

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Discovery Middle  
601 WOODBURY RD  
Orlando, FL 32828  
407-384-1555

### School Demographics

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<b>School Type</b> Middle School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 43%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 55%

### School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A	<b>2009-10</b> A
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### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Discovery Middle

##### Principal

Gloria Fernandez

##### School Advisory Council chair

Alyse Wiernik

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

Name	Title
Gloria McGarvey	Assistant Principal
Lauren Maxwell	Assistant Principal
Robert Reynolds	Administrative Dean
Patricia Schmidt	Reading Coach
Eileen Ramery-Gelpi	Curriculum Resource Teacher

#### District-Level Information

##### District

Orange

##### Superintendent

Dr. Barbara M Jenkins

##### Date of school board approval of SIP

1/28/2014

### School Advisory Council (SAC)

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

#### Membership of the SAC

Karen Hopkins - Community  
 Gail Imbornoni - Community  
 VaSantha Kaysor - Parent  
 Andrea Michalak - Parent  
 Robert Michalak - Parent  
 Miriam Pey - Parent  
 Freddy Ruiz - Parent  
 Alyse Wiernik - Parent SAC Chair  
 Gloria E. Fernandez - Principal  
 Chris Edminster - Teacher  
 Kathy Maples - Teacher  
 Patti Schmidt - Teacher  
 Phil Stanford - Teacher

Christine Tebb - Teacher  
Gail Walter - Teacher

**Involvement of the SAC in the development of the SIP**

SAC supports the SIP goals by utilizing SAC funds to purchase school resources especially in the areas of reading and technology.

**Activities of the SAC for the upcoming school year**

SAC activities will include:  
Conduct SAC meetings  
Organize parent participation drive at Open House  
Complete SAC Parent Ballot and voting process  
Increase communication through website  
SRM funds subcommittee  
SACs survey  
Input for the School Improvement Plan

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

Allocation of the funds depends on the monthly meetings.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

<b>Gloria Fernandez</b>		
Principal	Years as Administrator: 23	Years at Current School: 6

**Credentials**

B.A. Psychology  
M.A. Counseling  
Ed. S. Multicultural/Multilingual Education  
Ed. D. Ed Leadership  
Certifications:  
Biology 6-12  
MG Gen Sci 5-9  
Guidance Counselor K-12  
ESOL Endorsement  
School Principal K-12

**Performance Record**

Prior performance of student achievement includes the most recent five years at Discovery Middle School where the student achievement is illustrated by using a table for the years from 2009 to 2013.  
The table contains the following information:  
(Yr) Year  
(Grd) Grade  
(1) % @ Level 3 and above in Reading  
(2) % @ Level 3 and above in Math  
(3) % Meeting the Writing Standard  
(4) % @ Level 3 and above in Science  
(5) % Making Learning Gains in Reading  
(6) % Making Learning Gains in Math  
(7) % of Lowest 25% Making Learning Gains in Reading  
(8) % of Lowest 25% Making Learning Gains in Math

Yr	Grd	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
12-13	A	74	75	59	69	74	85	74	79
11-12	A	72	75	88	70	79	79	74	61
10-11	A	86	87	95	78	69	82	71	73
09-10	A	90	90	92	75	75	84	68	80
08-09	A	87	90	97	68	72	82	69	78

**Gloria McGarvey**

Asst Principal

Years as Administrator: 13

Years at Current School: 6

**Credentials**

B.S. Science Ed  
 M.A. Int. Tech/Systems  
 Ed. Leadership Core Program  
 Certifications:  
 Biology 6-12  
 Math 5-9  
 School Principal K-12

**Performance Record**

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09-10	A	90	90	92	75	75	84	68	80
08-09	A	87	90	97	68	72	82	69	78



**Lauren Maxwell**

Asst Principal

Years as Administrator:

Years at Current School:

**Credentials**

Prior performance of student achievement includes the most recent five years at Discovery Middle School where the student achievement is illustrated by using a table for the years from 2009 to 2013.

