

Volusia County Schools

# Discovery Elementary School



2019-20 Schoolwide Improvement Plan

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# Discovery Elementary School

975 ABAGAIL DR, Deltona, FL 32725

<http://myvolusiaschools.org/school/discovery/pages/default.aspx>

## Demographics

**Principal: Jennifer Dietz**

Start Date for this Principal: 7/22/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (43%) 2017-18: C (51%) 2016-17: C (47%) 2015-16: C (49%) 2014-15: C (48%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2018-19 Title I School</b></p> <p style="font-size: 1.2em;">Yes</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="font-size: 1.2em;">87%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="font-size: 1.2em;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">54%</p>

## School Grades History

<b>Year</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>
<b>Grade</b>	C	C	C	C

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## SIP Authority

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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.**

Everyone, Everyday, In Some Way is a Winner at Discovery Elementary.  
We believe all students will learn and develop academically, behaviorally, and socially to achieve success in school.

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

The quest of Discovery Elementary is to create a cooperative learning atmosphere that stimulates the awakening of each student's potential while encouraging an environment of mutual respect and community pride.

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
McLean, Leslie	Principal	Leadership focus, guidance and coaching to staff creating professional growth opportunities which will positively impact student achievement. School performance monitoring through data driven indicators classroom walk-thrus with timely feedback and observations allowing for change and impact of change to be evident.
Haire, Aria	Assistant Principal	Leadership focus, guidance and coaching to staff creating professional growth opportunities which will positively impact student achievement. School performance monitoring through data driven indicators classroom walk-thrus with timely feedback and observations allowing for change and impact of change to be evident.
Falk, Paul	Instructional Coach	Leadership focus, guidance and coaching to staff creating professional growth opportunities which will positively impact student achievement. School performance monitoring through data driven indicators classroom walk-thrus with timely feedback and coaching sessions allowing for change and impact of change to be evident.
Lemelin, Melissa	Teacher, K-12	ELA intervention support providing up to date & relevant opportunities to enhance professional content delivery with peer collaboration, co-teaching opportunities & in classroom student academic supports.
Mendoza, Amaris	Teacher, K-12	ESOL team providing in classroom student supports and teacher content supports via delivery accommodations, and professional collaboration opportunities during PLC & planning to ensure student engagement and relevant conceptual academics.
Griggs, Amanda	Teacher, K-12	ELA intervention support providing up to date & relevant opportunities to enhance professional content delivery with peer collaboration, co-teaching opportunities & in classroom student academic supports.
McGahan, Lynn	Teacher, ESE	ESE team providing in classroom student supports and teacher content supports via delivery accommodations, and professional collaboration opportunities during PLC & planning to ensure student engagement and relevant conceptual academics.

**Early Warning Systems**

**Current Year**

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	96	105	76	98	96	110	0	0	0	0	0	0	0	581
Attendance below 90 percent	3	1	1	17	2	11	0	0	0	0	0	0	0	35
One or more suspensions	3	1	1	9	2	7	0	0	0	0	0	0	0	23
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	55	0	0	0	0	0	0	0	0	0	55

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	1	1	20	9	13	0	0	0	0	0	0	0	47

**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		1	0	0	17	3	0	0	0	0	0	0	0	21
Students retained two or more times		0	0	1	1	1	5	0	0	0	0	0	0	8

**FTE units allocated to school (total number of teacher units)**

44

**Date this data was collected or last updated**

Tuesday 7/9/2019

**Prior Year - As Reported**

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

Indicator	Grade Level													Total	
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA or Math															
Level 1 on statewide assessment															

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total	
Students with two or more indicators															

**Prior Year - 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	5	24	17	12	13	13	0	0	0	0	0	0	0	84
One or more suspensions	0	17	10	9	11	11	0	0	0	0	0	0	0	58
Course failure in ELA or Math	0	0	0	3	3	6	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	13	22	31	0	0	0	0	0	0	0	66

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	7	1	11	11	13	0	0	0	0	0	0	0	43

