

Polk County Public Schools

Discovery High School



2017-18 School Improvement Plan

Discovery High School

640 EVENHOUSE RD, Lake Alfred, FL 33850

discoveryhighschool.org

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School 9-12	No	76%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	66%

School Grades History

Year	2016-17
Grade	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Polk County School Board.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Discovery High School

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

"We are dedicated to actively engaging all individuals in quality learning experiences that will enable them to value themselves and become responsible, productive citizens in a changing world."

b. Provide the school's vision statement

Our vision and belief is that every student needs to succeed in the 21st century with an education that is both academically rigorous and "real-world" relevant. We think of academic rigor as students being able to apply their skills and knowledge to real-world problems, to adapt solutions to an ever-changing society, and to solve problems we have yet to recognize. Teaching through application is a very effective way to engage students and ensure they can apply what they have learned.

We believe that the Discovery High School family works together and shares responsibility for guiding our students' education by:

- Providing a safe and orderly environment conducive to learning for students,
- Actively engaging students in the learning process through a variety of teaching strategies and modality styles,
- Encouraging students to value themselves and have an acceptance of cultural differences of ideas and feelings,
- Providing ongoing technological training for growth in a changing world.

2. School Environment

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

Discovery High School learns about students' cultures and builds relationships between teachers and students through a mandatory class we implement for every single student on campus called "Focus." The goal of Focus class is to help students develop ownership of their own learning process and develop a 10-year life plan. This broad goal is accomplished through teaching students how to set both short and long term goals, how to conduct valid and reliable research on post-secondary college and career interests the student has, and teaching them financial literacy strategies. To guide this process, the Focus teacher serves as a mentor and supporter, facilitating and modeling self-discovery, self-motivation, and the Lifeskills necessary to becoming a productive citizen.

Focus class allows for an abundant amount of 1:1 interaction between teacher and student, and allows the teacher the opportunity to become an advisor and mentor to each of their Focus students. Due to this class being a daily 60-minute block, teachers have ample time to lead discussions, implement cooperative learning strategies, and work with students solo to build relationships that help create a safe and nurturing classroom environment.

There are two activities for students (one at the end of each semester) called Student Led Conferences, which are individual parent conferences led by students. The conference is facilitated by the students, with the teacher being a support system as they present to their parent(s) or guardian(s). This takes a tremendous amount of time and preparation, and more importantly, a solid rapport between teacher and student so they feel well-prepared and also confident leading the conference.

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

Discovery High School creates an environment where students feel safe and respected before, during and after school by communicating clear expectations and maintaining consistency throughout the school year. Whether it's related to dress code, behavior, or academics, DHS ensures that we communicate our expectations with all stakeholders and addresses any issues in a timely fashion to ensure the safest learning environment possible.

Teachers and administrators are assigned to posts before or after school to ensure student safety, and there is active supervision during transition times. Administrators use these times to communicate and build relationships with students as well, so they feel that the admin team is approachable and creating a positive school climate. Additionally, there are essential safety procedures such as locked classroom doors and exterior exits along with security camera monitoring used throughout the day. Discipline and tardy steps are implemented consistently and are followed by all staff school wide. Discipline data is analyzed and shared with the students and staff as needed to proactively address issues. The assigned SRO visits DHS on a regular basis, and emergency procedures are practiced throughout the school year. Also, students can also report incidents of safety or concern to their teachers or administrators at any time.

Furthermore, every classroom displays our "Lifelong Guidelines", which support a motivating and supportive learning environment. Each teacher is trained on how to implement these guidelines in their classroom during our New Teacher Orientation, and they use these to create a common language across campus. This also aids in the staff's ability to positively and consistently redirect behavior during and outside of instructional time, which helps reinforce the expectation to students that we are always aiming to fulfill our mission and vision.

c. 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

DHS uses a Relationship Building Plan, which is a combination of our "Lifelong Guidelines" and a school-wide approach that reinforces constant communication with both parents and students. The plan includes progressive discipline given at appropriate times. When these consequences are given, administrators speak with the student and make parent contact. The goal of our relationship plan is produce life-long learners and successful contributors to society. Recognition is given to those students at the end of each grading period that have been positive contributors to the DHS school climate.

