

School District of Osceola County, FL

# Discovery Intermediate School



## 2018-19 Schoolwide Improvement Plan

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## Discovery Intermediate School

5350 SAN MIGUEL RD, Kissimmee, FL 34758

www.osceolaschools.net

### School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

### School Board Approval

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

### SIP Authority

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>.

### 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. 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: School Information

### School Mission and Vision

#### Provide the school's mission statement.

To engage in effective and consistent collaboration that encompasses standards based education and differentiated instruction to meet the social and academic needs of all students within a positive learning environment.

#### Provide the school's vision statement.

To be a school which provides rigorous, relevant college and career preparatory curriculum and the support needed to meet the challenges of future.

### School Leadership Team

#### Membership

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

Name	Title
Santiago, Henry	Principal
Dunn, Gary	Assistant Principal
Nieves, Glidden	Other
Trecy, Amanda	Instructional Coach
Camero, Octavio	Teacher, ESE
Keeton, Dustin	Instructional Coach
Karaki, Rikako	School Counselor
Roman, Edith	School Counselor
McCormack, Jill	Instructional Coach
Reid, Nicole	Instructional Coach
McGuire, Sarah	Instructional Media
Hebblar, Deanna	Assistant Principal

#### Duties

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

Literacy Coach- role is to assist with classroom instruction and provide resources to ELA/Reading teachers. I accomplish this by completing daily/weekly classroom walkthroughs and providing immediate feedback with my teachers. I then make sure to then follow up with my teachers. I use these coaching opportunities to co-teach, model, or allow teachers to observe other teachers. I am also an active member of Discovery's leadership PLC and ELA/Reading PLC. We use the PLC time to analyze data to determine the needs of our students. Based upon these needs we develop interventions within the classroom. Whether that be differentiated instruction or reteaching based upon what the data tells us.

Math and Science instructional coach- role is to assist in improving classroom instruction. This task is accomplished by walking classrooms daily and providing feedback to the teachers. Meeting with

teachers and providing feedback allows for moments to set up opportunities to co-teach, model, or observation in other classrooms. Being part of the PLC process is another component to my job title. Being part of that process allows for me to make sure the PLC cycle is being implemented and data is the component being used to drive decision making. As an instructional coach my job is also to work with students that are struggle in content areas. Collecting data and identifying these groups of students to provide tutoring beyond their instructional time. Using information collected during PLCs and observations, my task is to create PD opportunities that will help assisting teachers with what they need to be successful.

School counselors-to promote the academic success, social-emotional development, and college and career readiness of all students through a comprehensive school counseling program. School counselors work directly and indirectly with students, providing preventative and responsive services. School counselors also serve as liaisons between stakeholders, as mental health personnel within the leadership team, and as advocates who remove barriers to student achievement.

Test Coordinator- responsible for coordinating all activities pertaining to the administration of Statewide Assessments. This includes receipt, inventory, distribution, the security of all test materials, and test accommodations implementation. I am required to attend all training and test administration workshops applicable to my role and provide training for school-level personnel on administration and test security procedures for each applicable test. As the i-Ready Coordinator, I am responsible for coordinating all activities pertaining to the administration of i-Ready Diagnostic & Growth Monitoring Tests. This includes scheduling, assigning, monitoring assessments and accounts in the i-Ready Platform.

E.S.O.L. Educational Specialist Responsibilities:

- \* Implement district procedures for the identification/assessment of English Language Learners based on the interpretation of the Home Language Survey.
- \* Follow the State guideline of the 1990 Florida Consent Decree with fidelity to ascertain that all E.L.L. students obtain comprehensible instruction.
- \* Chair/meet with the Limited English Proficiency (LEP) Parental Leadership Council periodically and provide them with information critical to their child's academic success.

Resource Compliance Specialist- to reflect the guidelines and the stances of Osceola county with accordance to State law. The RCS will be the liaison between the District and the School based Administration team with regards to all legal compliance issues facing Students with Disabilities. The RCS will be a resource for General education staff as well as ESE staff for compliance and learning strategies in the classroom, implementing IEPs, problems solving ESE behavior issues, development of IEPs, and represent the District for school based parental concerns.