## Part II: Needs Assessment/Analysis

### 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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	46%	56%	57%	47%	55%	55%
ELA Learning Gains	52%	56%	58%	46%	53%	57%
ELA Lowest 25th Percentile	43%	46%	53%	47%	44%	52%
Math Achievement	43%	59%	63%	48%	62%	61%
Math Learning Gains	43%	56%	62%	51%	58%	61%
Math Lowest 25th Percentile	30%	43%	51%	49%	47%	51%
Science Achievement	41%	57%	53%	43%	59%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	96 (0)	105 (0)	76 (0)	98 (0)	96 (0)	110 (0)	581 (0)
Attendance below 90 percent	3 ( )	1 ( )	1 ( )	17 ( )	2 ( )	11 ( )	35 (0)
One or more suspensions	3 ( )	1 (0)	1 (0)	9 (0)	2 (0)	7 (0)	23 (0)
Course failure in ELA or Math	0 ( )	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	55 (0)	0 (0)	0 (0)	55 (0)

### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	42%	58%	-16%	58%	-16%
	2018	53%	56%	-3%	57%	-4%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2019	49%	54%	-5%	58%	-9%
	2018	44%	54%	-10%	56%	-12%
Same Grade Comparison		5%				
Cohort Comparison		-4%				
05	2019	46%	54%	-8%	56%	-10%
	2018	46%	51%	-5%	55%	-9%
Same Grade Comparison		0%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	30%	60%	-30%	62%	-32%
	2018	47%	58%	-11%	62%	-15%
Same Grade Comparison		-17%				
Cohort Comparison						
04	2019	58%	59%	-1%	64%	-6%
	2018	58%	60%	-2%	62%	-4%
Same Grade Comparison		0%				
Cohort Comparison		11%				
05	2019	35%	54%	-19%	60%	-25%
	2018	45%	57%	-12%	61%	-16%
Same Grade Comparison		-10%				
Cohort Comparison		-23%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	39%	56%	-17%	53%	-14%
	2018	39%	56%	-17%	55%	-16%
Same Grade Comparison		0%				
Cohort Comparison						

**Subgroup Data**

2019 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 2017-18	C & C Accel 2017-18
SWD	15	29	46	11	12	5	5				

2019 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 2017-18	C & C Accel 2017-18
ELL	37	52	56	29	36	33	30				
BLK	33	50		36	43		18				
HSP	44	52	44	34	39	31	41				
MUL	59			56							
WHT	50	51	39	49	45	27	47				
FRL	44	51	40	41	44	33	39				
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	28	46	47	28	50	57	21				
ELL	31	43	39	32	49	60	21				
BLK	36	44		45	72		21				
HSP	46	49	43	42	52	43	37				
MUL	75			75							
WHT	52	50	48	60	67	62	48				
FRL	47	50	47	49	61	53	38				
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	20	44	33	26	43	42	24				
ELL	33	50	50	37	53	48	7				
BLK	24	47	64	36	57	60	27				
HSP	49	43	41	48	49	54	40				
MUL	64			55							
WHT	48	48	46	49	49	35	55				
FRL	46	44	48	47	51	52	41				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	360
Total Components for the Federal Index	8
Percent Tested	100%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	58
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	44
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

#### Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The 3rd grade class as a whole demonstrated a significant decline from 2018. -11 points in ELA & -17 points in Math. The 3rd grade instructional team struggled with staffing issues: one teacher took a medical LOA therefore requiring substitute instructional personnel to take over the classroom. A highly effective ESE support facilitator was moved to another school in January leaving a vacancy and requiring a substitute for that position.

#### Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The 3rd grade math performance was the most significant decline; dropping 17 proficiency points. 2018 = 47%; 2019 = 30%. Coherence mapping was a challenge for teachers to identify & imbed for intervention. Conceptual math applications and the use of manipulatives were an obstacle as students lacked the background understanding & struggled to link the concepts. The staffing struggles of this team also contributed to the coherence of instruction.

#### Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The 3rd grade Math score of 30% proficiency is 32 points lower than the state performance average of 62%. The 3rd grade ELA score of 42% proficiency is 16 points lower than the state performance average of 58%. Staffing issues & conceptual application practices with coherence gaps contributed to the decline.

