

School District of Osceola County, FL

Discovery Intermediate School



2020-21 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: 6/20/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (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
School Grades History	2018-19: C (50%) 2017-18: C (47%) 2016-17: C (47%) 2015-16: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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.

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)	2019-20 Title I School	2019-20 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	92%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
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, position title, and job duties/responsibilities 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	<p>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.</p> <p>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.</p>
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>
Karako, 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>
Hebblar, Deanna	Assistant Principal	<p>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".</p>
Ridings, Linda	Instructional Coach	<p>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.</p>
Nieves, Glidden	Other	<p>* Implement district procedures for the identification/assessment of English Language Learners based on the interpretation of the Home Language Survey. * Follow the State guideline of the 1990 Florida Consent Decree with fidelity to ascertain that all E.L.L. students obtain comprehensible instruction. * Chair/meet with the Limited English Proficiency (LEP) Parental Leadership Council</p>

Name	Title	Job Duties and Responsibilities
		periodically and provide them with information critical to their child's academic success.
Harris, Felix	Dean	To provide academic, social and emotional success to all students. To ensure students are adhering to the student code of conduct. Provide disciplinary consequences to students who fail to comply with the code of conduct, while using the restorative practice to teach students acceptable behaviors. To implement a positive behavior intervention system to meet all student's needs.
Rivera, Marilyn	Dean	To provide academic, social and emotional success to all students. To ensure students are adhering to the student code of conduct. Provide disciplinary consequences to students who fail to comply with the code of conduct, while using the restorative practice to teach students acceptable behaviors. To implement a positive behavior intervention system to meet all student's needs.
Confesor, Sarah	Other	MTSS Coach - To ensure that all students are receiving a multi-tiered system of supports so that each student can grow academically, socially and emotionally throughout the school year.

Demographic Information

Principal start date

Tuesday 6/20/2017, Gary Dunn

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

Total number of teacher positions allocated to the school

118

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education

2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (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
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2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	363	344	316	0	0	0	0	1023
Attendance below 90 percent	0	0	0	0	0	0	43	33	43	0	0	0	0	119
One or more suspensions	0	0	0	0	0	0	19	67	54	0	0	0	0	140
Course failure in ELA	0	0	0	0	0	0	1	12	7	0	0	0	0	20
Course failure in Math	0	0	0	0	0	0	2	19	13	0	0	0	0	34
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	3	23	20	0	0	0	0	46
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	9	24	24	0	0	0	0	57

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	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 7/20/2020

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	
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

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	
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

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	
	(0)	(0)	(0)	0 (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.

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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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			

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	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		
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

ESSA Federal Index	
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%	0
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	37
Multiracial Students Subgroup Below 41% in the Current Year?	YES

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
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%	0

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. During the 2018-2019 school year, 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 showed 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 in reading, 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?

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 high levels of learning for all students in ESSA subgroups (Asian, English Language Learners, Multiracial, Students with disabilities).
5. Improve culture and climate by maintaining focus on social emotional learning.
6. Ensure a school wide post secondary culture for all students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of****Focus****Description**
and**Rationale:**

Reading proficiency continues to be an area where we see little growth. Lowest 25% saw a small increase, but this continues to be a critical area of focus.

Measurable
Outcome:

Increase the reading proficiency, lowest 25th percentile and learning gains in reading by 5%.

Person
responsible
for
monitoring
outcome:

Amanda Treacy (amanda.treacy@osceolaschools.net)

Evidence-
based
Strategy:

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.

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

Leadership will complete multiple walk-throughs of classrooms to ensure correct processes are being used in the analyzing and planning for student achievement.

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.

Rationale
for
Evidence-
based
Strategy:

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. Collaboration and analysis of common formative and summative data to drive instruction will produce significant learning gains for all students, including those with disabilities. (Marzano, 2003)

Action Steps to Implement

1. Common formative assessment to drive (and differentiate) instruction
2. Data Chats with students while tracking their own data (using School City and NWEA)
3. DIBELS with students in intensive reading and provide individualized instruction.
4. Coaching model cycle as needed with consistent feedback from Literacy Coach
5. Collaboration training and time for ESE and Reg ed teachers to create a cohesive classroom environment
6. RCS provide modeling, observations and feedback to all ESE classrooms
7. EES provide modeling observations and feedback to teachers on ELL strategies
8. ELL & ESE Task Force involvement and support in the classroom with occur through the collaboration of EES and RCS with team to improve instruction to meet all needs
9. All staff will provide interventions for Enrichment, for all students and interventions during DIS time
10. Title I Literacy Night will be held to increase capacity of all member of Team Discovery

Person
Responsible

Amanda Treacy (amanda.treacy@osceolaschools.net)

#2. Instructional Practice specifically relating to Math**Area of****Focus****Description and****Rationale:**

Math proficiency continues to remain constant with very little growth indicating a need of focus.

Measurable Outcome:

Increase lowest 25th percentile, reading proficiency and learning gains by 5%.

Person responsible for monitoring outcome:

Linda Ridings (linda.ridings@osceolaschools.net)

Evidence-based Strategy:

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.