Assistant Principals- to assist the principal in implementing the mission and vision that the stakeholders hold to at Discovery. We are educational leaders who ensure that all teachers have the resources to ensure that ALL students can be successful. We are school management experts who ensuring that each day the students are in a safe environment that is conducive to learning. We are problem solvers and when issues creep up we to help find solutions, to avoid issues and we come up with preemptive solutions. We are mentors for students by how we handle ourselves and show respect for all stakeholders. We are supporters for teachers, students, coaches and our principal by doing anything that it takes to ensure that the day and year run smoothly. Most importantly, we recognize that this isn't a profession that relies on "I" but relies on "team".

Media Specialist -responsible for the Media Center and sustaining a user-oriented setting, maintaining and sharing print and electronic resources that support both the curriculum and the patron needs. The Media Specialist supports and advocates for life long literacy skills by promoting reading and educational choice in all areas. They will maintain the Collection Development Policy

which supports both school and district mission statements. The Media Specialist is responsible for sharing information on Internet Safety and videos with the faculty, coordinating Teacher Assistant activities during 7 class periods and assigning grades for these students. The Media Specialist rotates to different PLCs and looks for opportunities to support curriculum and share resources across all areas. Additional responsibilities include textbook manager, inventory and cataloging of both Media Center resources and textbooks, teaching about and recording school-wide morning announcements, maintaining the school website and internal calendars for lab and media center use, laminating and poster making. The Media Specialist coordinates Book Fairs for the school, coaches the Battle of the Books Literacy team and creates the yearbook. The Media Specialist works with other leadership team members to arrange author visits, literacy council, honor roll assemblies, and other events. The Media Specialist works to move the Media Center forward with current educational trends and needs by identifying and implementing plans for a Future Ready learning environment.

MTSS coach / interventionists- role will be to monitor all students to determine if they are performing at their highest potential and if not to support them in their area of need whether it is academics, behavior or social. As an interventionist, students that are in Tier 3 MTSS will receive additional small group intervention support at least twice a week. Tier 2 students will be supported in the classroom both from the teacher and from the MTSS coach. This role also supports teachers and assist them with providing effective instruction and intervention for those students that are performing below grade level. Teachers will be supported both with academics and with documenting the interventions that they are providing in the classroom so that Discovery will be in compliance with district and state requirements

## Early Warning Systems

### Year 2017-18

#### 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	57	51	80	0	0	0	0	188	
One or more suspensions	0	0	0	0	0	0	8	59	47	0	0	0	0	114	
Course failure in ELA or Math	0	0	0	0	0	0	1	4	10	0	0	0	0	15	
Level 1 on statewide assessment	0	0	0	0	0	0	118	135	169	0	0	0	0	422	

#### 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	36	62	75	0	0	0	0	173	

#### The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	4	5	3	0	0	0	0	12	
Retained Students: Previous Year(s)	0	0	0	0	0	0	11	2	4	0	0	0	0	17	

**Date this data was collected**

Tuesday 7/17/2018

**Year 2016-17 - As Reported**

**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	88	69	74	0	0	0	0	231	
One or more suspensions	0	0	0	0	0	0	80	71	41	0	0	0	0	192	
Course failure in ELA or Math	0	0	0	0	0	0	5	5	4	0	0	0	0	14	
Level 1 on statewide assessment	0	0	0	0	0	0	131	106	131	0	0	0	0	368	

**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	80	64	55	0	0	0	0	199

**Year 2016-17 - Updated**

**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	88	69	74	0	0	0	0	231	
One or more suspensions	0	0	0	0	0	0	80	71	41	0	0	0	0	192	
Course failure in ELA or Math	0	0	0	0	0	0	5	5	4	0	0	0	0	14	
Level 1 on statewide assessment	0	0	0	0	0	0	131	106	131	0	0	0	0	368	

**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	80	64	55	0	0	0	0	199	

**Part II: Needs Assessment/Analysis**

**Assessment & Analysis**

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

Overall, our math achievement was the lowest. This has been a trend.

**Which data component showed the greatest decline from prior year?**

Civics pass rate had the greatest decline from the prior year.

**Which data component had the biggest gap when compared to the state average?**

Math achievement - State - 58% and School 32%

**Which data component showed the most improvement? Is this a trend?**

Math learning gains for lowest 25%.

