**School District of Osceola County, FL**

# Discovery Intermediate School



# 2021-22 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: 6/16/2017

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Middle School<br>6-8 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2020-21 Title I School** | Yes |
| **2020-21 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 100% |
| **2020-21 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students*<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: C (50%)<br>2017-18: C (47%)<br>2016-17: C (47%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Central |
| **Regional Executive Director** | Lucinda Thompson |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | |
| * 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) | **2020-21 Title I School** | **2020-21 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 | 93% |

## School Grades History

| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| Grade | | C | C | C |

## School Board Approval

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## SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

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

The Discovery community will 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 and/or eLearning environment.

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

A school where every student will have a year's growth academically and socially/emotionally.

### School Leadership Team

**Membership**
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

| Name | Position 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". |
| Confesor, Sarah | Instructional Coach | 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. |
| Ridings, Linda | Math 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 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 assist teachers with what they need to be successful. |
| Camero, Octavio | Staffing Specialist | To reflect the guidelines and the stances of Osceola county with accordance to State law. The RCS will be the liaison between the District and the School based Administration team with regards to all legal compliance issues facing Students with Disabilities. The RCS will be a resource for General education staff as well as ESE staff for compliance and learning strategies in the classroom, implementing IEPs, problems solving ESE behavior issues, development of IEPs, and represent the District for school based parental concerns. |
| Nieves, Glidden | ELL Compliance Specialist | 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 |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | with fidelity to ascertain that all E.L.L. students obtain comprehensible instruction. Chair/meet with the Limited English Proficiency (LEP) Parental Leadership Council periodically and provide them with information critical to their child's academic success. |
| Roman, Edith | School Counselor | 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<br>between stakeholders, as mental health personnel within the leadership team, and as advocates who remove barriers to student achievement. |
| 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<br>behavior intervention system to meet all student's needs. |
| 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<br>behavior intervention system to meet all student's needs. |
| Fisher, Melinda | Instructional Coach | 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. |
| Webb, Ashley | 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<br>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 |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|----------------------------------|
| | | 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". |
| Decker, Erin | Instructional Media | Oversee the running of the library media center collection and programming including but not limited to the selection of materials, organization of the collection, working collectively with teachers and leadership to build programming that supports the curriculum, and running extra curricular programming such as book clubs.<br><br>Serve as an advocate for the library media center by utilizing technology, communication and resources available.<br><br>Lead by modeling and teaching both staff and students information literacy skills, using resources effectively and responsibly, and partnering with staff to come up with assignments that will help our students to think critically.<br><br>Create partnerships by attending grade level/department meetings, serving on the school's leadership team, and participating in other committees such as the reading committee<br><br>Promote reading in traditional and innovative ways such as social media, digital media and print.<br><br>Develop initiatives to encourage and engage learners in reading, writing, and listening for understanding and enjoyment.<br><br>Collect and analyze data to improve instruction and to demonstrate correlations between the school library programs and student achievement.<br><br>Create and maintain an inviting, safe, inclusive, and respectful learning environment that fosters intellectual inquiry.<br><br>Ensure flexible and equitable access to resources that support the student's academic and personal learning needs<br><br>Develop and maintain an up-to-date, culturally diverse collection of print and non-print resources appropriate to the curriculum, the learners, the teaching styles, the instructional strategies used, and reflect students' interests.<br><br>Use available statistics to make data-driven financial and program development decisions regarding the library collection and program.<br><br>Manage the teaching assistant program for the media center as well as for the |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | front office/leadership team.<br><br>Encourage the use of instructional technology to engage students and to improve learning.<br><br>Manage the school social media, yearbook, and morning announcements using a variety of multimedia formats and communication.<br><br>Support the 1:1 initiative with student technology.<br><br>Plan and facilitate book fairs, author visits, and any outside reading programming. |
| Aviles, Damian | Instructional Technology | Facilitate the integration of technology in the classroom. Help teachers use technology in their curriculum. |
| De Las Salas, Cynthia | School Counselor | 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<br>between stakeholders, as mental health personnel within the leadership team, and as advocates who remove barriers to student achievement. |

