

School District of Osceola County, FL

# Discovery Intermediate School



## 2019-20 Schoolwide Improvement Plan

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## Discovery Intermediate School

5350 SAN MIGUEL RD, Kissimmee, FL 34758

www.osceolaschools.net

### Demographics

**Principal: Gary Dunn**

Start Date for this Principal: 6/21/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<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 (50%) 2017-18: C (47%) 2016-17: C (47%) 2015-16: C (43%) 2014-15: C (46%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</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 Osceola 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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## Discovery Intermediate School

5350 SAN MIGUEL RD, Kissimmee, FL 34758

www.osceolaschools.net

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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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.**

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	Job Duties and Responsibilities
Santiago, Henry	Principal	Lead and guide all members of Team Discovery in reaching the common goal of taking all students where they are and making them one year better academically, socially and mentally.
Dunn, Gary	Assistant Principal	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 to our 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".
Baggett, Christine	Other	Learning Resource Specialist/Testing Coordinator Learning Resource Specialist - Provide support to teachers to improve instructional practices, primarily focusing on Science. Responsible for assisting teacher with data collection (school city) and facilitating our DIS intervention period. 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.
Trecy, Amanda	Instructional Coach	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.
Camero, Octavio	Teacher, ESE	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



Name	Title	Job Duties and Responsibilities
		<p>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.</p>
Karaki, Rikako	School Counselor	<p>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.</p>
Reid, Nicole	Instructional Coach	<p>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</p>
McGuire, Sarah	Instructional Media	<p>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.</p>

Name	Title	Job Duties and Responsibilities
Hebbler, Deanna	Assistant Principal	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 to our 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".
Ridings, Linda	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.
Nieves, Glidden	Other	<ul style="list-style-type: none"> <li>* Implement district procedures for the identification/assessment of English Language Learners based on the interpretation of the Home Language Survey.</li> <li>* Follow the State guideline of the 1990 Florida Consent Decree with fidelity to ascertain that all E.L.L. students obtain comprehensible instruction.</li> <li>* Chair/meet with the Limited English Proficiency (LEP) Parental Leadership Council periodically and provide them with information critical to their child's academic success.</li> </ul>

## 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	0	0	0	0	0	0	349	288	339	0	0	0	0	976	
Attendance below 90 percent	0	0	0	0	0	0	53	54	74	0	0	0	0	181	
One or more suspensions	0	0	0	0	0	0	22	12	24	0	0	0	0	58	
Course failure in ELA or Math	0	0	0	0	0	0	0	2	3	0	0	0	0	5	
Level 1 on statewide assessment	0	0	0	0	0	0	138	124	150	0	0	0	0	412	

#### 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	0	0	0	0	0	32	35	56	0	0	0	0	123	

#### 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	0	1	0	0	0	0	0	1	
Students retained two or more times	0	0	0	0	0	0	6	3	9	0	0	0	0	18	

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

71

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

Wednesday 10/9/2019

#### Prior Year - 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	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 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	0	0	0	0	0	36	62	75	0	0	0	0	173	

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

## 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	37%	45%	54%	40%	48%	52%
ELA Learning Gains	45%	48%	54%	46%	51%	54%
ELA Lowest 25th Percentile	42%	42%	47%	34%	39%	44%
Math Achievement	39%	49%	58%	33%	48%	56%
Math Learning Gains	48%	51%	57%	42%	54%	57%
Math Lowest 25th Percentile	41%	47%	51%	39%	49%	50%
Science Achievement	39%	47%	51%	39%	51%	50%
Social Studies Achievement	72%	72%	72%	74%	76%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	349 (0)	288 (0)	339 (0)	976 (0)
Attendance below 90 percent	53 (57)	54 (51)	74 (80)	181 (188)
One or more suspensions	22 (8)	12 (59)	24 (47)	58 (114)
Course failure in ELA or Math	0 (1)	2 (4)	3 (10)	5 (15)
Level 1 on statewide assessment	138 (118)	124 (135)	150 (169)	412 (422)