**Describe the actions or changes that led to the improvement in this area.**

Intensive math classes, targeted grouping, individualized instruction

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	37%	47%	53%	39%	50%	52%
ELA Learning Gains	46%	51%	54%	48%	53%	53%
ELA Lowest 25th Percentile	33%	42%	47%	36%	44%	45%
Math Achievement	32%	49%	58%	29%	45%	55%
Math Learning Gains	45%	55%	57%	40%	49%	55%
Math Lowest 25th Percentile	52%	52%	51%	39%	44%	47%
Science Achievement	34%	48%	52%	34%	47%	50%
Social Studies Achievement	67%	75%	72%	56%	81%	67%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	57 (88)	51 (69)	80 (74)	188 (231)
One or more suspensions	8 (80)	59 (71)	47 (41)	114 (192)
Course failure in ELA or Math	1 (5)	4 (5)	10 (4)	15 (14)
Level 1 on statewide assessment	118 (131)	135 (106)	169 (131)	422 (368)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	34%	46%	-12%	52%	-18%
	2017	34%	47%	-13%	52%	-18%



<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	30%	46%	-16%	51%	-21%
	2017	35%	49%	-14%	52%	-17%
Same Grade Comparison		-5%				
Cohort Comparison		-4%				
08	2018	39%	52%	-13%	58%	-19%
	2017	43%	48%	-5%	55%	-12%
Same Grade Comparison		-4%				
Cohort Comparison		4%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2018	34%	43%	-9%	52%	-18%
	2017	28%	41%	-13%	51%	-23%
Same Grade Comparison		6%				
Cohort Comparison						
07	2018	11%	29%	-18%	54%	-43%
	2017	11%	28%	-17%	53%	-42%
Same Grade Comparison		0%				
Cohort Comparison		-17%				
08	2018	21%	43%	-22%	45%	-24%
	2017	29%	47%	-18%	46%	-17%
Same Grade Comparison		-8%				
Cohort Comparison		10%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2018	30%	42%	-12%	50%	-20%
	2017					
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018	0%	68%	-68%	65%	-65%
2017	100%	69%	31%	63%	37%
Compare		-100%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	65%	70%	-5%	71%	-6%
2017	74%	74%	0%	69%	5%
Compare		-9%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	81%	52%	29%	62%	19%
2017	90%	46%	44%	60%	30%
Compare		-9%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	94%	39%	55%	56%	38%
2017	88%	43%	45%	53%	35%
Compare		6%			

### Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	46	34	18	43	44	26	35			
ELL	10	31	29	10	38	46	10	30			
ASN	52	63		24	50		55	90			
BLK	37	48	42	33	46	59	42	63	91		
HSP	36	45	30	30	44	50	31	69	83		
MUL	45	38		32	45						
WHT	42	49	28	39	43	50	27	47	45		
FRL	37	45	33	32	45	51	35	66	82		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	26	17	7	30	29	12	23			
ELL	9	32	36	8	33	38	12	39			
ASN	59	69		53	24						
BLK	37	45	38	34	39	36	36	68	83		
HSP	39	45	32	31	43	42	36	73	69		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
MUL	53	47		30	40						
WHT	44	42	29	42	43	30	47	88			
FRL	38	45	33	30	40	37	36	71	68		