## Demographic Information

**Principal start date**
Friday 6/16/2017, 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.*
19

**Total number of teacher positions allocated to the school**
65

**Total number of students enrolled at the school**
958

**Identify the number of instructional staff who left the school during the 2020-21 school year.**
18

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**
15

**Demographic Data**

**Early Warning Systems**

**2021-22**

**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 | 333 | 301 | 336 | 0 | 0 | 0 | 0 | 970 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 96 | 89 | 95 | 0 | 0 | 0 | 0 | 280 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 61 | 60 | 0 | 0 | 0 | 0 | 141 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 9 | 9 | 0 | 0 | 0 | 0 | 21 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 21 | 25 | 0 | 0 | 0 | 0 | 49 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 139 | 116 | 141 | 0 | 0 | 0 | 0 | 396 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 183 | 150 | 165 | 0 | 0 | 0 | 0 | 498 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**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 | 84 | 100 | 112 | 0 | 0 | 0 | 0 | 296 |

**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 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 2 | 0 | 0 | 0 | 0 | 5 |

**Date this data was collected or last updated**
Friday 8/13/2021

**2020-21 - 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 | 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 | |

**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 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**2020-21 - 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 | 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 | |

**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 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

## Part II: Needs Assessment/Analysis

### School Data Review
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 | 2021 | | | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 37% | 45% | 54% | 37% | 47% | 53% |
| ELA Learning Gains | | | | 45% | 48% | 54% | 46% | 51% | 54% |
| ELA Lowest 25th Percentile | | | | 42% | 42% | 47% | 33% | 42% | 47% |
| Math Achievement | | | | 39% | 49% | 58% | 32% | 49% | 58% |
| Math Learning Gains | | | | 48% | 51% | 57% | 45% | 55% | 57% |
| Math Lowest 25th Percentile | | | | 41% | 47% | 51% | 52% | 52% | 51% |
| Science Achievement | | | | 39% | 47% | 51% | 34% | 48% | 52% |
| Social Studies Achievement | | | | 72% | 72% | 72% | 67% | 75% | 72% |

### Grade Level Data Review - State Assessments
**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 | 2021 | | | | | |
| | 2019 | 30% | 48% | -18% | 54% | -24% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 37% | 47% | -10% | 52% | -15% |
| Cohort Comparison | | -30% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 35% | 49% | -14% | 56% | -21% |
| Cohort Comparison | | -37% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2021 | | | | | |
| | 2019 | 30% | 45% | -15% | 55% | -25% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 28% | 30% | -2% | 54% | -26% |
| Cohort Comparison | | -30% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 27% | 47% | -20% | 46% | -19% |
| Cohort Comparison | | -28% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2021 | | | | | |
| | 2019 | 30% | 42% | -12% | 48% | -18% |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 100% | 62% | 38% | 67% | 33% |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 70% | 73% | -3% | 71% | -1% |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 85% | 49% | 36% | 61% | 24% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 96% | 44% | 52% | 57% | 39% |

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

The NWEA, Math, ELA, and Science progress monitoring assessments were utilized for most of the data below. These scores represent the average RIT score by grade level to show student progress throughout the year. With respect to the Civics data, this was pulled from School City progress monitoring assessments and represents student proficiency scores in each respective timeframe.

