

# Brevard County Public Schools School Improvement Plan 2012-2013

**Name of School:**

**Area:**

South

Discovery Elementary

**Principal:**

**Area Superintendent:**

Dr. Mark Mullins

Dawna Bobersky

**SAC Chairperson:**

Dawn Berger

**Superintendent: Dr. Brian Binggeli**

**Mission Statement:**

To maintain a culture of life-long learning and high achievement

**Vision Statement:**

Our Discovery family fosters an environment of dynamic learning and positive achievement that enables each student to contribute responsibly within our school, community, and society.

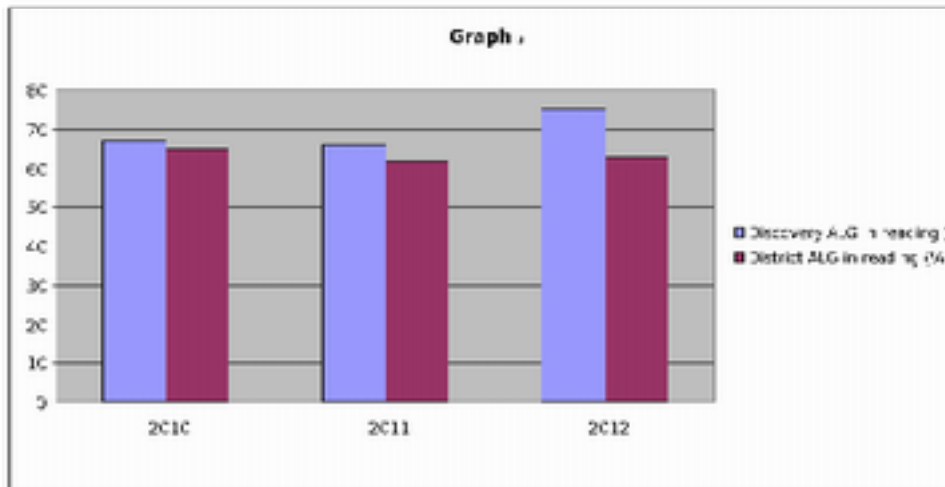


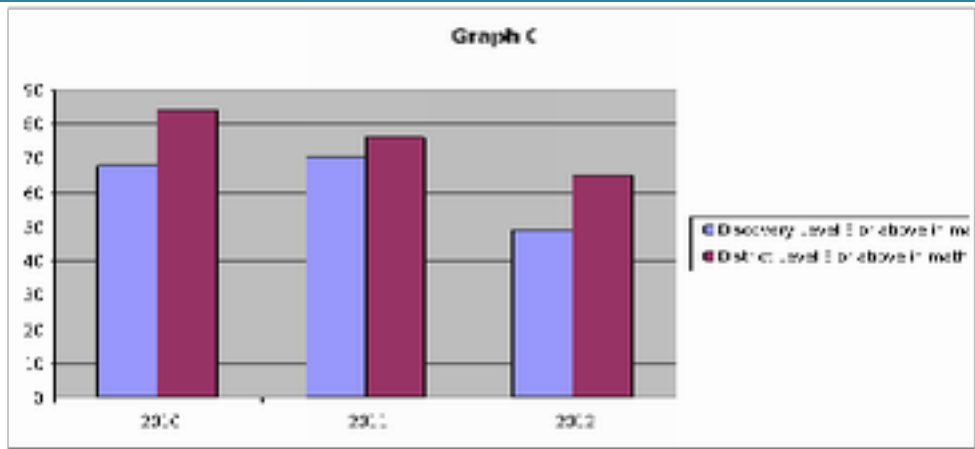
# Brevard County Public Schools School Improvement Plan 2012-2013

## RATIONAL – Continuous Improvement Cycle Process

### **Data Analysis from multiple data sources:** *(Needs assessment that supports the need for improvement)*

At Discovery Elementary School, faculty along with administration utilize quantitative and qualitative data to guide classroom instruction. Historically, Discovery has made significant impact in FCAT reading by increasing the percentage of students making annual learning gains (See Graph A). The data confirms Discovery’s ability to address the specific needs of students and increase their annual learning gains in reading at a higher percentage than the district for the past three years. In comparison, our data for students achieving a level 3 or above in reading has significantly dropped (See Graph B). In 2010, 80% of our students achieved Level 3 or above in reading. The percentage of high achieving students has dropped to 60% in 2012. Discovery’s FCAT data for students achieving Level 3 or above in math has followed a similar trend (See Graph C). The percentage of high achieving students has dropped 19 percentage points since 2010.





Administration conducts classroom walkthrough to assist in gathering qualitative data. Based on walkthrough data from 2011-2012, student engagement and differentiated instruction will be the focus of the walkthrough for 2012-2013. Past walkthrough data indicates differentiation in process through small groups and/or center activities. During the 2012-2013 school year, the concentration will focus on academic content, as well as differentiating the end result, or product for students.