The table contains the following information:

(Yr) Year

(Grd) Grade

(1) % @ Level 3 and above in Reading

(2) % @ Level 3 and above in Math

(3) % Meeting the Writing Standard

(4) % @ Level 3 and above in Science

(5) % Making Learning Gains in Reading

(6) % Making Learning Gains in Math

(7) % of Lowest 25% Making Learning Gains in Reading

(8) % of Lowest 25% Making Learning Gains in Math

Yr Grd (1) (2) (3) (4) (5) (6) (7) (8)

12-13 A 74 75 59 69 74 85 74 79

11-12 A 72 75 88 70 79 79 74 61

10-11 A 86 87 95 78 69 82 71 73

09-10 A 90 90 92 75 75 84 68 80

08-09 A 87 90 97 68 72 82 69 78

**Performance Record**

**Instructional Coaches**

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Patricia Schmidt**

Full-time / School-based                      Years as Coach: 9                      Years at Current School: 11

**Areas**                      Reading/Literacy

**Credentials**                      BA Early Childhood  
 BA Elementary Ed.  
 MA Reading K-12  
 Certifications:  
 ESOL Endorsement  
 Reading Endorsement  
 English 5-9  
 Elem Ed

**Performance Record**                      Prior performance of student achievement includes the most recent five years at Discovery Middle School where the student achievement is illustrated by using a table for the years from 2009 to 2013.

The table contains the following information:  
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Yr	Grd	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
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09-10	A	90	90	92	75	75	84	68	80
08-09	A	87	90	97	68	72	82	69	78

<b>Eileen Ramery-Gelpi</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 13
<b>Areas</b>	Other	
<b>Credentials</b>	BA Elementary ED MA Leadership ESOL Endorsement Certifications: Elem Ed ESOL Endorsement	
<b>Performance Record</b>	Prior performance of student achievement includes the most recent two years at Discovery Middle School where the student achievement is illustrated by using a table for the years from 2012 to 2013. The table contains the following information: (Yr) Year (Grd) Grade (1) % @ Level 3 and above in Reading (2) % @ Level 3 and above in Math (3) % Meeting the Writing Standard (4) % @ Level 3 and above in Science (5) % Making Learning Gains in Reading (6) % Making Learning Gains in Math (7) % of Lowest 25% Making Learning Gains in Reading (8) % of Lowest 25% Making Learning Gains in Math Yr Grd (1) (2) (3) (4) (5) (6) (7) (8) 12-13 A 74 75 59 69 74 85 74 79 11-12 A 72 75 88 70 79 79 74 61	

**Classroom Teachers**

<b># of classroom teachers</b>	59
<b># receiving effective rating or higher</b>	59, 100%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	59, 100%
<b># ESOL endorsed</b>	15, 25%
<b># reading endorsed</b>	7, 12%
<b># with advanced degrees</b>	24, 41%

**# National Board Certified**

2, 3%

**# first-year teachers**

4, 7%

**# with 1-5 years of experience**

14, 24%

**# with 6-14 years of experience**

27, 46%

**# with 15 or more years of experience**

14, 24%

**Education Paraprofessionals**

**# of paraprofessionals**

8

**# Highly Qualified**

8, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

**# receiving effective rating or higher**

**Teacher Recruitment and Retention Strategies**

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

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

Strategies:

1. Recognize teacher achievement
2. Provide Continuous Staff Development/Mentoring
3. Adm. Support with Open Communication
4. Provide Adequate Teaching Resources

Administration is supportive through teacher recognition and availability in PLCs as well as throughout the day. Mrs. Ramery-Gelpi supports by supplying staff development and materials.