New teachers attend training on implementing our Relationship Plan during our New Teacher Training before the school year starts. Teachers receive constant feedback throughout the year from Administrators and Instructional Coaches on implementation of the plan.

d. 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

Discovery High School ensures that the social-emotional needs of our students are being met by creating a network of administrators, teachers, and counselors who continually share information about our students. In the classroom and on campus, it is important to give students a voice through various ways to ensure their needs are being met. The following effort has been created to make sure each student fully participates in their education. Administrators, teachers and counselors are available before during and after school. Also, counselors are available during our one hour "FLEX" time to address any individual concerns. Furthermore, we engage in networking with various community providers/programs in efforts to increase the availability of services/resources for the population served.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

DHS review the early warning system criteria on a regular basis. The indicators are as follows:

The Early Warning System report is used to determine school-wide trends, which impact academic performance of students at Discovery High School. The indicators that appear to be the most crucial become the school's focus for intervention efforts. These areas are regularly discussed during school leadership meetings and Professional Learning Communities where data is considered and analyzed and research based interventions are developed to address areas of concerns. The following are interventions that are used to address specified concerns at the school: We have scheduled a time during the day that students can ask for academic support from their teachers. Teachers can clarify assignments, explain expectations, and allow students to make up missed assignments. For students exhibiting continued difficulty beyond the strategies in place at DHS, they are referred to the school's Guidance Department for review of the student's academic performance and suggestions for improving their academic performance is suggested. The parent is often invited to be a part of the plan. A continuous review of the interventions allows the school team to determine if interventions are successful in areas of concern.

At Discovery High School we strive to improve attendance regularly. The administration reviews the data and institutes problem solving as it relates to students' attendance to maximize the success of all students. Teachers and guidance counselors also discuss with the parents and students the importance of being at school daily as a pro-active approach to curtail additional absences from accumulating. Attendance is reviewed on a daily basis and attendance letters are sent out after five absences. Parent conferences are also held to develop an attendance plan and contracts put in place.

Conferences are held with students and parents for suspensions. The guidance counselors often meet with students to discuss infraction and avoidance strategies. There is a Relationship Plan used school wide by all staff members. This proactive approach promotes a positive relationship between staff members and students. For course failure, the leadership team meets to review student progress. Guidance counselors advise students academically. Communication and conferences are held with the presence of each academic teacher and guidance counselor. Discovery High School also has a "FLEX" time available on a daily basis, where all students, including ESE, ESOL, and Tier 2 and 3 students have an hour to not only eat lunch, but also meet with their teachers to receive additional time to complete assignments or receive additional one on one instruction. Ongoing progress monitoring is conducted on a regular basis.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	13	5	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	49	21	0	0	70
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	6	2	0	0	8
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	78	34	0	0	112

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	9	4	0	0	13

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

Planned strategies that will be employed to improve performance of students identified by EWS:

- *Placing students in intensive reading and math classes
- *Teachers meeting as a subject area and discuss students' progress and adjust instruction accordingly
- *Continuos communication between all stakeholders through written communication, phone calls home, conferences, etc.
- *Guidance counselors advise students academically and assist with self-monitoring strategies
- *Mandatory FLEX support is implemented and used school wide
- *The RtI/MTSS model is also used to provide high quality instruction and intervention matched to student needs, by using learning rate over time and level of performance to make important educational decisions to guide instruction throughout the year.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

Discovery High School will complete a Parental Involvement Plan, which is available at the school site.

2. 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

Both our middle and high school have a great working relationship with the University of Florida Citrus Research Center. Because of it's close proximity to the schools we have been able to do a variety of things from donating equipment to allowing on site field experiences.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Whitehead, Mark	Assistant Principal

b. Duties

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

The Discovery High School Leadership Team is composed of:

- Carol Fulks - Executive Director
- Darryl Jemison - Principal
- Mark Whitehead - Administrator on Special Assignment
- Beth Fontaine - Asst. Principal
- Carissa Harris - Dean of Students/Athletic Director
- Kim McGlinchey - Guidance Counselor
- Kawanna Edwards- Guidance Counselor
- Nichole Clark- ESE Facilitator

The school leadership will proactively provide training, mentoring, and general support to students, teachers, and staff to ensure the mission and vision of the school are followed. The Leadership team at the school helps to analyze the schools' focus and monitor class data to help drive instruction. They lead and oversee PLCs to ensure collaboration. They gather data and information from classroom walk-throughs and observations to determine needs and offer appropriate support to all staff .