**Best Practice:** *(What does research tell us we should be doing as it relates to data analysis above?)*

Discovery Elementary School will continue to implement the research of Marzano’s high effect classroom strategies for the 2012 – 2013 school year. Additional focus will be placed on the work of Dr. Max Thompson who highlights strategies most effective in schools with similar demographics of Discovery. Academic rigor and learning focused strategies will be the focus of school level professional development. Teachers and staff will deliver lessons rich in informational text across the curriculum to insure all students are receiving appropriate grade level rigor in preparation for the transition to Common Core Standards in grades 3-6. In addition, goal setting (a Marzano high effect strategy) will be used to empower students to internalize their own learning. The use of differentiated instruction in the content, process, and product will continue to be essential to the success of students and will be demonstrated through use of high effect strategies within the classroom.

Positive Behavior Support (PBS) is another example of a researched based practice Discovery Elementary School will utilize this school year. A team of teachers and staff members attended training over the summer to prepare for the transition to PBS for the 2012-2013 school year. The acronym STARS (Safe, Tolerant, Active Learners, Respectful, Successful) was adopted as universal terminology for the school community. With the emphasis on positive behavior, students earn tickets to “buy” various extra activities and prizes throughout the school year. The school will work with Jayson Loble from the district and the University of South Florida.

**Analysis of Current Practice:** *(How do we currently conduct business?)*

During weekly RtI meetings, teachers collaborate to insure the progression of students based on SuccessMaker, DRLAs, and weekly assessments. Teams assess student progression and set goals based on student progression loss or gains. Data boards are used to move students as they progress on SuccessMaker achievement levels for grades 2 through 6. Grades K and 1 use PASI and PSI data to determine student proficiency. Goal setting is also used in

classrooms as an approach to boost students understanding of their current and projected achievement.

Traditionally, Discovery has done an exceptional job at moving children from one skill or level to the next that correlates with the data on Graph A (annual learning gains). This year's focus will be to monitor and set goals for students not progressing through achievement levels or staying on the same level or skill for too long. Through collaboration, teachers, administration, and support staff will identify students during weekly RtI and team meetings. Based on findings, staff will collaborate and devise an individualized plan for the student that will be monitored for progress. The collaborative focus will be on all students sub groups as well as the lowest 25%.

**CONTENT AREA:**

Reading	Math	Writing	Science	Parental Involvement	Drop-out Programs
Language Arts	Social Studies	Arts/PE	Other:		

**School Based Objective:** *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

**Instructional staff will use High Effect Strategies in conjunction with Learning Focused teaching to increase engagement and academic rigor as evidenced by an increase in proficiency results in all areas of the FCAT assessment Spring 2013.**

**Strategies:** *(Small number of action oriented staff performance objectives)*

<i>Barrier</i>	<i>Action Steps</i>	<i>Person Responsible</i>	<i>Timetable</i>	<i>Budget</i>	<i>In-Process Measure</i>
1.Awarreness of learning focused teaching	1.Faculty Development	Administration	Weekly	\$2000.00 through Title 1	Agenda notes
2. Knowledge of Marzano's High Effective Strategies as outlined in Dr. Max Thompson's Learning focused strategies.	2. Faculty Development and PLC analyzing "Learning Focused Strategies" by Dr. Max Thompson	Administration and teacher leaders	Bi-Monthly		Agenda notes

3.Student centered scheduling	3.Classroom walkthroughs and team meetings	Administration and teachers	weekly		-Notes from PD360 -notes from team meetings
4.Bell to Bell teaching	4. Classroom walkthroughs and team meetings	Administration and teachers	weekly		-Notes from PD360 -notes from team meetings

## EVALUATION – Outcome Measures and Reflection

**Qualitative and Quantitative Professional Practice Outcomes:** *(Measures the level of implementation of the professional practices throughout the school)*

To ensure teachers are implementing Learning Focused strategies including Marzano’s high effect strategies in the classroom, administration will conduct classroom walkthroughs to gather qualitative data. Once walkthroughs are completed, administration will send teachers PD360 videos and/or reflective questions to encourage professional growth. Lesson plans will reflect high effect strategies and Learning Focused Strategies. Essential questions and objectives will be posted and visible for students. PGP strategies or narratives will incorporate goals addressed in the School Improvement Plan. Rigorous academic instruction will be consistent throughout the school day reflecting the posted class schedule and district-pacing guide. The focus on high effective strategies will continue to the completion of the school year. Progress monitoring using data boards and FCAT data will serve as quantitative data to show implementation of professional practices. Teachers will take a survey at the beginning of the year, and then again near the end, to gather qualitative data on the use of high effective strategies grades 3-6 and Common Core grades K-2.