### 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
06	2019	30%	48%	-18%	54%	-24%
	2018	34%	46%	-12%	52%	-18%
Same Grade Comparison		-4%				
Cohort Comparison						
07	2019	37%	47%	-10%	52%	-15%
	2018	30%	46%	-16%	51%	-21%
Same Grade Comparison		7%				
Cohort Comparison		3%				
08	2019	35%	49%	-14%	56%	-21%
	2018	39%	52%	-13%	58%	-19%
Same Grade Comparison		-4%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	30%	45%	-15%	55%	-25%
	2018	34%	43%	-9%	52%	-18%
Same Grade Comparison		-4%				
Cohort Comparison						
07	2019	28%	30%	-2%	54%	-26%
	2018	11%	29%	-18%	54%	-43%
Same Grade Comparison		17%				
Cohort Comparison		-6%				
08	2019	27%	47%	-20%	46%	-19%
	2018	21%	43%	-22%	45%	-24%
Same Grade Comparison		6%				
Cohort Comparison		16%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	30%	42%	-12%	48%	-18%
	2018	30%	42%	-12%	50%	-20%
Same Grade Comparison		0%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	62%	38%	67%	33%
2018	0%	68%	-68%	65%	-65%
Compare		100%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	70%	73%	-3%	71%	-1%
2018	65%	70%	-5%	71%	-6%
Compare		5%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	85%	49%	36%	61%	24%
2018	81%	52%	29%	62%	19%
Compare		4%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	96%	44%	52%	57%	39%
2018	94%	39%	55%	56%	38%
Compare		2%			

## 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	24	38	27	27	47	40	40	45			
ELL	19	41	41	23	42	38	13	43			
ASN	33	45		42	36						
BLK	35	40	35	36	42	35	34	75	83		
HSP	35	45	43	37	49	43	38	69	85		
MUL	32	50		32	28	25	25	67			
WHT	57	55		56	65	67	56	76	94		
FRL	33	43	42	34	45	40	36	70	88		
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		

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
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		
MUL	53	47		30	40						
WHT	44	42	29	42	43	30	47	88			
FRL	38	45	33	30	40	37	36	71	68		

### 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	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	500
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
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%	
Asian Students	
Federal Index - Asian Students	39
Asian Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	37
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - 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	66
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	48
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.

During the 2018-2019 school year our ELL ELA proficiency dropped from 5% to 2%. This has been a continuing trend. The ELL task force that was created only focused on the sheltered ELL class (NES students), not those being served in regular education classes.

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

During the 2018-2019 school year our FSA Math Lowest 25% dropped from 52% to 41% demonstrating learning gains. During the school year we did not have a consistent teacher in our intensive math classes for 7th & 8th grade for the majority of the year. This was a huge contributing factor.

#### 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.

During the 2018-2019 school year our 6th grade raw math data scored 30% which is 25% below the state average. Our teachers focused on taking students where they were and moving them forward. Students came to us below proficiency.

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

During the 2018-2019 school year our lowest 25% showed the greatest growth, increasing from 33% to 42% demonstrating learning gains. All of our students in the lowest 25th percentile were placed into an intensive reading class in addition to their regular reading and ELA classes.

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

Specific plans need to be created to meet the needs of our ESE, ELL, Asian and multiracial students.

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

1. Ensure high levels of learning for all students in literacy.
2. Ensure high levels of learning for all students in math.
3. Ensure high levels of learning for all students in science.
4. Ensure a school wide post secondary culture for all students.

5. Strengthen collaborative processes to ensure that the learning needs of all students are met (with the PLC Action Plan embedded within the action steps and monitoring).