2. 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

Admin, ESE facilitator, grade level guidance counselor, and teachers meet to discuss student successes and challenges. Teachers also meet in subject area groups to discuss data and effective strategies and to collaborate on best instructional practices and lesson planning.

Data from teacher observation, student work, formative assessments, and summative assessments are used to identify students that are being unsuccessful. Tier 2 interventions are discussed and intervention strategies and goals are developed and implemented for students in need. Follow up with the student is done on a regular basis.

If students are not being successful, then changes in intervention strategies are developed and implemented. If Tier 2 interventions are not being successful the Leadership Team will meet to

discuss Tier 3 options.

Title I, Part A, funds school-wide services to Discovery High School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

The guidance department is responsible for the migrant students enrolled in Discovery High School, and they will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II- Professional development resources are available to Title I schools through Title II funds.

Title II-D-In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. The technology department of DHS is responsible for this.

Title IV - Violence Prevention Programs- Our Dean is responsible for this prevention program.

Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Title X- Homeless

The guidance department is responsible for the Hearth program, funded through Title X, which provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Supplemental Academic Instruction (SAI)- SAI units are not provided to Discovery High School.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Megan Stevens	Teacher
	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Since we are a Charter School our Governing Board acts as our SAC, the members are:

Board Chair - Charlotte Butler

Community Member - Mike Jones

Community Member - Linda Williams

Community Member - Catherine Walker

Non-Voting Member - President / Treasurer Carol Fulks

Non-Voting Member - Secretary Jill Dunbar

Non-Voting Member - Teacher Representative Megan Stevens

b. Development of this school improvement plan

A needs assessment is done annually to identify areas of improvement

SIP Goals, Barriers, Strategies, and Professional Development activities were reviewed by the Governing Board and teacher groups consisting of the entire staff. These groups identified areas of success and areas of challenge and shared them with the Governing Board and the leadership team. Barriers and action plans were discussed and specifics given if an AMO was not met and how it could be met in the future.

One overarching goal was created, barriers were identified that needed to be addressed to reach the goal, and strategies were developed to overcome the barriers and accomplish the goal. The Board will approve personnel, funding and resources needed to carry out Discovery High School's mission and vision.

c. Preparation of the school's annual budget and plan

Input from all staff and Governing Board members are considered in identifying barriers and developing an action plan to overcome the barriers. A professional development calendar is then created including potential costs for each activity. The budget is driven by teacher input from the needs assessment, along with the hiring of personnel, which is then approved by the governing board.

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

Discovery High School was not required to have a School Improvement Plan last year. The goals in our charter application guided our focus for our initial year.

School Improvement Funds are projected to be spent on the following:

Projected amount of \$83,053 for the 2017-18 school year will be allocated to salaries of an additional Guidance Counselor and Parent Involvement Paraprofessional.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
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b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

LLT membership:

- Carol Fulks - Executive Director
- Darryl Jemison - Principal
- Beth Fontaine - Assistant Principal
- Mark Whitehead - Administrator of Special Assignment
- Carissa Harris - Dean of Students
- Kim McGlinchey - Guidance Counselor
- Kawanna Edwards - Guidance Counselor
- Tina Steele - Academic Coach
- Jessica Robertson - Academic Coach
- Nichole Clark - ESE Facilitator

During the 2017-2018 school year, the LLT will focus on three key issues for school improvement:

1. Continuation and expansion of highly effective lessons and common assessments.
2. Providing professional development opportunities to staff directly related to the school's lowest performing areas.
3. Providing modeling across the curriculum for subject area integration of reading strategies and skills.