**Qualitative and Quantitative Student Achievement Expectations:** *(Measures of student achievement)*

Through FCAT data and SuccessMaker students will Discovery will see a 5% growth in all tested categories and subgroups. Moving students to high achievement in FCAT reading, math, science, and writing will determine if Discovery met the goals laid out in the plan. Qualitative data will be gathered through staff survey and student work samples showing high effect strategies. Walkthrough data will be gathered; at least 60% of classroom walkthrough will show use of a high effect strategy.

## **APPENDIX A**

(ALL SCHOOLS)

Reading Goal	2012 Current Level	2013 Expected
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	Page 6	
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<b>1. By 2013 70% of students will achieve a level 3 or above on FCAT Reading.</b>	<b>of Performance 60% (253) students scored a level 3 or above on Reading FCAT</b>	<b>Level of Performance 70% (266) students will score a level 3 or above on Reading FCAT</b>
<b>Anticipated Barrier(s):</b> <b>1. Interventions lack rigor and are not conducted with fidelity</b> <b>2. Inconsistent communication between classroom teacher and intervention teacher</b> <b>3. Inconsistent progress monitoring in RtI</b> <b>4. Lack of differentiated instruction in the classrooms</b> <b>5. Lack of adherence to the state reading specifications</b> <b>6. County pacing guide not followed in order to meet depth of curriculum.</b>		
<b>Strategy(s):</b> <b>1. Conduct research-based intervention based on student need.</b> <b>2. Classroom and intervention teachers will collaborate weekly.</b> <b>3. Bi-monthly progress monitoring conducted with students.</b> <b>4. Conduct faculty meetings and PLCs to develop teacher skills in Learning Focused Strategies.</b> <b>5. Conduct classroom walkthroughs to validate use of differentiation.</b> <b>6. Conduct teacher meetings to review state standards.</b>		

<p><b>FCAT 2.0</b> Students scoring at Achievement Level 3</p> <p><b>Barrier(s):</b></p> <ol style="list-style-type: none"> <li><b>1. Inconsistent progress monitoring in RtI</b></li> <li><b>2. Lack of differentiated instruction in the classrooms</b></li> <li><b>3. Lack of adherence to the state reading specifications</b></li> <li><b>4. County pacing guide not followed in order to meet depth of curriculum.</b></li> </ol> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li><b>1. Bi-monthly progress monitoring conducted with students.</b></li> <li><b>2. Conduct faculty meetings and PLCs to develop teacher skills in Learning Focused Strategies.</b></li> <li><b>3. Conduct classroom walkthroughs to validate use of differentiation.</b></li> <li><b>4. Conduct teacher meetings to review state standards.</b></li> </ol>	<p>Based on 2012 Reading FCAT data 31% of our students scored a level 3 on Reading FCAT.</p>	<p>By 2013, 40% of students will achieve a level 3 on the Reading FCAT.</p>
<p><b>Florida Alternate Assessment:</b> Students scoring at levels 4, 5, and 6 in Reading</p> <p><b>Barrier(s):</b></p> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li><b>1.</b></li> </ol>	<p>No students at this time</p>	
<p><b>FCAT 2.0</b> Students scoring at or above Achievement Levels 4 and 5 in Reading</p> <p><b>Barrier(s):</b></p> <ol style="list-style-type: none"> <li><b>1. RtI needs to focus on students at all ability levels.</b></li> </ol> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li><b>1. Collaborative team of teachers will analyze data to develop enrichment activities.</b></li> </ol>	<p>Based on 2012 Reading FCAT data 25% of our students scored a level 4 or higher on Reading FCAT</p>	<p>By 2013 30% of students will achieve a level 4 or above on the Reading FCAT</p>



<p><b>Florida Alternate Assessment:</b> Students scoring at or above Level 7 in Reading</p> <p><b>Barrier(s):</b></p> <p><b>Strategy(s):</b> 1.</p>	<p>No students at this time</p>	
<p><b>Florida Alternate Assessment:</b> Percentage of students making learning Gains in Reading</p> <p><b>Barrier(s):</b></p> <p><b>Strategy(s):</b> 1.</p>	<p>No students at this time</p>	
<p><b>FCAT 2.0</b> Percentage of students in lowest 25% making learning gains in Reading</p> <p><b>Barrier(s):</b> 1. Inconsistent goal setting strategies across ability levels 2. Limited time in the classroom for one-on-one with students</p> <p><b>Strategy(s):</b> 1. Teachers will set goals and consistently monitor progress of students throughout the year 2. Students will be pulled daily to work one-on-one on Learning Objectives with SuccessMaker</p> <p><b>Florida Alternate Assessment:</b> Percentage of students in Lowest 25% making learning gains in Reading</p> <p><b>Barrier(s):</b></p> <p><b>Strategy(s):</b> 1.</p>	<p>Based on 2012 Reading FCAT data, 69% of students in the lowest 25% made learning gains on the Reading FCAT</p> <p>There are no students at this time</p>	<p>By 2013, 74% of students in the lowest 25% will make learning gains on the Reading FCAT</p>