#### Which data component showed the most improvement? What new actions did your school take in this area?

4th grade ELA showed a 5 point proficiency gain; 49% from 44% the prior year. The 4th grade level team utilized academic intervention support building support for small group implementation with fidelity.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

While the ESSA data trend for the school indicates a 52% overall rate ; the ESE population demonstrated a 42% which is very close to the 41% threshold. The next subgroup of concern is the black population at 44%; this is still only 3% from the threshold indicated by the Federal Index.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Standards based ELA achievement {overall population w/ focus on ESSA subgroups: ESE & BLK & LQ which encompasses a majority of the prior 2}
2. Standards based Math achievement w/ priority in 3rd & 5th {decline to 35% proficiency from 45% in 2018} grades: {overall population w/ focus on ESSA subgroups: ESE & ELL & LQ }
3. Small group effectiveness & implementation w/ fidelity; professional learning opportunities for teachers
4. Social Emotional Learning opportunities

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	ELA Proficiency
<b>Rationale</b>	Student performance data as evident via FSA scores demonstrating 42% proficiency in 2019 from 53% in 2018 as well as the 2018 ESSA subgroup data showed BLK proficiency as 36%, SWD as 28% & ELL as 31% proficiency in their individual domains.
<b>State the measurable outcome the school plans to achieve</b>	Our goal is to increase achievement levels in ELA from 46% to 55%.  This is an inclusive score of all sub-groups within the grade levels.
<b>Person responsible for monitoring outcome</b>	Leslie McLean (lmclean@volusia.k12.fl.us)
<b>Evidence-based Strategy</b>	Using Ambitious Instructional strategies: Standards based Instruction
<b>Rationale for Evidence-based Strategy</b>	Discovery is selecting standards based instruction because according to John Hattie it has a 1.79 effect size.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide 3rd grade with grade level specific ELA intervention teacher</li> <li>2. Common standards based formative &amp; summative assessments administered w/ student work samples reviewed at PLCs to determine RTI/remediation needs</li> <li>3. Weekly grade level PLC meetings w/ admin &amp;/or coach as facilitator to review data; maintaining an agenda of focus</li> <li>4. Grade level academic planning days w/ academic team &amp;/or district staff support</li> <li>5. Small group implementation monitoring &amp; support {incl. inclusive push in for ESSA subgroups} w/ academic team</li> <li>6. Provide district led PL on standards based reading curriculum and small group instruction with sub funding provided through Title I funding</li> <li>7. Provide School Based PLC time for grade level planning through Title I funding</li> <li>8. Provide Scholastic class sets through Title I funding</li> <li>9. Implement Scholastic reading program through Title I funding</li> <li>10. Use Title I funding for additional headphones and mice</li> <li>11. Offer multiple academic and parent nights with Title I funds</li> <li>12. Provide all students with planners through Title I funds</li> <li>13. Offer tutoring two days a weeks starting in January through Title I funds</li> <li>14. Provide Reading Coach, Reading Intervention teacher, and ELA Intervention teacher through Title I funds</li> <li>15. Reading Coach will conduct coaching cycles to ensure implementation of standards based instruction</li> <li>16. Grade level learning walks to ensure implementation of standards based instruction through Title funding</li> </ol>
<b>Person Responsible</b>	Leslie McLean (lmclean@volusia.k12.fl.us)