The major initiatives will be to increase reading and writing proficiency across all content areas. Classic novels are being read in all English classes. The teachers are provided with a multitude of resources and pacing guides with links to CPalms by the instructional coach. Coaching cycle is being carried out with all ELA teachers. Lesson plan templates are already in place and evidence based writing has been incorporated in all plans for all subject areas. The Literacy Leadership Team will help implement Florida state standards. The team will monitor instruction; specifically looking for rigor and intervention will be matched to student needs. The team will meet regularly to set goals, plan and evaluate the programs and instruction based on data results. Data will be analyzed to see if the level of performance is increasing to help make important educational decisions to guide instruction.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Discovery High School will use "Family Meetings" every month or as deemed necessary throughout the year. At each meeting we have breakfast, celebrate birthdays, and have team building opportunities. We also have subject area meetings with a focus on High Effect Size instructional strategies. Collaborative planning by core subject area teachers takes place every three weeks. The meeting focuses on standards driven curriculum maps and common assessments. Presentation of best practices are discussed and shared with all staff in these meetings. Teachers and staff can share new innovative researched based teaching practices to help assist and enhance lessons for students.

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

The Discovery High School administration, coaches, and instructional leaders participate in job fairs in the state as well as out of state to secure quality educators. We recruit from not only job fairs, but also through social media, ads, and word of mouth. New teachers participate in New Teacher training prior to the beginning of school and are assigned an instructional coach as the mentor. The teachers also partner with veteran teachers to expanding their leadership skills. To retain teachers, we give annual returning bonuses, opportunities to participate in professional development, committees and assist with the costs of adding endorsements to their area of certification.

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

New teacher orientation takes place prior to the school beginning. Training includes school's expectations, review of the staff handbook, policy and procedures, ethics, classroom management, as well as strategies to address ESOL and ESE students in the classroom. All new teachers meet with the Instructional/New Teacher Coach will meet to discuss improvements to classroom management and instructional practices. Observations of veteran teachers will be arranged as necessary to model teacher techniques and high effect size strategies.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

By following pacing guides the school ensures that its instructional programs and materials are aligned to Florida's standards. CPALMS is aligned to the pacing guides and used as a resource. Our instructional coaches and administration also assist with the curriculum maps.

Ongoing leadership and staff training provided by the FL DOE to implement the new Florida Standards is attended as offered. Workshops are attended by all teachers during pre-week regarding the new standards and how to effectively and rigorously implement them in the classroom. Additionally, subject area meetings are held regularly by each core academic subject area to develop curriculum maps and common assessments aligned to the new standards. When developing the curriculum maps, teachers identify the instructional strategies needed to address the depth and breadth of the grade level content area and literacy standards.

Each department's members meet with a Leadership team member who leads the group in following the curriculum map and planning common goals and objectives. Professional Learning Communities create formative and summative assessments that align with state standards. Curriculum maps include standards that are vertically aligned to best serve the needs of increased student achievement.

b. Instructional Strategies

1. 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

At DHS, each teacher keeps documentation of and tracks the data from state, district, and classroom assessments. Teachers, administration, and instructional coaches during subject area meetings collaborate on student progress made and adjust instruction accordingly. Further, the lower quartile of students in each subject is tracked and monitored and interventions are in place to assure success for these students. Leadership team meetings as well as subject area meetings are used to identify students to be recommended for the MTSS team. Leadership team meetings are held to review student data and address specific academic concerns across the grade levels. In doing so, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility. DHS also uses academic coaches to support teachers during regular school days as well as professional learning days. Administrative walk-throughs and academic coaches provide feedback to teachers on what is being seen in the classroom. Examples of this consist of offering either enrichment or remedial materials based on data results. Algebra Nation and Ten Marks are both used to address the learners who are struggling to meet proficiency of the math standards. Teachers also provide additional instruction during FLEX based on the proficiency level of each student's data results.

2. 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:

At this time, FLEX satisfies the additional academic support time.