<p><b>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</b></p> <p><b>Baseline data 2011-2012:</b></p>		
<p><b>Student subgroups by ethnicity NOT making satisfactory progress in reading :</b></p> <p style="text-align: right;">White:</p> <p style="text-align: right;">Black:</p> <p style="text-align: right;">Hispanic:</p> <p style="text-align: right;">Asian:</p> <p style="text-align: right;">American Indian:</p>	<p>Enter numerical data for current level of performance</p>	<p>Enter numerical data for expected level of performance</p>
<p><b>English Language Learners (ELL) not making satisfactory progress in Reading</b></p> <p><b>Barrier(s):</b></p> <p><b>Strategy(s):</b></p> <p><b>1.</b></p>		
<p><b>Students with Disabilities (SWD) not making satisfactory progress in Reading</b></p> <p><b>Barrier(s):</b></p> <p><b>Strategy(s):</b></p> <p><b>1.</b></p>	<p>Based on 2012 Reading FCAT data 56% of SWD did not make satisfactory progress on the Reading FCAT</p>	<p>By 2013, 50% of SWD will not make satisfactory progress on reading decreasing the 2012 level by 6%.</p>
<p><b>Economically Disadvantaged Students not making satisfactory progress in Reading</b></p> <p><b>Barrier(s):</b></p> <p><b>Strategy(s):</b></p> <p><b>1.</b></p>	<p>Based on 2012 Reading FCAT data 44% of Economically disadvantaged students did not make satisfactory progress in Reading</p>	<p>By 2013, 39% of Economically disadvantaged students will not make satisfactory progress on the Reading FCAT decreasing the 2012 level by 5%/</p>

**Reading Professional Development**

<b>PD Content/Topic/Focus</b>	<b>Target Dates/ Schedule</b>	<b>Strategy(s) for follow-up/monitoring</b>
Comprehension Tool Kit	9/10/12	Classroom Walkthroughs /Lesson Plans
Common Core	10/12/12	Classroom Walkthroughs/ lesson Plans/ meeting agendas
Learning Focused Strategies including Marzano's high effect strategies	10/12/12	Classroom Walkthroughs/lesson plans/ meeting agendas
Common Core	Bi Monthly Faculty Meetings	Collaborative Team Meeting Agendas Classroom Walkthroughs/lesson plans
Learning Focused Strategies including Marzano's high effect strategies	Bi Monthly Faculty Meetings	Collaborative Team Meeting Agendas Classroom Walkthroughs

<b>CELLA GOAL</b>	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person/ Process/ Monitoring</b>
2012 Current Percent of Students Proficient in <b>Listening/ Speaking:</b>  59%	1. ESOL strategies are not being implemented with fidelity in the classroom	1. ESOL teacher will meet with teachers on an individual basis to discuss strategies, accommodations, and modifications.	ESOL teacher
2012 Current Percent of Students Proficient in <b>Reading:</b>  32%	1. ESOL strategies are not being implemented with fidelity in the classroom 2. ESOL lesson strategies not rigorous and effective 3. Scheduling conflicts	1. ESOL teacher will meet with teachers on an individual basis to discuss strategies, accommodations, and modifications.  2. ESOL teacher will correlate learning with each grade level to focus on skills being taught weekly.  3. Ongoing communication between ESOL teacher and classroom teachers regarding scheduling issues will take place throughout the school year.	ESOL teacher

