 Alternative to Suspension program used as a method to decrease out of school suspensions.

PD Opportunity 1

Administration will become oriented on the features and benefits for participation in the Alternative 2 Suspension cohort.

Facilitator

Daniel Tiffoli

Participants

Lauren Maxwell, Sanjay Brown, Robert Reynolds

Schedule

On 8/7/2014