### Part III: Planning for Improvement

#### Areas of Focus:

#1	
<b>Title</b>	Ensure high levels of learning for all students in literacy.
<b>Rationale</b>	Reading proficiency continues to remain constant with very little growth indicating a need of focus.
<b>State the measurable outcome the school plans to achieve</b>	Increase lowest 25th percentile, reading proficiency and learning gains by 5%.
<b>Person responsible for monitoring outcome</b>	Amanda Trecy (amanda.trecy@osceolaschools.net)
<b>Evidence-based Strategy</b>	<p>A student-centered strategy will be used to create engaging and rigorous standards-based activities. By identifying students' learning profile, instruction will be modified to meet their diverse needs. Students enter a classroom with a wide range of skills, and this approach allows an educator to find alternative paths for students to reach their goals.</p> <p>School stocktake will take place monthly to report progress to the Principal on the area of focus.</p> <p>Leadership will complete multiple walkthroughs of classrooms to ensure correct processes are being used in the analyzing and planning for student achievement.</p> <p>Higher level learning closes the achievement gap quicker. If students are consistently exposed to below grade level expectations, the gap will continue to widen as they lose exposure to grade level standards and expectations.</p>
<b>Rationale for Evidence-based Strategy</b>	School wide literacy is essential to and directly correlates to student achievement. A strong foundation in reading helps students achieve across subject areas. The ability to read, write, think and solve critically using complex texts prepares students to be successful in their educational career and to become productive citizens within a 21st Century society.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Use of common formative assessments within each PLC. During PLC time, the teams will analyze the data and use it to drive instruction while following the district curriculum plan.</li> <li>2. Use of small group instruction with rotations. Using the data collected from common formative assessments, teacher will create groups based on needs and differentiate instruction based on their needs.</li> <li>3. Data chats with students. It is vital for students to know and understand where they are so they know where they need to be in order to make growth. Teachers will have individual data chats with all students to set goals.</li> <li>4. Use of DIBELS with students receiving intensive reading services. One-on-one instruction will be provided to students to fill gaps and increase their reading skills.</li> <li>5. Coaching model cycle as needed with consistent feedback from Literacy Coach. Through continued observations, walk through, trend walks and feedback, our Literacy Coach will play an active role in providing teachers with the differentiate support they need to meet our students' needs.</li> <li>6. Full day planning sessions will be provided to PLCs once per semester to allow teachers</li> </ol>

appropriate time to focus on scales, learning targets, aligning tasks to targets and going to full depth of the standard.

7. School wide DIS time intervention period will provide targeted instruction based on students needs (from formative assessment data). Instruction will be focused on students in the lowest 25th percentile (with our highest functioning teachers (based on data), students at grade level and students requiring enrichment. This will be done in cycles and modified as needed based on student needs. Pre and post tests will be given to determine effectiveness of the instruction being provided.

8. Training will be provided to regular and ESE on creating a cohesive classroom environment (pending district approval).

9. ESE RCS provide modeling, observations and feedback to ESE supported classrooms/ self-contained classroom 1x/week (for both regular ed and ESE teachers).

10. EES provide modeling, observations and feedback to teachers on ELL strategies and effective teaching strategies to meet the needs of our ELL students.

11. Teacher teams will track every student by standard using a tracker, on the spot formative assessments, common formative assessments, and summative assessments to track the progression of standards mastery.

12. Students will track their own learning through teacher provided success criteria.

13. ELL & ESE Task Force involvement and support in the classroom will occur through the collaboration of ESOL compliance specialist and RCS ensuring students are supported in Literacy courses by providing ELL and ESE instructional strategies and professional development for teachers.

14. Teachers, reading interventionist and trained paraprofessionals will provide interventions for Enrichment, Tier 1 Tier 2 and Tier 3. Based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis.

15. Title I Literacy Night will be held to increase the capacity of our students and parents and all members of Team Discovery.

**Person  
Responsible**

Amanda Treacy (amanda.treacy@osceolaschools.net)