<p>2012 Current Percent of Students Proficient in <b>Writing</b>:</p> <p>29%</p>	<p>1. ESOL strategies are not being implemented with fidelity in the classroom</p> <p>2. Writing is not a focus in ESOL lessons.</p>	<p>1. ESOL teacher will meet with teachers on an individual basis to discuss strategies, accommodations, and modifications.</p> <p>2. ESOL teacher will work with the writing contact to devise lessons more rich in writing.</p>	<p>ESOL teacher</p>
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<p><b>Mathematics Goal(s):</b></p> <p><b>1. By 2013, 60% of students in grades 3 – 6 will score at level 3 or above on FCAT 2.0 Math</b></p>	<p><b>2012 Current Level of Performance</b></p> <p><b>49% (207) students achieved a 3 or above on Math FCAT</b></p>	<p><b>2013 Expected Level of Performance</b></p> <p><b>60% (228) students will achieve a 3 or above on Math FCAT</b></p>
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<p><b>Anticipated Barrier(s):</b></p> <ol style="list-style-type: none"> <li>1. Teachers lack the knowledge on differentiated instructional strategies</li> <li>2. Team meetings are not focused on individual student needs</li> <li>3. SuccessMaker Learning Objectives and student progress monitoring is not being reviewed with fidelity in all classrooms</li> <li>4. Classroom instruction does not incorporate rigorous academic content.</li> <li>5. Scheduled math time and intervention is not utilized with fidelity to ensure student success</li> </ol>		
<p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li>1. Identify model classrooms for teacher observations of 8 Mathematical practices in math as outlined in Common Core</li> <li>2. Teachers will bring all student data to team meetings to ensure each student's needs are addressed by the collaboratively by the team</li> <li>3. Weekly RtI meetings to discuss student progression Team leaders will follow through in team meetings.</li> <li>4. Bi-monthly Faculty meetings to train teachers on the use of Dr. Max Thompson's Learning Focused Strategies</li> <li>5. Teachers will communicate and coordinate with assistants and Title 1 teachers to ensure invention is conducted with fidelity</li> </ol>		

<p><b>FCAT 2.0</b> Students scoring at Achievement Level 3</p> <p><b>Barrier(s):</b></p> <ol style="list-style-type: none"> <li>1. Teachers lack the knowledge on differentiated instructional strategies</li> <li>2. Team meetings are not focused on individual student needs</li> <li>3. SuccessMaker Learning Objectives and student progress monitoring is not being reviewed with fidelity in all classrooms</li> <li>4. Classroom instruction does not incorporate rigorous academic content.</li> <li>5. Scheduled math time and intervention is not utilized with fidelity to ensure student success</li> </ol> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li>1. Identify model classrooms for teacher observations of 8 Mathematical practices in math as outlined in Common Core</li> <li>2. Teachers will bring all student data to team meetings to ensure each student's needs are addressed by the collaboratively by the team</li> <li>3. Weekly RtI meetings to discuss student progression Team leaders will follow through in team meetings.</li> <li>4. Bi-monthly Faculty meetings to train teachers on the use of Dr. Max Thompson's Learning Focused Strategies</li> <li>5. Teachers will communicate and coordinate with assistants and Title 1 teachers to ensure invention is conducted with fidelity</li> </ol>	<p>In 2102, 29% of students scored at Level 3 on FCAT Mathematics.</p>	<p>In 2102, 40% of students will score at Level 3 on FCAT Mathematics</p>
<p><b>Florida Alternate Assessment:</b> Students scoring at levels 4, 5, and 6 in Mathematics</p> <p><b>Barrier(s):</b></p> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li>1.</li> </ol>	<p>No students at this time</p>	

<p><b>FCAT 2.0</b> Students scoring at or above Achievement Levels 4 and 5 in Mathematics</p> <p><b>Barrier(s):</b></p> <ol style="list-style-type: none"> <li><b>1. Student progress monitoring not focused on students above grade level</b></li> </ol> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li><b>1. A collaborative team of teachers will analyze data to develop enrichment activities</b></li> </ol>	<p>In 2012, 19% of students scored Level 4 or 5 in FCAT Mathematics.</p>	<p>In 2013, students 25% of students will score a Level 4 or 5 on FCAT Mathematics.</p>
<p><b>Florida Alternate Assessment:</b> Students scoring at or above Level 7 in Mathematics</p> <p><b>Barrier(s):</b></p> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li><b>1.</b></li> </ol>	<p>No students at this time</p>	
<p><b>Florida Alternate Assessment:</b> Percentage of students making learning Gains in Mathematics</p> <p><b>Barrier(s):</b></p> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li><b>1.</b></li> </ol>	<p>No students at this time</p>	
<p><b>FCAT 2.0</b> Percentage of students in lowest 25% making learning gains in Mathematics</p> <p><b>Barrier(s):</b></p> <ol style="list-style-type: none"> <li><b>1. There is a lack of communication between classroom teachers, resource teachers, Title 1 teachers, and assistants.</b></li> </ol> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li><b>1. Collaborative planning with every teacher working with a specific student will be scheduled on a daily basis.</b></li> <li><b>2. Teachers will communicate on a weekly basis via email and/or personal conversation.</b></li> </ol>	<p>In 2012, 59% of the lowest 25% in mathematics made learning gains based on FCAT mathematics.</p>	<p>In 2013, 65% of the lowest 25% in mathematics will make learning gains based on FCAT mathematics</p>