| Grade 6 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| **English Language Arts** | All Students | 199 | 201 | 203 |
| | Economically Disadvantaged | na | na | na |
| | Students With Disabilities | 183 | 185 | 189 |
| | English Language Learners | 191 | 193 | 196 |
| | Number/% Proficiency | Fall | Winter | Spring |
| **Mathematics** | All Students | 201 | 205 | 207 |
| | Economically Disadvantaged | na | na | na |
| | Students With Disabilities | 185 | 190 | 191 |
| | English Language Learners | 197 | 198 | 198 |

| Grade 7 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 204 | 206 | 205 |
| | Economically Disadvantaged | na | na | na |
| | Students With Disabilities | 193 | 192 | 193 |
| | English Language Learners | 186 | 187 | 185 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 207 | 209 | 210 |
| | Economically Disadvantaged | na | na | na |
| | Students With Disabilities | 198 | 199 | 199 |
| | English Language Learners | 193 | 192 | 190 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Civics | All Students | 30.2 | 54.8 | 52.4 |
| | Economically Disadvantaged | na | na | na |
| | Students With Disabilities | 28.6 | 52.2 | 49.8 |
| | English Language Learners | 31.4 | 52.4 | 50.4 |

| Grade 8 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 204 | 207 | 209 |
| | Economically Disadvantaged | na | na | na |
| | Students With Disabilities | 190 | 191 | 191 |
| | English Language Learners | 188 | 188 | 188 |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 211 | 215 | 213 |
| | Economically Disadvantaged | na | na | na |
| | Students With Disabilities | 195 | 200 | 196 |
| | English Language Learners | 195 | 198 | 194 |
| **Science** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 202 | 205 | 207 |
| | Economically Disadvantaged | na | na | na |
| | Students With Disabilities | 193 | 192 | 192 |
| | English Language Learners | 189 | 186 | 192 |

## Subgroup Data Review

| 2021 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 2019-20 | C & C Accel 2019-20 |
| SWD | 14 | 31 | 26 | 15 | 33 | 31 | 19 | 39 | | | |
| ELL | 18 | 32 | 32 | 17 | 36 | 41 | 25 | 49 | 55 | | |
| ASN | 53 | 61 | | 52 | 70 | | 50 | | | | |
| BLK | 31 | 37 | 37 | 24 | 33 | 39 | 35 | 54 | 69 | | |
| HSP | 30 | 37 | 32 | 25 | 30 | 33 | 33 | 60 | 66 | | |
| MUL | 17 | 27 | | 31 | 58 | | | | | | |
| WHT | 35 | 34 | 8 | 33 | 45 | 45 | 38 | 64 | 58 | | |
| FRL | 28 | 35 | 32 | 23 | 31 | 35 | 28 | 56 | 58 | | |
| **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 | | | |

| 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 |
| 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 | | |

## ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 41 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 7 |
| Progress of English Language Learners in Achieving English Language Proficiency | 44 |
| Total Points Earned for the Federal Index | 405 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 93% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 25 |
| 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 | 35 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| 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 | 57 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| **Black/African American Students** | |
| Federal Index - Black/African American Students | 40 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| **Hispanic Students** | |
| Federal Index - Hispanic Students | 39 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| **Multiracial Students** | |
| Federal Index - Multiracial Students | 33 |
| 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 | 40 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | |

| Economically Disadvantaged Students | |
|---|---|
| Federal Index - Economically Disadvantaged Students | 37 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

## Analysis

### Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

Overall, we see downward trends in achievement, gains, and lowest quartile achievement across every content area assessed. Some of the more glaring numbers exist with our white demographic, which shows a 20+ point drop in nearly every category. Another concerning downward trend exists within our SWD group which was 1 of 4 categories below the federal index in 2019 and continues to be below this. For our SWD we see a substantial drop in math achievement, gains, and lowest quartile, along with a 22% drop in science achievement. Another 2019 subgroup that fell below the federal index was our ELL population, which also saw drops in achievement, gains, and lowest quartile achievement in all content areas (with the exception of social studies achievement). When comparing the subgroups below the federal index from 2019 to 2021, we appear to have 2 of our groups that are now above the federal index, these being our Asian demographic and our multi-racial demographic. Our ASN demographic saw substantial gains in every category, and our MUL demographic saw significant gains in math and science. Overall, there appears to be 6 subgroups that fell below the index this testing season, those being SWD, ELL, BLK, HSP, WHT, and FRL.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