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#2	
<b>Title</b>	Ensure high levels of learning for all students in math.
<b>Rationale</b>	Math proficiency continues to remain constant with very little growth indicating a need of focus.
<b>State the measurable outcome the school plans to achieve</b>	Increase lowest 25th percentile, reading proficiency and learning gains by 5%.
<b>Person responsible for monitoring outcome</b>	Diane Rivers (diane.rivers@osceolaschools.net)
<b>Evidence-based Strategy</b>	<p>A student-centered strategy will be used to create engaging and rigorous standards-based activities. By identifying students' learning profile, instruction will be modified to meet their diverse needs. Students enter a classroom with a wide range of skills, and this approach allows an educator to find alternative paths for students to reach their goals.</p> <p>School stocktake will take place monthly to report progress to the Principal on the area of focus.</p> <p>Leadership will complete multiple walkthroughs of classrooms to ensure correct processes are being used in the analyzing and planning for student achievement.</p> <p>Higher level learning closes the achievement gap quicker. If students are consistently exposed to below grade level expectations, the gap will continue to widen as they lose exposure to grade level standards and expectations.</p>
<b>Rationale for Evidence-based Strategy</b>	School wide math is essential to and directly correlates to student achievement. The ability to read, write, think and solve critically using complex texts prepares students to be successful in their educational career and to become productive citizens within a 21st Century society.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Use of common formative assessments within each PLC. During PLC time, the teams will analyze the data and use it to drive instruction while following the district curriculum plan.</li> <li>2. Use the data collected from common formative assessments, to create groups based on needs and differentiate instruction based on their needs.</li> <li>3. Data chats with students. It is vital for students to know and understand where they are so they know where they need to be in order to make growth. Teachers will have individual data chats with all students to set goals.</li> <li>4. Coaching model cycle as needed with consistent feedback from Math Coach. Through continued observations, walk throughs, trend walks and feedback, our Math Coach will play an active role in providing teachers with the differentiate support they need to meet our students' needs.</li> <li>6. Full day planning sessions will be provided to PLCs once per semester to allow teachers appropriate time to focus on scales, learning targets, aligning tasks to targets and going to full depth of the standard.</li> <li>7. School wide DIS time intervention period will provide targeted instruction based on</li> </ol>

students needs (from formative assessment data). Instruction will be focused on students in the lowest 25th percentile (with our highest functioning teachers (based on data), students at grade level and students requiring enrichment. This will be done in cycles and modified as needed based on student needs. Pre and post tests will be given to determine effectiveness of the instruction being provided.

8. Training will be provided to regular and ESE on creating a cohesive classroom environment (pending district approval).

9. ESE RCS provide modeling, observations and feedback to ESE supported classrooms/ self-contained classroom 1x/week (for both regular ed and ESE teachers).

10. EES provide modeling, observations and feedback to teachers on ELL strategies and effective teaching strategies to meet the needs of our ELL students. .

11. Teacher teams will track every student by standard using a tracker, on the spot formative assessments, common formative assessments, and summative assessments to track the progression of standards mastery.

12. Students will track their own learning through teacher provided success criteria.

13. ELL & ESE Task Force involvement and support in the classroom will occur through the collaboration of ESOL compliance specialist and RCS ensuring students are supported in Math courses by providing ELL and ESE instructional strategies and professional development for teachers.

14. Teachers, reading interventionist and trained paraprofessionals will provide interventions for Enrichment, Tier 1 Tier 2 and Tier 3. Based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis.

15. Title I Math Night will be held to increase the capacity of our students and parents and all members of Team Discovery.

**Person  
Responsible**

Linda Ridings (linda.ridings@osceolaschools.net)