<p><b>Florida Alternate Assessment:</b> Percentage of students in Lowest 25% making learning gains in Mathematics <b>Barrier(s):</b></p> <p><b>Strategy(s):</b> 1.</p>	<p>No students at this time</p>	
<p><b>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</b></p> <p><b>Baseline Data 2011-2012:</b></p>		
<p><b>Student subgroups by ethnicity :</b></p> <p style="text-align: right;">White:</p> <p style="text-align: right;">Black:</p> <p style="text-align: right;">Hispanic:</p> <p style="text-align: right;">Asian:</p> <p style="text-align: right;">American Indian:</p>	<p>AMO-61% achieved 57%</p> <p>AMO-50% achieved 48%</p>	<p>2013 Target 64%</p> <p>2012 Target 54%</p>
<p><b>English Language Learners (ELL) not making satisfactory progress in Mathematics</b></p>		
<p><b>Students with Disabilities (SWD) not making satisfactory progress in Mathematics</b></p>	<p>Based on 2012 Math FCAT data 66% of SWD did not make satisfactory progress</p>	<p>By 2013, 56% of SWD will not make satisfactory progress on math based on FCAT Mathematics, decreasing the 2012 result by 10%.</p>
<p><b>Economically Disadvantaged Students not making satisfactory progress in Mathematics</b></p>	<p>Based on 2012 Math FCAT data 64% of Economically Disadvantaged students did not make satisfactory progress</p>	<p>By 2013, 54% of Economically Disadvantaged students will not make satisfactory progress on math based on FCAT Mathematics, decreasing the 2012 result by 10%.</p>



### Mathematics Professional Development

<b>PD Content/Topic/Focus</b>	<b>Target Dates/ Schedule</b>	<b>Strategy(s) for follow-up/monitoring</b>
Common Core Strategies for Mathematical Practices	10/12/12	Classroom Walkthroughs
Learning Focused Strategies including Marzano's high effect strategies	10/12/12	Classroom Walkthroughs
Learning Focused Strategies including Marzano's high effect strategies	Bi-monthly	Classroom Walkthroughs, Collaborative Team Meeting Agendas

<b>Writing</b> <b>By 2013, Discovery will increase the percentage of fourth grade students that achieve a level 4 or above on the FCAT Writes from 11% to 25%</b>	<b>2012 Current Level of Performance Based on the 2012 FCAT Writes, 11% (12) fourth grade students scored a level 4 or above</b>	<b>2013 Expected Level of Performance By 2013, 25% (17) of fourth graders will score a level 4 or above on the FCAT Writes</b>
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<p><b>Barrier(s):</b></p> <ol style="list-style-type: none"> <li>1. Lack of experience with the writing curriculum.</li> <li>2. Teachers not following the pacing guide</li> <li>3. Writing not evident across the curriculum</li> </ol> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li>1. Provide professional development through the county writing resource teacher</li> <li>2. Teachers will adhere to the pacing guide and use a monthly instructional plan developed with the county writing resource teacher</li> <li>3. Walkthrough to monitor content of lesson plans</li> </ol>		
<p><b>FCAT:</b> Students scoring at Achievement level 3.0 and higher in writing</p>	<p>Based on the 2012 FCAT Writes, 61% of fourth grade students scored a level 3 or higher</p>	<p>By 2013 70% of our of our fourth graders will score a level 3 or above on the FCAT Writes</p>
<p><b>Florida Alternate Assessment:</b> Students scoring at 4 or higher in writing</p>	<p>No students at this time</p>	

<p style="text-align: center;"><b>Science Goal(s) (Elementary and Middle)</b></p> <p><b>1. By 2013, 55% of 5<sup>th</sup> grade students will level 3 or above on FCAT.</b></p>	<p style="text-align: center;"><b>2012 Current Level of Performance</b></p> <p>Based o the 2012 FCAT report card 44% (49) of our 5<sup>th</sup> grade students are on grade level in science. This is a 4% increase from the 2011-2012 Science FCAT</p>	<p style="text-align: center;"><b>2013 Expected Level of Performance</b></p> <p>By 2013 55 (57)% of our 5<sup>th</sup> graders will be on grade level according to the Science FCAT results</p>
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<p><b>Barrier(s):</b></p> <ol style="list-style-type: none"> <li>1. Teachers not using science technology resources in the classroom</li> <li>2. Teachers not utilizing the science lab</li> <li>3. Prioritizing instructional time for science</li> </ol> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li>1. Teachers will attend professional development in the area of science for the National Geographic/ Discovery series.</li> <li>2. Science lab teacher will provide teachers with lab sign up times and will offer ideas/assistance in the science lab.</li> <li>3. Title 1 science teacher will order all consumables and supplies needed to conduct hands on activities in the classrooms.</li> <li>4. Classroom teachers will use the reading block to teach science informational text</li> <li>5. Science lab teacher will conduct formal hands on labs with grades 4 and 5 on a weekly basis</li> <li>6. Administration will monitor science lesson plans and teacher schedules for science</li> </ol>		
<p>Students scoring at Achievement level 3 in Science:</p>	<p>Based on the 2012 FCAT report, 27% of our 5<sup>th</sup> grade students scored a level 3 in Science.</p>	<p>By 2013, 40% of our 5<sup>th</sup> graders will be on grade level according to the Science FCAT results</p>
<p><b>Florida Alternate Assessment:</b> Students scoring at levels 4, 5, and 6 in Science</p>	<p>No students at this time</p>	<p>No students at this time</p>
<p>Students scoring at or above Achievement Levels 4 and 5 in Science:</p>	<p>Based on the 2012 FCAT report, 16% of our 5<sup>th</sup> grade students scored a level 4 or 5 in Science.</p>	<p>By 2013, 21% of our 5<sup>th</sup> graders will be a level 4 or 5 according to the Science FCAT results.</p>