Strategy Rationale

FLEX provides additional academic support and remediation during the school day for students who would not be able to get transportation back and forth to school at other times.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

A report with a list of students with multiple Ds and Fs will be run regularly to determine if academic support is assisting student success.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

A school visit is arranged for our 8th Graders coming from Discovery Academy interested in attending DHS to ease the transition of moving from middle to high school. Additionally, we hold informational parent meetings to assist in the transition and answer questions.

b. College and Career Readiness

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

In all grades, counselors review student data to determine the best academic course placement for students. Students are then placed into regular, Honors, or AP high school credit courses based on this data. Counselors present the elective options to all students, reviewing the choices at each level. AP courses provides students with an opportunity to engage in rigorous scholarly practice of the core academic skills necessary for successful college completion. Counselors describe each class and how the classes will aid students in different academic/career path, and students choose their top courses.

During FOCUS, leadership focused course, all students are taught effective research strategies and use those skills to develop a career/college ten year plan.

Students are encouraged to take ownership in academic performance through frequent data chats with teachers, students, and parents with student led conferences held twice a year. Student engagement is promoted through relevant and interesting instruction with opportunities to take college placement tests, such as the PERT and ACT.

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

Students currently have the option of a technology course as an elective option. Discovery High School is 100% one to one student use of technology on a daily basis, which emphasizes the college and career aspects of various technologies. Discovery students have the opportunity to obtain a digital learning or industry certification through Apple and Microsoft.

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

Discovery High School is a technology and career focused school. Currently, we have students use laptops and/or iPads in every class, with a one to one ratio of technology. Teachers are able to take these technology tools and implement them in all of our academic classes, as well as use them as a mode of instruction in our college and career-planning program in FOCUS.

Additionally, we offer Digital Design and Marine Biology, which both integrate heavy career components and the use of technology.

4. 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

Leadership Skills Development through our FOCUS curriculum are provided to our 9th, 10th and 11th grade students. This course helps provide the organizational and critical thinking skills that are necessary for success in Honors and AP level courses. Students will create an electronic portfolio and resume that will be based on 21st century learning and job skills, and help guide them to make sure they meet their pre-graduation indicators. These skills will be embedded in all content classes. In addition, the completion of two student led conference will be held throughout the year, to present the student's academic and professional learning plan. This plan outlines their postsecondary plans, along with their short term and long term goals to obtain their personal objectives.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

In it's first year, Discovery High School had test scores either equal to or higher than most surrounding high schools in the following areas:

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** Teachers will use research based instructional strategies to ensure that students are able successfully master content area standards. These strategies will be used to ensure that we are meeting the needs of all students, including those in our lowest quartile.

Strategic Goals Detail

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

G1. Teachers will use research based instructional strategies to ensure that students are able successfully master content area standards. These strategies will be used to ensure that we are meeting the needs of all students, including those in our lowest quartile. 1a

G091245

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	39.0
Algebra I EOC Pass Rate	36.0
Bio I EOC Pass	71.0

Targeted Barriers to Achieving the Goal 3

- Teachers do not understand their content area standards and do not have sufficient knowledge in the use of high effect strategies in teaching their content.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches
- PLC Meetings
- Content Area Meetings
- Staff Development Days
- Early Release Professional Development
- Common Planning Time
- CPALMS
- Curriculum Maps

Plan to Monitor Progress Toward G1. 8

Data will be compiled from content area assessments, progress monitoring assessments, and state assessments. Progress towards the goal and targets will be shown through learning gains.

Person Responsible

Schedule

Semiannually, from 8/15/2017 to 7/30/2018

Evidence of Completion

Teachers will provide data breakdowns from their content assessments in order to review and determine the effectiveness of the strategies. Teachers, coaches, counselors, and administration will use score reports from state assessments through FSA or Pearson. At the end of the year administration, counselors, and teachers will review state assessment data and determine the number of students that made learning gains, did not make learning gains, passed and did not pass. Administration and teachers will compare the data to the SIP SMART Goal data and the school's AMO projections. Meeting the SIP SMART goal projections will determine if the goal has been met.