<b>#2</b>	
<b>Title</b>	Math Proficiency
<b>Rationale</b>	Student performance data as evident via FSA scores demonstrating 30% proficiency in 2019 from 47% in 2018. Student performance was 32 proficiency points lower than the state proficiency average of 62% and 30 points lower than the district average of 60% proficiency.
<b>State the measurable outcome the school plans to achieve</b>	Discovery's goal is to achieve a 50% in math achievement.  This is an inclusive score of all sub-groups within the grade levels.
<b>Person responsible for monitoring outcome</b>	Leslie McLean (lmclean@volusia.k12.fl.us)
<b>Evidence-based Strategy</b>	Using Ambitious Instructional strategies: Standards based Instruction
<b>Rationale for Evidence-based Strategy</b>	Discovery is selecting standards based instruction because according to John Hattie it has a 1.79 effect size.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Common standards based formative &amp; summative assessments administered w/ student work samples reviewed at PLCs to determine RTI/remediation needs</li> <li>2. Weekly grade level PLC meetings w/ admin &amp;/or coach as facilitator to review data and planning</li> <li>3. Grade level academic planning days w/ academic team &amp;/or district staff support</li> <li>4. Small group implementation monitoring &amp; support {incl. inclusive push in for ESSA subgroups} w/ academic team</li> <li>5. Implementing Cognitively Guided Instruction academic supports via academic &amp; admin team to support teachers in their math content delivery</li> <li>6. Offer District led PL for standards based instruction and math strategies with Title I funding for subs</li> <li>7. Provide school based PLC data days through Title I funding</li> <li>8. Provide end of year data review time with subs paid through Title I funding</li> <li>9. Acquire additional headphones and mice as needed through Title I funding</li> <li>10. Offer multiple academic and parents nights through Title I funding</li> <li>11. Provide planners to all students through Title I funding</li> <li>12. Offer tutoring starting in January two days a week through Title I funding</li> <li>13. Provide Math Coach and Math Intervention teacher through Title I funding</li> <li>14. Provide grade level learning walks to ensure standards based instruction implementation provided through Title I funding</li> <li>15. Math Coach will conduct learning cycles to ensure standards based instruction implementation</li> </ol>
<b>Person Responsible</b>	Paul Falk (pcfalk@volusia.k12.fl.us)

<b>#3</b>	
<b>Title</b>	Math Lowest Quartile
<b>Rationale</b>	Student performance data from FSA scores show 30% proficiency in 2019 from 54% in 2018 as well as the 2018 ESSA subgroups data showed Hispanic at 31%, SWD at 5%, and white at 27%
<b>State the measurable outcome the school plans to achieve</b>	Discovery's measurable outcome will increase from 30% to 50%.
<b>Person responsible for monitoring outcome</b>	Leslie McLean (lmclean@volusia.k12.fl.us)
<b>Evidence-based Strategy</b>	The evidence - based strategy is standards based instruction.
<b>Rationale for Evidence-based Strategy</b>	The evidence - based strategy is standards based instruction based on John Hattie's research that shows it has a .79 effect size.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Bi-Weekly grade level ESE PLC meetings w/ admin &amp;/or coach as facilitator to review data and planning</li> <li>2. ESE academic planning days w/ academic team &amp;/or district staff support</li> <li>3. Small group implementation monitoring &amp; support {incl. inclusive push in for ESSA subgroups} w/ academic team</li> <li>4. Implementing Cognitively Guided Instruction academic supports via academic &amp; admin team to support teachers in their math content delivery</li> <li>5. Offer District led PL for standards based instruction and math strategies with Title I funding for subs</li> <li>6. Provide school based PLC data days through Title I funding</li> <li>7. Provide end of year data review time with subs paid through Title I funding</li> <li>8. Offer multiple academic and parents nights through Title I funding</li> <li>9. Provide planners to all students through Title I funding</li> <li>10. Offer tutoring starting in January two days a week through Title I funding</li> <li>11. Provide Math Coach and Math Intervention teacher through Title I funding</li> <li>12. Provide ESE learning walks to ensure standards based instruction implementation provided through Title I funding</li> <li>13. Math Coach will conduct coaching cycles to ensure standards based instruction implementation</li> <li>14. Training provided by district for the Three Act Task</li> <li>15. Training provided by Math Coach for all standards based resources</li> </ol>
<b>Person Responsible</b>	[no one identified]

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Family & Community Engagement: With the students engaging in SEL activities each day, we hope the students will encourage their parents to participate in events such as: Award Ceremonies, Academic Nights, inclusion for student data chats & campus events. Create a school to community communication plan identifying upcoming events, campus happenings & extending invitations.

Safe & Supportive Environment: Implementation of 'Buddy Classes'; intermediate paired with primary for 'buddy system'. Establish a student government. Expand academic award ceremony to include awards for social & emotional characteristics {SEL & PBIS based} which support school community and other students.

Aligning the whole child mentality with the SEL & PBIS initiatives may establish the bridge needed to increase parental & community involvement. Increasing the involvement of the families may assist with reducing the number of absences & encourage at home supports for student achievement.