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
<b>Title</b>	PLC - Strengthen collaborative processes to ensure that the learning needs of all students are met.
<b>Rationale</b>	Student achievement will be positively affected if teachers plan and work together to create common assessments and lessons for power standards and strands within their content area.
<b>Intended Outcome</b>	Common Assessments being used to drive differentiated instruction for all students which in turn will result in positive student outcomes. PLC's will do quarterly reflections of PLC ratings on the 7 stages of a PLC Rubric and create plans to increase through the 7 stages of the PLC Rubric. The expectations is that each PLC increase by one stage a semester.
<b>Point Person</b>	Jill McCormack (jill.mccormack@osceolaschools.net)
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Move PLCs to central location allowing leadership to monitor and help facilitate when needed. - completed by 8/6/18</li> <li>2. Develop clear goals for each PLC. - completed by 8/6/18</li> <li>3. Leadership team working with specific PLCs to ensure that goal(s) are being met and consistent/specific feedback is provided. - Leadership Assigned by 8/6/18; continual follow up weekly during PLC meetings by each leadership team member</li> <li>4. Each PLC rate themselves on the 7 stages rubric - Completed by 8/31/18 by each PLC.</li> <li>5. DIS Notebook (microsoft office) created for lesson plans, PLC notes and other relevant PLC information. -completed 8/6/18</li> <li>6. Each PLC will set goals and develop an action plan to move to the next stage - to be completed by the end of the 1st nine weeks by each team, collected by Ms. McCormack and Ms. Aquino</li> <li>7. Monitor quarterly PLCs and have them self-reflect on if they are progressing from their current step to the next. - Completed by each PLC at the end of every quarter with monitoring completed by the leadership team member.</li> <li>8. Follow up with each PLC with resources needed to help them move onto the next level. - Provided by leadership team assigned to each PLC, Quarterly</li> </ol> <p>Professional Development:</p> <ol style="list-style-type: none"> <li>1) Full day planning sessions for each PLC provided during Quarter 1 and Quarter 3.</li> <li>2) Ms. Aquino attending the district professional development for PD Leads. Each semester</li> </ol>
<b>Person Responsible</b>	Jill McCormack (jill.mccormack@osceolaschools.net)
Plan to Monitor Effectiveness	
<b>Description</b>	<p>Each member of leadership team has an assigned PLC to monitor Assigned coach and leadership team members will stay informed on results of formative assessments including but not limited to iReady, common assessments, and unit tests in order to make decisions for differentiated instruction to meet the needs of all learners. Follow through with the forms inputted by each PLC and provide feedback and support to each PLC.</p> <p>PLC will do quarterly reflections of PLC ratings and create plans to increase through the 7 stages of a PLC Rubric. The expectations is that each PLC increase by one stage a semester.</p> <p>School Stocktake Model will take place monthly to report progress to the Principal on the</p>

area of focus.

Principals will update Assistant Superintendent of Curriculum during their monthly check-ins.

Principal will share and update Chief of Staff and Assistant Superintendents once a quarter on progress of the area of focus through Stocktake Model.

**Person  
Responsible**

Deanna Hebbler (deanna.hebbler@osceolaschools.net)

Activity #2	
<b>Title</b>	Quality/Differentiated instruction in Literacy- Ensure a high level of learning for all students in Literacy
<b>Rationale</b>	Learning gains and reading proficiency continues to remain constant with very little movement indicating low student growth.
<b>Intended Outcome</b>	Increase of 5% in reading learning gains, lowest quartile gains, and reading proficiency.
<b>Point Person</b>	Gary Dunn (gary.dunn@osceolaschools.net)
<b>Action Step</b>	
<b>Description</b>	Action Step 1: Creation of Intensive Reading sections: For 6th Grade we have 6 Sections, 7th Grade 6 Sections, and 8th Grade 2 Sections of Intensive reading focusing on the lowest 25% students.
	Action Step 2: Heterogeneous grouping of students: All students, regardless of FSA score are in Advanced Language Arts and Research. This will allow students that normally are not exposed to the grade level content, receive the same instruction that is delivered in the advanced classes. This also allows for students that are low level to be grouped with students that are higher level in hopes of peer tutoring.
	Action Step 3: PLCs with goal of common assessments for differentiation: Each Wednesday, PLCs will meet to create common assessments based on each standard. PLCs will also meet to review data and determine differentiation lessons and groups based on the common formative assessments and iReady data.
	Action Step 4: Coach modeling: During Trend Walks, Ms. Treacy and I are pinpointing areas of growth. Ms. Treacy then meets with the teachers, provides feedback, and follows the coaching cycle when needed; feedback, peer observation, modeling, and implementation. Ms. Treacy provides the teachers with specific dates and feedback.
	Action Step 5: Involving MTSS coach and LRS to work with students that are showing the most growth opportunities. The MTSS Coach meets daily with small groups to review reading instruction and areas of need based on the teacher data and iReady Needs Assessments. Students are exposed to remediation and grade level content. The LRS is also working with small groups to assist classroom teachers. Both staff members communicate with teachers and utilize iReady and TeenBiz reports.
	Action Step 6: Tutoring: Tutoring will be taking place on M/T/Th for students that are considered "bubble kids" within 5 to 10 points of making the next FSA score. Tutoring will include teachers that are already teaching the subject within the specific grade levels.
	Action Step 7: PD: October 2nd: Core Connections ELA, October 11th: Core Connections Reading, October 15th: Developing Complexity with Reading, November 13th and 14th: Core Connections ELA, November 29th: Coaches PD, December 6th: Core Connections Reading, December 20th: Coaches PD, January 16th: Core Connections ELA.
	Action Step 8: Using Title I funds to offer IMPACT lab instruction and remediation support.
<b>Person Responsible</b>	Amanda Treacy (amanda.treacy@osceolaschools.net)
<b>Plan to Monitor Effectiveness</b>	