**Teacher Mentoring Program/Plan**

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

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Mrs. Schmidt, the Reading Coach, is working with Mr. Irwin who is new at teaching Language Arts to middle school students. Mrs. Peterson, the Social Studies Department Chair, is working with Mr. Gentry who teaches eighth grade social studies.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

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

### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The Master Schedule is designed with student needs and interests in mind. Student data along with student and parental input are used to guide the structure of the master schedule. In utilizing funding to support the staffing of the school, administrative staff develop the master schedule for the school and verify certifications of those to be hired so that a highly qualified staff is secured. Continuous progress monitoring through Benchmark Assessments, FAIR, SRI, and mini-assessments determine the effectiveness of the core instruction.

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

The MTSS Leadership Team supports student achievement through data chats with teachers about student progress. Also the brainstorming of interventions and checking if the interventions work are main points of discussion in PLCs.

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

MTSS Leadership Team members identify students with areas of need. Areas of need can include: attendance, grades, levels one and two on previous year's FCAT test areas, discipline, retentions and guidance referrals. In monitoring the above listed key components, student improvement can be shown. During PLCs students with high needs are pinpointed and teachers share the interventions that have occurred. The school's psychologist joins the MTSS PLC monthly to ensure that the focus stays on student achievement and interventions.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

In monitoring student data, i.e., (attendance, grades, discipline as well as Benchmark Tests, FAIR, SRI) through available systems which include (Enterprise Data Warehouse (EDW), Performance Matters and Instructional Management System (IMS)); student success can be determined. When a deficit area is still denoted in a core subject, the FCIM process is used and mini-assessments assist in the re-evaluation progression. For students with levels one or two in FCAT Reading, Intensive Reading is given. Intensive Math is also provided to eighth grade students who have a level one or two in FCAT Math. Another area of support is through the Support Facilitation Instructors in which these instructors are Exceptional Education Teachers that "push-in" or go into classes that have been identified with needs. Also on certain days of the week, the Support Facilitation Lab is open for any student who has needs in core classes. Students with needs can visit the lab during an elective class. For those with multiple intensive classes, the lab is open most mornings.

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

An overview of MTSS along with possible indicators of needs as well as interventions is conducted at the start of each school year. The MTSS overview meeting is conducted in a small group setting so that questions and answers can be shared and understood. After the overview meeting has been conducted, then monthly MTSS PLC meetings are held to support student achievement and continue progress

monitoring students. During parent conferences, PTSA meetings, SAC meetings, MTSS information is dispersed to parents.

**Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Before or After School Program  
**Minutes added to school year:** 14,400

Course Recovery is an after school program which supports students who obtain an F in a core subject course. Once the report card has been generated, students who have Fs are given the Course Recovery invitation and parents are called. Students are asked to remain after school to participate in computer assisted instruction through Odyssey Compass Learning.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

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

**Who is responsible for monitoring implementation of this strategy?**

Administration and Guidance are responsible for monitoring the implementation of Course Recovery.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Gloria Fernandez	Principal
Gloria McGarvey	Assistant Principal
Lauren Maxwell	Assistant Principal
Patricia Schmidt	Reading Coach
Eileen Ramery-Gelpi	Learning Resource Teacher
Melanie Shank	Guidance Counselor
Lou Anne Rollins	Guidance Counselor
Christine Tebb	Staffing Specialist
Mishone Simpson	Language Arts Dept. Chair
Rachel Peterson	Social Studies Dept. Chair
Robert Murray	Mathematics Dept. Chair
Crystal Walsh	Science Dept. Chair

Name	Title
Eric Saidat	Electives Dept. Chair

### **How the school-based LLT functions**

The school-based LLT researches and provides information to support reading and writing.

### **Major initiatives of the LLT**

Major initiatives include:

- \*support writing through Data Based Questions (DBQs) in Social Studies and Language Arts classes
- \*prepare students to write for the PARCC
- \*prepare teachers to support writing through professional development

## **Every Teacher Contributes to Reading Instruction**

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

All teachers are to utilize higher order questioning to have students think critically. Higher order questions prompt teachers and students to conduct close reads. This dissecting of information for comprehension supports all subject areas and strengthens reading. Language Arts teachers have students read four books every nine weeks. For each book that is read, students complete reading logs and take Reading Counts quizzes. Social Studies teachers support reading through DBQs where primary source documents must be read to formulate outcomes through an essay. Mathematics teachers utilize word problems to reinforce reading in the curriculum. Science teachers have students read background information to support their curriculum. The Art teacher has her students read biographical information of artists. The Drama teacher has students read and perform skits. In Band, students must read music and perform. Physical Education teachers have students keep a notebook where information is recorded and can be studied.