## 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 Schoolwide Improvement Plan 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.**

Discovery Elementary utilizes the Sanford Harmony curriculum as part of the Social Emotional Learning {SEL} program for all students. this opportunity is combined with the school's participation as a Positive Behavioral Intervention & Support {PBIS} program. Facilitation of the school-wide PBIS program, inclusion of a school-based PBIS team which supports all faculty in the handling of challenging situations and the daily SEL curriculum designed to provide emotional encouragement, supports and life strategies for students facilitates the communication among all stakeholders. Implementation of 'Bring Dad/Mom/Grandpa, etc.' to School day, 'Meet & Greet' w/ academic, guidance & admin. team prior to these events to build relationships. During student award assemblies, include 'Parent Shout-Outs' for their contributions. Implementation of 'Community Room' to support families in need.

### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), 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.**

Use of Sanford Harmony curriculum for SEL support, providing guidance counselor 'lunch time ' meetings where student identified areas of concern are discussed, Re-entry meetings and follow-up supports for students who have been Baker Acted, collaborative relationship with outside agencies & Volusia County providing on-campus intervention & emotional counseling. Implementation of a 'Buddy Program' establishing a connection between an intermediate level and primary level student.

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

Kindergarten is offered 'Staggered Start' Days where 1/3 of the class attends a designated day on the 1st 3 days of school & on the 4th day all students present to the class. this allows for the teacher to get to know the students better as a small group. On the Staggered Start days, the administration offers a 'Getting to Know You' breakfast for the students assigned on that day. The academic team, guidance counselor, school nurse and admin are in attendance. This provides the opportunity to have any questions or concerns addressed and meet those who will be interacting with their student. There is a 'Meet the Teacher' event the week prior to the start of school where all students & their parents/guardian are invited to come and see their classrooms, become familiar with the campus and meet the staff. An

'Open House' is scheduled in September as another opportunity to bring the families to campus. As the 5th grade transitions to middle school we provide a final ceremony acknowledging the academic and social growth of the students. All parents are invited to attend. A representative from the middle school is also invited to provide a familiar face at the next school as well as answer any questions the families may have. The middle schools host a transitions evening detailing the academic programs, clubs and activities; this information is shared by our 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.**

Prior to the start of the year, student achievement data is analyzed by an academic team including coaches, teachers, guidance, ESE & ELL support. During this meeting, student and family involvement, well-being, attendance concerns, etc. are also discussed. Everyone has a voice at the table regarding how to improve the serving of all stakeholders. Quarterly data preponderance meetings are held during the school year; the focus is primarily academic, but the guidance counselor and PBIS team reviews the student data including behavioral referrals, attendance, suspensions, etc. & those topics and solutions are discussed. At mid-year, the SIP Mid year review is held and in addition to those above, the school psychologist, social worker and district representatives {providing a district perspective} attend. At years' end, all teachers, academic team, support staff, admin & school guardian are invited during post planning to review student performance data as well as the social identifiers {behavior, attendance, suspensions} to reflect and discuss on practices that were beneficial and those that need to be revised. Student surveys are also provided to students to assist in making attendance at the school enjoyable as well as educational.

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

Discovery hosts financial seminars from local financial institutions for the 5th grade students, the local Scouts visit classrooms and provide a parent/student informational evening to detail the organizations benefits, during the Spring Fling event, local businesses {local hospitals, business partners & businesses} are invited to come and set up tables for communication with our school community. The district hosts an annual science fair where the 5th grade students participate in creation and presentation of a project which is judged by community members and direct correlation to future post-secondary endeavors are detailed. A dental reach out program visits annually providing student information regarding dental care, full exams and referrals for advanced procedures if needed. Our local Deltona Woman's Club visits and provides students and their families with assistance in obtaining household necessities. The Jewish American Club provides 100 students with backpacks and school supplies. The local VFW chapter visits, provides an opportunity for all students to participate in an art contest related to the Military and then donates prizes for the judged winners as well as a prize for any who participate.

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	<b>Areas of Focus: ELA Proficiency</b>	<b>\$0.00</b>
2	III.A.	<b>Areas of Focus: Math Proficiency</b>	<b>\$0.00</b>
3	III.A.	<b>Areas of Focus: Math Lowest Quartile</b>	<b>\$0.00</b>

	<b>Total:</b> <b>\$0.00</b>
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