Monitoring of formative assessments given by PLC including iReady and other assessments made: Weekly, Ms. Treacy and Mr. Dunn will be working with the ELA PLCs to review common assessments and results of formative assessments. This will include working with them to assist in creating differentiated instructional groups and activities. iReady data will also be pulled to ensure usage but also a 75% pass rate for students. Using these reports, the leadership team will assist teachers in supporting students that are struggling.

Monitoring of grades: ESE and ELL Resource Compliance Specialists will continually monitor grades to ensure that ELL and ESE students are being successful and that teachers are following requirements. Grades will also be used to determine what students may need more intervention from MTSS or others. Grades of all students will also be monitored for the same effect: determine what students may need more intervention on the standards being assessed.

**Description** Classroom visits: Each week, Admin and Ms. Treacy will do trend walks to get a snap shot of what strategies are being utilized in the classroom. Administration will also be in the room for "focused" and "formal" observations that will be used to determine the assistance needed in classrooms along with what professional development is needed.

Weekly Meeting with Reading Coach: Each week, Ms. Treacy and Administration will be meeting to review trend walks, student data, teacher data, and overall concerns or positives that are evident in the ELA/Reading classrooms.

School Stocktake Model will take place monthly to report progress to the Principal on the area of focus.

Principals will update Assistant Superintendent of Curriculum during their monthly check-ins.

Principal will share and update Chief of Staff and Assistant Superintendents once a quarter on progress of the area of focus through Stocktake Model.

**Person Responsible** Amanda Treacy (amanda.treacy@osceolaschools.net)

Activity #3	
<b>Title</b>	Quality/Differentiated Instruction in Math- Ensure a high level of learning for all students in Math and Science
<b>Rationale</b>	Learning gains are a high priority area of need that hold a direct connection to student achievement and the overall school academic grade. With a developed and specific focus on learning gains, students will receive core instruction and targeted interventions that will meet their individual needs.
<b>Intended Outcome</b>	Student learning gains will increase by 5% in the area of math and proficiency levels in science will increase by 3%.
<b>Point Person</b>	Dustin Keeton (dustin.keeton@osceolaschools.net)
<b>Action Step</b>	
<b>Description</b>	Action Step 1: Creation of Intensive Math sections: For 6th Grade we have 6 Sections, 7th Grade 4 Sections, and 2th Grade our population of students focusing on the lowest 25% students and students that are level 1 and 2 that are within 5-7 points of a learning gain.
	Action Step 2: Heterogeneous grouping of students: All students, regardless of FSA score are in Advanced Math. This will allow students that normally are not exposed to the grade level content, receive the same instruction that is delivered in the advanced classes. This also allows for students that are low level to be grouped with students that are higher level in hopes of peer tutoring.
	Action Step 3: PLCs with goal of common assessments for differentiation: Each Wednesday, PLCs will meet to create common assessments based on each standard. PLCs will also meet to review data and determine differentiation lessons and groups based on the common formative assessments and iReady data.
	Action Step 4: Coach modeling: During Trend Walks, Mr. Keeton will be pinpointing areas of growth. Mr. Keeton then meets with the teachers, provides feedback, and follows the coaching cycle when needed; feedback, peer observation, modeling, and implementation. Mr. Keeton provides the teachers with feedback, next steps, and follow up dates.
	Action Step 5: Students will be provided with targeted interventions that meet the needs of all students.
	Action Step 6: The leadership team will monitor subsets of lowest quartile data, while in communication with the teachers to track student progress.
	Action Step 7: Coaching support will be provided based on areas of focus to increase student achievement.
	Action Step 8: Using Title I funds to offer IMPACT lab instruction and remediation support.
<b>Person Responsible</b>	Dustin Keeton (dustin.keeton@osceolaschools.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Monitoring of formative assessments given by PLC including iReady, District 4 ½ week, and common formative assessments made: Weekly, Mr. Keeton will be working with the



Math PLCs to review common assessments and results of formative assessments. This will include working with them to assist in creating differentiated instructional groups and activities. iReady data will also be pulled to ensure usage but also a 75% pass rate for students. Using these reports, the leadership team will assist teachers in supporting students that are struggling.