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

The Career and Education Planning (CEP) course is connected with the social studies course at Discovery Middle School. The CEP course guides to 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.

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

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 logon to 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.

**Strategies for improving student readiness for the public postsecondary level**

Strategies at Discovery Middle School include:

School Counselors and AVID Coordinator promote an awareness of high school requirements

School Counselors and AVID Coordinator assist students with support whether academic or school materials

School Counselors conduct a career inventory and have students research the degrees necessary to support their career choices

High School Counselors come to the middle school and share with the eighth graders curricular information and assist in the selection process of future classes



## Expected Improvements

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

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	75%	No	80%
American Indian				
Asian	78%	94%	Yes	81%
Black/African American	63%	65%	Yes	66%
Hispanic	68%	65%	No	71%
White	86%	81%	No	87%
English language learners	51%	42%	No	56%
Students with disabilities	46%	39%	No	51%
Economically disadvantaged	61%	65%	Yes	65%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	234	28%	29%
Students scoring at or above Achievement Level 4	376	45%	46%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		6%
Students scoring at or above Level 7	13	81%	80%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	570	68%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	133	74%	75%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	53	79%	80%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	30	45%	46%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	38	57%	58%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	165	59%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	79%	77%	No	81%
American Indian				
Asian	88%	97%	Yes	89%
Black/African American	65%	61%	No	69%
Hispanic	71%	65%	No	74%
White	86%	85%	No	87%
English language learners	56%	46%	No	60%
Students with disabilities	49%	44%	No	54%
Economically disadvantaged	64%	66%	Yes	68%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	230	28%	30%
Students scoring at or above Achievement Level 4	401	48%	49%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	10	63%	60%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	640	85%	86%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	143	79%	80%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	282	34%	35%
Middle school performance on high school EOC and industry certifications	275	98%	98%

**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	79%		No	81%
American Indian				
Asian	88%		No	89%
Black/African American	65%		No	69%
Hispanic	71%		No	74%
White	86%		No	87%
English language learners	56%		No	60%
Students with disabilities	49%		No	54%
Economically disadvantaged	64%		No	68%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	79	33%	34%
Students scoring at or above Achievement Level 4	155	64%	65%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Achievement Level 4	40	98%	

**Area 4: Science**

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	72	25%	26%
Students scoring at or above Achievement Level 4	127	44%	45%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		33%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		
Participation in STEM-related experiences provided for students			

**Area 8: Early Warning Systems**

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	38	4%	3%
Students who fail a mathematics course	2	0%	0%
Students who fail an English Language Arts course	2	0%	0%
Students who fail two or more courses in any subject	2	0%	0%
Students who receive two or more behavior referrals	41	5%	4%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	14	2%	1%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

By January 2014, PTSA membership will be increased by 1%.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
By January 2014, PTSA membership will be increased by 1%.	331	39%	40%

## Goals Summary

- G1.** By June 2014, a minimum of 77% of students at Discovery Middle School will earn a level 3 or higher on FCAT Reading 2.0.
- G2.** By June 2014, 62% of students at Discovery Middle School will score a level 3.5 or higher on the FCAT Writes.
- G3.** By June 2014, 78% of students at Discovery Middle School will earn a level 3 or higher in the Mathematics FCAT 2.0.
- G4.** By June 2014, 50% of the students taking the Science FCAT will earn a level 3 on the test.
- G5.** By January 2014, PTSA membership will be increased by 1%.