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#3	
<b>Title</b>	Ensure high levels of science achievement for all students.
<b>Rationale</b>	Science proficiency in 8th grade FSA continues to remain constant with very little growth indicating a need of focus.
<b>State the measurable outcome the school plans to achieve</b>	Increase Science proficiency by 5%.
<b>Person responsible for monitoring outcome</b>	Christine Baggett (christine.baggett@osceolaschools.net)
<b>Evidence-based Strategy</b>	<p>Student-centered strategies and exploration will be used to create engaging and rigorous standards-based activities. It is the process of identifying students' learning profile to modify student instruction to meet their diverse needs. Students enter a classroom with a wide range of skills and this approach allows an educator to find alternative paths for students to reach their goals.</p> <p>Stocktakes will take place monthly to report progress to the principal on this area of focus.</p> <p>Leadership team will conduct weekly walkthroughs of science classes to ensure correct processes are being used in the analyzing and planning for student achievement.</p>
<b>Rationale for Evidence-based Strategy</b>	Higher level, exploratory learning closes the achievement gap quicker. If students are constantly exposed to below grade level expectations, the gap will continue to widen as they lose exposure to grade level standards and expectations.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers will be provided with PD opportunities to become acquainted with the new Discovery Ed textbook (techbook). Training will focus on how to use this tool to increase their instruction and student engagement.</li> <li>2. Teachers will be strategically placed into their teacher assignments for the 2019-2020 school year.</li> <li>3. Tier I core instruction will be strengthened by implementing new procedures for planning and teacher support.</li> <li>4. Content specific LRS and district support will model, observe and provide feedback. They will focus on instructional practices throughout the entirety of the year.</li> <li>5. PLC will focus on scales, learning targets, tasks aligned to the target and the full depth of the standard, formative assessments and elements of the Marzano Teaching Map. Full day planning sessions will be provided to help focus on these tasks.</li> <li>6. During PLC's teachers will continue to view student data and determine appropriate next steps based on individual student needs.</li> <li>7. Students will be provided with targeted interventions that meet the needs of all students.</li> <li>8. The school as a whole will strive to develop and maintain a positive parent student-teacher culture.</li> <li>9. Teachers will work during PLC to plan lessons that engage students and increase their love of science.</li> </ol>

10. Teachers will provide individual student data chats while working with students to set goals for themselves, which will be monitored with subsequent data chats.
  11. The administration team will develop a professional development/training calendar that will focus on ensuring a shift in teacher instruction that will increase math achievement in ESE, ELL, and lowest 25%.
  12. Teachers will participate in a minimum of two professional development workshops a month. These workshops will be led by model teachers, instructional coaches, district coaches, and administrators.
- Once an assessment has been taken, teachers will determine individual student needs based on deficient content. Students will then receive additional resources and support to sharpen their comprehension.
13. Data Tracking Student by Standard - Teachers will track the standard, after a standard has been assessed, teachers will place student scores in the tracker. Teachers will provide interventions as needed and reassess students to monitor their learning.
  14. During PLC's teachers will continue to view student data and determine appropriate next steps based on individual student needs.
  15. Students will track their own learning through teacher provided success criteria.
  16. The administration will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven based off of data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits.
  17. Teachers will provide Tier 2 & 3 instruction based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis.
  18. Title I STEM Night (partnering with the Orlando Science Center) will be held to increase the capacity of our students and parents and all members of Team Discovery.

**Person  
Responsible**

Christine Baggett (christine.baggett@osceolaschools.net)

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#4	
<b>Title</b>	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 a common assessments and lessons for power standards and strands within their content area.
<b>State the measurable outcome the school plans to achieve</b>	The data shows that PLCs are not operating consistently at a high level on the Seven Stages Rubric and formative assessment data throughout the year. This impacts student achievement as there are inconsistencies within delivering the curriculum in each subject area.
<b>Person responsible for monitoring outcome</b>	Christine Baggett (christine.baggett@osceolaschools.net)
<b>Evidence-based Strategy</b>	Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement.
<b>Rationale for Evidence-based Strategy</b>	All ELA, Reading, Math, Science, Civics, and US History PLCs will be at Stage 5 on the PLC Seven Stage Rubric by May, 2020 as assessed by the Principal using the Seven Stage Rubric and format data. ELA, Math, proficiency and gains will increase by 5% in all sub groups. Science proficiency will increase by 5% in all sub groups Social Studies proficiency will increase by 5% in all sub groups.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Assign one leadership team member to oversee each PLC; Trecy - ELA, Ridings - Math, Baggett - Science, Reid - SS</li> <li>2. PLC Teams page created for each PLC. Keeping all data, lesson plans and PLC notes in a central location.</li> <li>3. Schools PLC's teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative team.</li> <li>4. Principal and assistant principal (s) will conduct daily walkthroughs of PLC teams to ensure they are progressing through the PLC Seven Stages Rubric of an effective PLC.</li> <li>5. Full day planning sessions will be provided during Quarter 1 and Quarter 3. PD will be provided on Read, Write, Talk, Solve during quarter one training. Quarter 3 will depend on teacher needs.</li> <li>6. Administration, PLC Lead, and PLC Guided Coalition will meet to discuss all accountability area collaborative teams, to ensure time is being used effectively and to evaluate the level of each PLC Team weekly.</li> <li>7. PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams by the Principal. With the addition of formative assessment scores for Math, ELA, Social Studies, and Science PLCs.</li> <li>8. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</li> <li>9. Principal will share and update the Chief of Staff and Assistant Superintendents during</li> </ol>