Monitoring of grades: ESE and ELL Resource Compliance Specialists will continually monitor grades to ensure that ELL and ESE students are being successful and that teachers are following requirements. Grades will also be used to determine what students may need more intervention from MTSS or others. Grades of all students will also be monitored for the same effect: determine what students may need more intervention on the standards being assessed.

Classroom visits: Each week, Admin and Mr. Keeton will do trend walks to get a snap shot of what strategies are being utilized in the classroom. Administration will also be in the room for "focused" and "formal" observations that will be used to determine the assistance needed in classrooms along with what professional development is needed.

Weekly Meeting with Math Coach: Each week, Mr. Keeton and Administration will be meeting to review trend walks, student data, teacher data, and overall concerns or positives that are evident in the Math classrooms.

School Stocktake Model will take place monthly to report progress to the Principal on the area of focus.

Principals will update Assistant Superintendent of Curriculum during their monthly check-ins.

Principal will share and update Chief of Staff and Assistant Superintendents once a quarter on progress of the area of focus through Stocktake Model.

-Classroom observations will occur daily with effective feedback provided to the school as a whole and individual teachers.

-Monitor data through formative, summative, and diagnostic assessments.

-MTSS meetings will be held monthly to analyze data and their effectiveness of programs/ intervention placement.

**Person Responsible** Gary Dunn (gary.dunn@osceolaschools.net)

<b>Activity #4</b>	
<b>Title</b>	Ensure a high level of learning for ELL students within all content areas.
<b>Rationale</b>	At Discovery we have 161 students ELL students with 47 in the sheltered ELL class. Last year 10% of ELL tested proficient in math and reading with 31% having reading learning gains and 38% meeting learning gains in math.
<b>Intended Outcome</b>	The goal at Discovery is to increase each area on the FSA by at least 5%.
<b>Point Person</b>	Gary Dunn (gary.dunn@osceolaschools.net)
<b>Action Step</b>	
<b>Description</b>	<p>Mr. Nieves, our ESOL Compliance Specialist will spearhead this year's ELL Taskforce. Mr. Nieves will, with the help of the ELL Paras, work on providing interventions for ELL students where needed and supported by data. Such intervention includes small group help, mentoring, providing teachers with ELL strategy PDs, and one on one intervention. The goal is to monitor grades and academic performance along with social interaction in hopes of improving the results of the ELL population.</p> <p>-Using Title I funds to offer IMPACT lab instruction and remediation support.</p>
<b>Person Responsible</b>	Glidden Nieves (nievesg@osceola.k12.fl.us)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<p>Bi-Weekly, Mr. Nieves and the ELL taskforce will meet to dive into student data, create interventions, and discuss students that need interventions. Mr. Nieves will place this on the Discovery Calendar, create an agenda, a progress monitoring sheet, and it will be attended by those on the task force: Nieves, Dunn, Paras, Guidance, and others.</p> <p>School Stocktake Model will take place monthly to report progress to the Principal on the area of focus.</p> <p>Principals will update Assistant Superintendent of Curriculum during their monthly check-ins.</p> <p>Principal will share and update Chief of Staff and Assistant Superintendents once a quarter on progress of the area of focus through Stocktake Model.</p>
<b>Person Responsible</b>	Glidden Nieves (nievesg@osceola.k12.fl.us)