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

Leadership will complete multiple walkthroughs of classrooms to ensure correct processes are being used in the analyzing and planning for student achievement.

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.

Rationale for Evidence-based Strategy:

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. Collaboration and analysis of common formative and summative data to drive instruction will produce significant learning gains for all students, including those with disabilities. (Marzano, 2003)

Action Steps to Implement

1. Common formative assessment to drive (and differentiate) instruction
2. Data Chats and goal setting with students while tracking their own data (using School City and NWEA)
3. Coaching model cycle as needed with consistent feedback
4. School wide DIS intervention period will provide targeted instruction based on student needs (from formative assessment data).
5. Training and collaboration activities will be provided to regular and ESE teachers to create a cohesive classroom environment
6. ESE will provide modeling, observations and feedback to ESE classrooms
7. EES provide modeling, observations and feedback to teachers on ELL strategies and effective teaching strategies to meet the needs of our ELL students.
8. ELL& ESE task force provide support in the classrooms
9. All staff will provide interventions and enrichment and Tier 1, 2 and 3 interventions.
10. Title I Math Night will be held to increase the capacity of our students and parents

Person Responsible

Linda Ridings (linda.ridings@osceolaschools.net)

#3. Instructional Practice specifically relating to Science**Area of****Focus****Description and****Rationale:**

Science proficiency in 8th grade FSA continues to remain constant with very little growth indicating a need of focus.

Measurable Outcome:

Increase Science proficiency by 5%.

Person responsible for monitoring outcome:

Christine Baggett (christine.baggett@osceolaschools.net)

Evidence-based Strategy:

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.

Stocktakes will take place monthly to report progress to the principal on this area of focus.

Leadership team will conduct weekly walkthroughs of science classes to ensure correct processes are being used in the analyzing and planning for student achievement.

Rationale for Evidence-based Strategy:

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. Collaboration and analysis of common formative and summative data to drive instruction will produce significant learning gains for all students, including those with disabilities. (Marzano, 2003)

Action Steps to Implement

1. Continued training and implementation use of Discovery ED Techbook.
2. Tier I core instruction will be strengthened by continued implementation of strategic implementation of lesson planning and support.
3. Content specific LRS and district support will model, observe and provide feedback.
4. PLC will focus on scales, learning targets and goals, language goals, aligning task to target and teaching to the full depth of the standard.
5. Use and assess formative assessment and NWEA data to drive/differentiate instruction
6. RCS and EES will model and provide assistance for ESE strategies and ELlevation strategies in science classes.
7. Individual data chats/goal setting with students
8. Teachers will provide Tier 1, 2 and 3 interventions based on grade level standards.
9. 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)

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Looking at our ESSA subgroups, the following groups fall below the federal index of 41%: Students with disabilities (36%), English Language Learners (34%), Asian Students (37%) and our multiracial students (37%) demonstrating to us that meeting these students needs is a critical area of focus.

Measurable Outcome: Increase all areas to be above the federal index of 41%.

Person responsible for monitoring outcome: Gary Dunn (gary.dunn@osceolaschools.net)

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.

Evidence-based Strategy: School stocktake will take place monthly to report progress to the Principal on the area of focus.

Leadership will complete multiple walk-throughs of classrooms to ensure correct processes are being used in the analyzing and planning for student achievement.

ESE and ELL Task forces will target interventions to meet the needs of all of our students. 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.

Rationale for Evidence-based Strategy: 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. Collaboration and analysis of common formative and summative data to drive instruction will produce significant learning gains for all students, including those with disabilities. (Marzano, 2003)

Action Steps to Implement

1. All staff will be trained in equity training to meet the needs of all students
2. Teachers share common planning and will participate in weekly PLC meetings that will focus on the development of both standardized lessons and common formative assessment.
3. PLC meetings will be supported and work with instructional coaches.
4. Teachers will focus on task to target alignment
5. Teachers will continue professional growth on using AVID, WICOR instructional strategies, ELLEVATION strategies and ESE support strategies.
6. ELL and ESE task force will ensure that all students are supported and differentiated to meet student individual needs.
7. Language goals will be created to meet individual ELL needs.
8. Students will participate in targeted Tier 1, 2 and 3 interventions.

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

#5. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	Well-implemented programs designed to foster SEL are associated with positive outcomes, ranging from better test scores and higher graduation rates to improved social behavior. Social-emotional competencies include skills, such as the ability to collaborate and make responsible decisions; mindsets, such as thinking positively about how to handle challenges; and habits, such as coming to class prepared. A positive school climate includes a safe environment, strong student and staff relationships, and supports for learning. It provides the foundation that students need, to develop the social, emotional, and academic competencies they need to succeed in life.
Measurable Outcome:	2019-2020 SEL Climate Survey showed 41% of students answered favorable for school belonging. In 2020-2021 this question will be increased 10%.
Person responsible for monitoring outcome:	Rikako Karaki (rikako.karaki@osceolaschools.net)
Evidence-based Strategy:	Students are diverse in their learning styles and needs. It is essential to assess individual learning styles and be flexible in time management to allow for meeting these different needs.
Rationale for Evidence-based Strategy:	Social and Emotional Learning (SEL) is not based on prescribed curricula; instead it is an approach that reflects a set of teaching strategies and practices that are student-centered. They use teaching techniques that build on students' current knowledge and skills (Gardner, 1983).