<b>Florida Alternate Assessment:</b> Students scoring at or above Level 7 in Reading	No students at this time	No students at this time
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<b>1.</b> <b>Science Goal(s)</b> <b>(High School)</b>	<b>2012 Current</b> <b>Level of</b> <b>Performance</b> <b>(Enter</b> <b>percentage</b> <b>information and</b> <b>the number of</b> <b>students that</b> <b>percentage</b> <b>reflects)</b>	<b>2013 Expected</b> <b>Level of</b> <b>Performance</b> <b>(Enter</b> <b>percentage</b> <b>information and</b> <b>the number of</b> <b>students that</b> <b>percentage</b> <b>reflects)</b>
<b>Barrier(s):</b>  <b>Strategy(s):</b> <b>1.</b>		
<b>Florida Alternate Assessment:</b> Students scoring at levels 4, 5, and 6 in Science		
<b>Florida Alternate Assessment:</b> Students scoring at or above Level 7 in Science		

<p>Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.</p> <p style="text-align: right;"><b>White:</b></p> <p style="text-align: right;"><b>Black:</b></p> <p style="text-align: right;"><b>Hispanic:</b></p> <p style="text-align: right;"><b>Asian:</b></p> <p style="text-align: right;"><b>American Indian:</b></p>		
<b>English Language Learners (ELL)</b> not making satisfactory progress in Algebra		
<b>Students with Disabilities (SWD)</b> not making satisfactory progress in Algebra		
<b>Economically Disadvantaged Students</b> not making satisfactory progress in Algebra		

**APPENDIX B**

(SECONDARY SCHOOLS ONLY)

Algebra 1 EOC Goal	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
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<b>Barrier(s):</b>		
<b>Strategy(s):</b> 1.		
Students scoring at Achievement level 3 in Algebra:		
Students scoring at or above Achievement Levels 4 and 5 in Algebra:		
<b>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11</b>		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.  <b>White:</b>  <b>Black:</b>  <b>Hispanic:</b>		
<b>English Language Learners (ELL)</b> not making satisfactory progress in Algebra		
<b>Students with Disabilities (SWD)</b> not making satisfactory progress in Algebra		
<b>Economically Disadvantaged Students</b> not making satisfactory progress in Algebra		

<b>Geometry EOC Goal</b>	<b>2012 Current Level of</b>	<b>2013 Expected Level of</b>
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	<b>Performance(Enter percentage information and the number of students that percentage reflects)</b>	<b>Performance (Enter percentage information and the number of students that percentage reflects)</b>
<b>Barrier(s):</b>  <b>Strategy(s):</b> <b>1.</b>		
Students scoring at Achievement level 3 in Geometry:		
Students scoring at or above Achievement Levels 4 and 5 in Geometry:		
<b>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11</b>		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.  <p style="text-align: right;"><b>White:</b></p> <p style="text-align: right;"><b>Black:</b></p> <p style="text-align: right;"><b>Hispanic:</b></p>		
<b>English Language Learners (ELL)</b> not making satisfactory progress in Geometry		



<b>Students with Disabilities (SWD)</b> not making satisfactory progress in Geometry		
<b>Economically Disadvantaged Students</b> not making satisfactory progress in Geometry		

<b>Biology EOC Goal</b>	<b>2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)</b>	<b>2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)</b>
Students scoring at Achievement level 3 in Biology:		
Students scoring at or above Achievement Levels 4 and 5 in Biology:		

<b>Civics EOC</b>	<b>2012 Current Level of Performan ce (Enter percentage informati on and the number of students that percentage reflects)</b>	<b>2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)</b>
Students scoring at Achievement level 3 in Civics:		
Students scoring at or above Achievement Levels 4 and 5 in Civics:		