Activity #5	
<b>Title</b>	Strengthen the process of identifying student needs and providing the appropriate interventions.
<b>Rationale</b>	Research shows that responding to individual student needs through a multi-tiered support system of support will improve student achievement.
<b>Intended Outcome</b>	The percentage of students in the lowest quartile showing learning gains will increase by 3%.
<b>Point Person</b>	Rikako Karaki (rikako.karaki@osceolaschools.net)
Action Step	
<b>Description</b>	The problem solving team/MTSS Coach/Guidance Counselor will meet with teachers, bi-weekly to discuss the academic needs of students including intervention and extension of learning.
<b>Person Responsible</b>	Edith Roman (romaned@osceola.k12.fl.us)
Plan to Monitor Effectiveness	
<b>Description</b>	<p>-Student data will be tracked through school-wide assessment tools (i-Ready and formative assessments) to identify and target specific students and areas not meeting proficiency.</p> <p>-Walkthroughs will be utilized to prioritize staff professional development needs and address areas of concern.</p> <p>-School Stocktake Model will take place monthly or bi-monthly to report progress to the Principal on the Area of Focus.</p>
<b>Person Responsible</b>	Nicole Reid (nicole.reid@osceolaschools.net)

Activity #6	
<b>Title</b>	Increase access to recreational, arts, and cultural experiences for low-income students and families and increase parent involvement.
<b>Rationale</b>	Our school population continues to need exposure to recreational and cultural experiences due to income barriers. Additionally, this impacts parent involvement, necessitating additional outreach on behalf of the schools to secure family involvement in school activities.
<b>Intended Outcome</b>	We will increase attendance at family engagement events by 3%.
<b>Point Person</b>	Deanna Hebbler (deanna.hebbler@osceolaschools.net)
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. In order to better advertise parent events, we will notify parents through Remind and social media of schools events prior to events occurring. Flyers will be sent home with students in English and Spanish.</li> <li>2. All staff will regularly encourage parent and student participation in after-school events.</li> <li>3. Staff will use phone and meeting logs to track parent contact with staff.</li> <li>4. Presenters will ensure that parent events are informative and accessible to families. Bilingual support will be provided for Spanish speaking families.</li> <li>5. Leadership team will ensure that all family engagement events have a chosen coordinator for organization and contact.</li> </ol>
<b>Person Responsible</b>	Deanna Hebbler (deanna.hebbler@osceolaschools.net)
Plan to Monitor Effectiveness	
<b>Description</b>	<ul style="list-style-type: none"> <li>-School Stocktake Model will take place monthly to report progress in this area,</li> <li>-Principals will update Assistance Superintendent of Curriculum during their monthly check-ins.</li> <li>-Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress in this area of focus.</li> <li>-Quarterly review of all parent and family engagement night activities for attendance and success.</li> </ul>
<b>Person Responsible</b>	Deanna Hebbler (deanna.hebbler@osceolaschools.net)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and out Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for

their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

#### **PFEF Link**

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

**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.**

Positive Behavior Interventions & Supports (PBIS) and Restorative Practice trainings have been scheduled through the use of Title IV funds. The school district has also added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students.

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

To support the transition of elementary to middle, middle school counselors are scheduled prior to the end of the school year to visit the elementary feeder schools. During the visit, the guidance counselor(s) share information about course offerings, school clubs/organizations, and expectations for the students as they transition from elementary to middle school.

**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.**

The school based MTSS team will meet every Thursday in order to discuss the needs of our students requiring additional supports. The MTSS team includes the MTSS coach, School Psychologist, Guidance Counselors, Deans, Academic Coaches and administration.

#### **Title I, Part A**

Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

#### **Title I, Part C-Migrant**

When Migrant children enroll, the Title I Migrant staff ensures that students receive a fair and equitable opportunity to achieve a high quality education and assistance transitioning to post-secondary education or employment.

#### **Title I, Part D**

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

#### **Title II**

Focused professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, and Professional Learning Communities (PLC).

#### **Title III**

The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through gifted screening of all second grade Title I students.

#### Title IV

The Student Support and Academic Enrichment (SSAE) program is intended to help to:

1. Provide a well-rounded education,
2. Improve safe and healthy school conditions and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

#### Title IX

To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

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

Supplemental district guidance counselors, paid through Title IV funds, to support elementary implementation of Project Lead the Way, and course acceleration and college and career achievement at the secondary levels. Naviance software is used at the high schools to give students the opportunity to explore career options and interests. Campus tours of Valencia College and Osceola Technical College (oTech) are offered for students in seventh and eleventh grades to learn about career options and potential areas of study.

### Part V: Budget

**Total:**

**\$7,500.00**