## Goals Detail

**G1.** By June 2014, a minimum of 77% of students at Discovery Middle School will earn a level 3 or higher on FCAT Reading 2.0.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

### Resources Available to Support the Goal

- Provide students pre-reading activities to increase comprehension and small group instruction.
- Provide teachers with professional development in the area of Close Reads.

### Targeted Barriers to Achieving the Goal

### Plan to Monitor Progress Toward the Goal

Benchmarks, Mini-Assessments, FAIR, SRI, Systems 44 and Achieve 3000

### Person or Persons Responsible

Classroom Teachers, Reading Teachers, Counselors, LRT, Reading Coach and Administrators

### Target Dates or Schedule:

Fall and Winter Benchmarks, Mini-assessments as needed, FAIR given Fall, Winter and Spring, Systems 44 and Achieve 3000 Monthly Reports Monthly and Data/MTSS PLCs.

### Evidence of Completion:

June 2014

**G2.** By June 2014, 62% of students at Discovery Middle School will score a level 3.5 or higher on the FCAT Writes.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- The ELL Paraprofessional visits classes to give support to ELL students.
- ELL students can go to the ELL Paraprofessional and the CCT/LRT in the mornings for additional support.
- Data Based Questions (DBQs) will be used throughout all Social Studies classes with Language Arts support.

**Targeted Barriers to Achieving the Goal**

**Plan to Monitor Progress Toward the Goal**

Close Reads, DBQs, monthly 8th grade Orange Writes with feedback and monthly 6th and 7th grade Common Core ELA writing prompts.

**Person or Persons Responsible**

LA teachers, SS for DBQs, LRT and Reading Coach

**Target Dates or Schedule:**

Quarterly for DBQs and monthly Writes

**Evidence of Completion:**

May 2014

**G3.** By June 2014, 78% of students at Discovery Middle School will earn a level 3 or higher in the Mathematics FCAT 2.0.

**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Algebra 1 EOC

**Resources Available to Support the Goal**

- Provide students pre-reading math activities to increase mathematic comprehension, small group instruction and/or computer based reviews such as Fastt Math and Compass Learning
- Provide students with enrichment math activities to increase mathematic comprehension
- Provide teachers with professional development in the area of Close Reads.

**Targeted Barriers to Achieving the Goal**

## Plan to Monitor Progress Toward the Goal

Benchmarks and Mini-assessments

### Person or Persons Responsible

Math teachers, LRT and Administrators

### Target Dates or Schedule:

Fall and Winter Benchmarks and mini-assessments as needed.

### Evidence of Completion:

June 2014

**G4.** By June 2014, 50% of the students taking the Science FCAT will earn a level 3 on the test.

### Targets Supported

- Science
- Science - Middle School

### Resources Available to Support the Goal

- Provide students lab activities to increase comprehension of scientific concepts.
- Increase the implementation of the inquiry method into the science curriculum.

### Targeted Barriers to Achieving the Goal

## Plan to Monitor Progress Toward the Goal

Pre-post Science assessments

### Person or Persons Responsible

Science teachers, LRT and Administrators

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

June 2014

**G5.** By January 2014, PTSA membership will be increased by 1%.

### Targets Supported

- Parental Involvement

### Resources Available to Support the Goal

- Promote school related events via website, flyers, PTSA website, School Messenger calls and emails. Curriculum nights Showcase of Stars Open House Student of the Month 4.0 Celebration Weekly PTSA Updates through School Messenger

### Targeted Barriers to Achieving the Goal



## Plan to Monitor Progress Toward the Goal

Memberships

**Person or Persons Responsible**

PTSA President

**Target Dates or Schedule:**

Monthly PTSA meetings

**Evidence of Completion:**

Winter 2013

## Action Plan for Improvement

**Problem Solving Key**

**G** = Goal

**B** = Barrier

**S** = Strategy

## Coordination and Integration

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

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title II monies are to be used in purchasing substitute teachers so that subject matter teachers may attend professional development as well as support travel expenses to the professional development. SAI monies was used to assist in the purchasing of a Reading Coach.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

## Appendix 2: Budget to Support School Improvement Goals