<b>U.S. History EOC</b>	<b>2012 Current Level of</b>	<b>2013 Expected Level of Performance</b>
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	Performance (Enter percentage information and the number of students that percentage reflects)	(Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in U. S. History:		
Students scoring at or above Achievement Levels 4 and 5 in U. S. History:		

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement:  <b>Goal 1:</b>  <b>Goal 2:</b>			

Career and Technical Education (CTE) Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement:  <b>Goal 1:</b>  <b>Goal 2:</b>			

Additional Goal(s)	Anticipated Barrier	Strategy	Person/Process/ Monitoring
<p>Based on the analysis of school data, identify and define areas in need of improvement:</p> <p><b>Goal 1: : Discovery Elementary will decrease referrals by 50%. Last year’s number of referrals was 301.</b></p>	<ol style="list-style-type: none"> <li>1. Teachers lack the knowledge of Positive Behavior System (PBS)</li> <li>2. Teachers do not have additional time in the school day to handle minor offenses.</li> </ol>	<ol style="list-style-type: none"> <li>1. A team of teachers and staff will provide professional development to ensure complete understanding of PBS and the adopted school-wide terminology</li> <li>2. A new classroom behavior monitoring form will be designed to decrease the time teachers spend reporting minor offenses. The form will also serve as a communication tool with parents.</li> <li>3. From a grant, Discovery now has a Social Worker who will serve as a resource for students, staff, and parents. She will communicate with parents as well as lead small groups using the SSGRIN curriculum.</li> <li>4. Teacher and student “buy-in” using STAR tickets that can be redeemed for special events such as movie afternoon, and the STAR store</li> </ol>	<p>PBS Team/ PBS Meetings/ Trainings (Agenda notes) Number of office referrals as indicated on the RtI database</p>

**APPENDIX C**

**(TITLE 1 SCHOOL ONLY)**

**Highly Effective Teachers**

Describe the school based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Descriptions of Strategy	Person Responsible	Projected Completion Date
1. Professional development opportunities and the New Teacher Academy are provided throughout the school year to support new teachers.	Administration	On going
2. Mentor teachers or team leaders will facilitate regularly scheduled meetings to ensure success and support for new teachers.	Administration	On going
3. Training will be provided throughout the school year: <ul style="list-style-type: none"> <li>● Learning Focused Teaching including Marzano’s high effect strategies</li> <li>● Common Core Standards</li> <li>● Positive Behavior Support</li> <li>● Webpage development (Edline)</li> <li>● Science research skills using technology</li> <li>● iPad training</li> </ul>	Administration and Teacher leaders	On going
4. Experienced teachers are encouraged to become National Board Certified.	Administration and Teacher leaders	On going
5. Teachers are also encouraged to earn advanced degrees. Teachers who are currently enrolled in programs will serve mentors. Program information will be disseminated to school via email and posting in mail room.	Administration and Teacher leaders	On going

**Non-Highly Effective Instructors**

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly effective. \*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field/and who are not highly effective	Provide the strategies that are being implemented to support the staff in becoming highly effective
13% (8) teachers who currently teach ESOL students are not ESOL certified.	1. Teachers are in the process of completing ESOL certification classes.

*For the following areas, please write a brief narrative that includes the data for the year 2011-12 and a description of changes you intend to incorporate to improve the data for the year 2012-13.*

	Page 28	

**MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI** (Identify the MTSS leadership team and its role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS)

Discovery conducts weekly RtI meetings in which attendees include Principal, Assistant Principal, Literacy Coach, and other support staff as needed. Teams discuss intervention and progression of students specific to each grade level. A3 is used to track data and determine students' placement in tiered learning groups. The Literacy Coach will be available to administer further diagnostics as needed. The guidance team and educational psychologist will be available to complete academic testing and interventions as needed.

**PARENT INVOLVEMENT:**

Currently Discovery has 362 active volunteers and for the 2011/2012 school year. There were 16,129 volunteer hours in 2011-2012. The staff at Discovery Elementary School believes in involving parents in all areas of the school. Parent participation in our School Advisory Council (SAC) and our Parent Teacher Organization (PTO) is essential in our continued improvement and the success of all programs. We are encouraging parent involvement with before/ after school programs. Parents receive communication through evening messaging via Synervoice, flyers home, and incentives for students and parents who attend.

**ATTENDANCE: (Include current and expected attendance rates, excessive absences and tardies)**

Discovery currently holds an attendance rate of 95.97% down from last year's average of 96.61%. Currently there are 24 students that have excessive absences and 72 students with excessive tardies. A team has been assigned to monitor attendance. To encourage attendance, the team will meet with students during the school day and communicate with parents to set goals and increase positive relationships.

**SUSPENSION: Not applicable**

**DROP-OUT (High Schools only):**

**POSTSECONDARY READINESS:** (How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful? Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.)