their half way point check in on progress of the Area of Focus through the School Stocktake Model.

10. If teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase.

11. Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes.

12. School City will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs.

Professional development will be conducted to train staff on the School City platform.

13. Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team.

14. A PLC Guiding Coalition will be formed to oversee the process.

15. District formative assessments will be given every four and a half weeks in all accountability areas.

16. Principals will present within their schoolwide PLC a State of Education on a quarterly period to their staff (August 2019, November 2019, January 2020, and March 2020).

**Person**

**Responsible**

Christine Baggett (christine.baggett@osceolaschools.net)

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#5	
<b>Title</b>	Ensure a school wide post-secondary culture for all students.
<b>Rationale</b>	Students having post-secondary goals will help drive student achievement and will increase reading, math, science scores.
<b>State the measurable outcome the school plans to achieve</b>	Based on start of the year survey with students conducted by the guidance team, the number of students who feel they will not graduate from high school will decrease by 5%.
<b>Person responsible for monitoring outcome</b>	Rikako Karaki (rikako.karaki@osceolaschools.net)
<b>Evidence-based Strategy</b>	Focusing on career and developing a post-secondary culture will increase student success. Students will set goals and develop plans to be successful.
<b>Rationale for Evidence-based Strategy</b>	Without a plan, students will not have a goal to work towards. When students have a plan, they will be more successful in reading, math and science. The guidance department will provide specific lessons to each grade level level (based on district chart), attend field trips to expose students to a post-secondary culture, and help students to create a four year plan.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Celebrate college week with college mini-lessons and activities for all grade levels.</li> <li>2. School counselors will facilitate classroom college and career lessons for all grade levels.</li> <li>3. School counselors will collaborate with social studies teachers in 6th and 7th grade classrooms to administer interest inventories using MyCareerShines.</li> <li>4. 7th graders will attend a field trip to either Valencia College or oTech to learn about postsecondary options.</li> <li>5. 8th grade students will participate in high school orientations and complete a 4 year plan.</li> <li>6. Counselors will have students complete start of school survey polling their beliefs on graduation and post secondary goals.</li> <li>7. Small groups will be created by the counselors based on survey results to meet students needs.</li> </ol>
<b>Person Responsible</b>	Rikako Karaki (rikako.karaki@osceolaschools.net)

#### 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).

### 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.**

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

**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.**

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

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, 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. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

**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.**

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.

**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

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

1	III.A.	Areas of Focus: Ensure high levels of learning for all students in literacy.				\$120.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	1000-STATE FEES	0041 - Discovery Intermediate School	Title, I Part A		\$120.00
			Notes: Building Capacity - Literacy Night			

2	III.A.	Areas of Focus: Ensure high levels of learning for all students in math.				\$115.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	1000-STATE FEES	0041 - Discovery Intermediate School	Title, I Part A		\$115.00
			Notes: Building Capacity Math Night			
3	III.A.	Areas of Focus: Ensure high levels of science achievement for all students.				\$2,270.46
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	1000-STATE FEES	0041 - Discovery Intermediate School	Title, I Part A		\$2,270.46
			Notes: Building Capacity STEM Parent Night with Orlando Science Center			
4	III.A.	Areas of Focus: Strengthen collaborative processes to ensure that the learning needs of all students are met.				\$0.00
5	III.A.	Areas of Focus: Ensure a school wide post-secondary culture for all students.				\$0.00
Total:						\$2,505.46