Action Steps to Implement

1. Students will complete the panorama assessment to focus on SEL needs
2. All staff will be trained in SEL strategies and Kognito to provide social emotional support.
3. Counselors, MTSS and Deans will use data to provide Tier 1,2 & 3 interventions, including small group instruction for Tier 3 students.
4. Deans will analyze behavior data every two weeks.
5. Teachers and staff will plan activities that are engaging and relevant to students.
6. Teachers will plan to build an environment of belonging by increasing student input
7. Teachers will use active learning strategies like hands-on, experimental and project-based activities (even in a digital world)
8. Teacher will integrate SEL strategies into their curriculum
9. Teachers will facilitate peer learning and teaching – collaborative learning, even during digital learning
10. School will develop structures, relationships and learning opportunities that support students SE development.

Person Responsible Rikako Karaki (rikako.karaki@osceolaschools.net)

#6. Other specifically relating to School wide Post Secondary Culture for all students.

Area of Focus Description and Rationale: A college-going culture builds the expectation of postsecondary education for all students-not just the best students. It inspires the best in every student, and it supports students in achieving their goals. Students who have the parental, school, and community expectations that college is the next step after high school see college as the norm. However, the idea that college is the next step after high school may seem unrealistic for those students who are from one or more of the following groups: low achievers, middle to low-income levels, underrepresented minorities, disabled youth, and families where no one has attended college before.

Measurable Outcome: During the 2019-2020 school year, 3.2% of 8th graders stated they did not think they would graduate from high school. This number will decrease by 3%.

Person responsible for monitoring outcome: Rikako Karaki (rikako.karaki@osceolaschools.net)

Evidence-based Strategy: Schools with a strong future orientation, that engage all students in planning for life after graduation. With effective school-based teams that are anchors of implementing post secondary work. Which shape a culture of success in which students aspire to a quality life beyond school. Then in such schools, students will fully participate in their academic and personal development to access a variety of opportunities to meet their needs.

Rationale for Evidence-based Strategy: Students should be supported in their efforts to reflect on their future and should have multiple opportunities to do so. A school culture committed to promoting students' aspirations for continuing their education must expand beyond just lessons students alone. (Poliner & Lieber 2004)

Action Steps to Implement

1. Celebrate college week with college mini-lessons and activities for all grade levels.
2. School counselors will facilitate classroom college and career lessons for all grade levels.
3. School counselors will collaborate with Social Studies teachers in 6th and 7th grade classrooms to administer interest inventories using MyCareerShines
4. 7th graders will attend a field trip to either Valencia College or oTech (in person or virtually) to learn about post-secondary options
5. 8th grade students will participate in high school orientations and complete a 4 year plan.

Person Responsible Rikako Karaki (rikako.karaki@osceolaschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

All areas are important in developing the whole child. During monthly Stocktake meetings, Discovery's Leadership Team will address each area to ensure they are all being met.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The school engage families, students, and all faculty in a shared understanding of academic and behavioral expectations and high-quality instruction, and hold staff responsible for implementing any changes. It frequently

communicate high expectations for all students (Continually sharing with the students how they are Explorer Ready while ensuring the students model our 4 P's (Prompt, polite, productive and prepared)

Leaders demonstrate how those beliefs manifest in the school building. For example:

- PLC Collaborative planning is data driven and differentiated to meet all students' needs
- Positive referrals, recognizing students who are Explorer Ready

A clear code of conduct for students and adults with input from students, families, and school personnel has been

created. Restorative practice is constantly used to ensure students have a sense of belonging, as well as learning the expectations, when they have not followed them

Teachers establish and practice clear expectations and classroom procedures, and provide frequent feedback to

students, and encourage students to be caring and respectful to one another and teachers model such interactions in the classroom. The schools, curriculum and teachers' lesson plans draw on the diverse interests

and experiences of students.

All stakeholders are important members of Team Discovery. Together we make sure students grow one year academically, socially and emotionally. Input is received from all members of Team Discovery. Title I events are held monthly to build the capacity of all members of Team Discovery.

Finally, The school provides all teachers with training on social and emotional skills, culturally competent, and management.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$75.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0041 - Discovery Intermediate School	Title, I Part A		\$75.00
2	III.A.	Areas of Focus: Instructional Practice: Math				\$65.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0041 - Discovery Intermediate School	Title, I Part A		\$65.00
3	III.A.	Areas of Focus: Instructional Practice: Science				\$2,812.95
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0041 - Discovery Intermediate School	Title, I Part A		\$2,812.95
4	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
6	III.A.	Areas of Focus: Other: School wide Post Secondary Culture for all students.				\$0.00
					Total:	\$2,952.95