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

 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will use research based instructional strategies to ensure that students are able successfully master content area standards. These strategies will be used to ensure that we are meeting the needs of all students, including those in our lowest quartile. **1**

 G091245

G1.B1 Teachers do not understand their content area standards and do not have sufficient knowledge in the use of high effect strategies in teaching their content. **2**

 B244096

G1.B1.S1 Teachers will attend PLC meetings led by administration and instructional coaches. Teachers will examine their standards and understand the depth to which it needs to be taught. Teachers will also receive subject specific training in the areas of differentiation, HOT questioning, data analysis, and other high effect strategies. **4**

 S257255

Strategy Rationale

If teachers do not understand what they are teaching and how they will teach the concept, our teachers will never reach their full effectiveness. Our PLC meeting times will be critical to their understanding of their standards.

Action Step 1 **5**

During PLC meetings, teachers will explore the content contained within their standards and will receive training on best practices for teaching their content.

Person Responsible

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Demonstration of professional learning through classroom observations and in lesson plans.

Action Step 2 **5**

Focus teachers will assist students to achieve personal and academic success by developing individual goal plans with struggling students.

Person Responsible

Schedule

Monthly, from 8/15/2017 to 5/21/2018

Evidence of Completion

Conferences with students and parents documentation

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will monitor lesson plans for documentation of PD learning and implementation in classrooms.

Person Responsible

Schedule

Weekly, from 8/28/2017 to 5/21/2018

Evidence of Completion

Teachers will submit electronic lesson plans weekly.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Teacher Coach will provide feedback from observations completed relating to the Professional Development trainings.

Person Responsible






Schedule

Every 6 Weeks, from 8/28/2017 to 5/21/2018

Evidence of Completion

Teacher coach will maintain feedback records given to teachers.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A2  A338113	Focus teachers will assist students to achieve personal and academic success by developing...		8/15/2017	Conferences with students and parents documentation	5/21/2018 monthly
G1.B1.S1.MA1  M357000	Teacher Coach will provide feedback from observations completed relating to the Professional...		8/28/2017	Teacher coach will maintain feedback records given to teachers.	5/21/2018 every-6-weeks
G1.B1.S1.MA1  M356999	Administration will monitor lesson plans for documentation of PD learning and implementation in...		8/28/2017	Teachers will submit electronic lesson plans weekly.	5/21/2018 weekly
G1.B1.S1.A1  A338096	During PLC meetings, teachers will explore the content contained within their standards and will...		8/15/2017	Demonstration of professional learning through classroom observations and in lesson plans.	5/25/2018 quarterly
G1.MA1  M356942	Data will be compiled from content area assessments, progress monitoring assessments, and state...		8/15/2017	Teachers will provide data breakdowns from their content assessments in order to review and determine the effectiveness of the strategies. Teachers, coaches, counselors, and administration will use score reports from state assessments through FSA or Pearson. At the end of the year administration, counselors, and teachers will review state assessment data and determine the number of students that made learning gains, did not make learning gains, passed and did not pass. Administration and teachers will compare the data to the SIP SMART Goal data and the school's AMO projections. Meeting the SIP SMART goal projections will determine if the goal has been met.	7/30/2018 semiannually

V. Professional Development Opportunities

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

G1. Teachers will use research based instructional strategies to ensure that students are able successfully master content area standards. These strategies will be used to ensure that we are meeting the needs of all students, including those in our lowest quartile.

G1.B1 Teachers do not understand their content area standards and do not have sufficient knowledge in the use of high effect strategies in teaching their content.

G1.B1.S1 Teachers will attend PLC meetings led by administration and instructional coaches. Teachers will examine their standards and understand the depth to which it needs to be taught. Teachers will also receive subject specific training in the areas of differentiation, HOT questioning, data analysis, and other high effect strategies.

PD Opportunity 1

During PLC meetings, teachers will explore the content contained within their standards and will receive training on best practices for teaching their content.

Facilitator

Darryl Jemison

Participants

All Instructional Staff

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	During PLC meetings, teachers will explore the content contained within their standards and will receive training on best practices for teaching their content.				\$0.00
2	G1.B1.S1.A2	Focus teachers will assist students to achieve personal and academic success by developing individual goal plans with struggling students.				\$83,053.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		100-Salaries	8181 - Discovery High School	Title, I Part A		\$83,053.00
<i>Notes: Salary for Guidance Counselor and Paraprofessional</i>						
Total:						\$83,053.00