Continuing to use the 2021 data to identify areas of greatest concern, it appears that our SWD and ELL students continue to have a clear need for support, with continued drops in achievement in all content areas. Furthermore, our WHT subgroup saw substantial drops of more than 20% in most categories and will need support to bridge the gaps in knowledge and achievement. While our HSP subgroup shows a decline in achievement, it is math that appears to be at the greatest decline with a 19% drop in learning gains, and double digit decline in achievements.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Ensuring authentic engagement in digital learning was a great challenge for all our students and teachers and being able to properly support continued academic growth was a struggle. Furthermore, the revolving door of students moving between teaching platforms made it difficult to establish procedures, systems, and supports for success. With the focus on strictly face to face instruction this year, and a starting the year strong with systems and procedures, we hope to push our focus for academic engagement from the very start of school.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

While we do see areas of concern across the board, there are some highlights and successes that are apparent. One of the biggest improvements was in our ASN students, who were below the federal

index in 2019, but showed gains of 20+ points in most categories. Another area of progress was with our MUL subgroup which showed 30+ point increases in math gains and lowest quartile achievement. This subgroup also had a 37 point increase is science achievement from the 2019 data. With the current 2021 data, both of these subgroups would be above the federal index for this academic year.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

Foundational teaching and supports through our DIS time had an apparent impact on bridging the content knowledge gaps for these two subgroups.

**What strategies will need to be implemented in order to accelerate learning?**

Assessing where are students are and filling the content gaps through foundational strategies and supports will be critical to support academic growth for all of our students. Ensuring we are providing the time (through DIS) to work on the areas of concern and offering opportunities (through tutoring and SAI) to provide additional small group support to meet each student where they are and build on their knowledge.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional development opportunities will consist of both academic and emotional support for learning. We are offering professional development on utilizing PBIS in the classroom and around the campus to provide for positive reinforcement of behaviors that will support learning. Furthermore, offering opportunities to rebuild fragmented relationships with students through restorative practices. Finally, our deans will have a larger presence in the classrooms, helping to support the social emotional needs of our students and support the continued growth of our PBIS system. With respect to academic professional development, our coaches will provide these throughout the course of the year based on academic needs that are being identified through formative and summative assessments.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Continued reflection through our weekly leadership meetings and our monthly stocktake meetings will ensure we continue to assess where we are and implement adjustments as soon as a need is identified. With a whole group approach to doing what is best for learning and growing, we all have invested in the opportunity to build on where our kids are and support our teachers in doing so.

## Part III: Planning for Improvement

**Areas of Focus:**

| **#1. Instructional Practice specifically relating to ELA** | |
|---|---|
| **Area of Focus Description and Rationale:** | Reading proficiency, learning gains and lowest 25% all decreased an average of 7% from the 18-19 school year FSA Data to 20-21 school year FSA Data. Reading FSA scores range between 31% and 38% indicating a critical need in Reading Tier 1, 2, and 3 instruction. |
| **Measurable Outcome:** | Discovery Intermediate will increase Reading FSA Proficiency by 9%, Learning Gains by 7%, and Lowest 25% by 6%. |
| **Monitoring:** | School stocktakes will take place monthly to report progress to the principal on the areas of focus. Leadership will complete multiple walkthroughs of classrooms to ensure correct processes are being used in the analyzing and planning for the student with consistent feedback to the teachers. Data chats will be conducted with all students by their Reading and ELA teachers and the coach will do data chats specifically with students who are currently in Intensive Reading Data will be collected and monitored throughout the year on NWEA testing, Achieve/Beable, and common district assessments. |
| **Person responsible for monitoring outcome:** | Henry Santiago (henry.santiago@osceolaschools.net) |
| **Evidence-based Strategy:** | Teachers will be provided professional development on WICOR, B.E.S.T., data analysis, and differentiation throughout the year to help create rigorous engaging lessons. The Literacy Coach will do consistent walkthroughs and provide feedback to the teachers. Start coaching cycles as needed. MTSS Academic Data meetings. The coach will work with PLCs on planning lessons to the rigor of the standard, common assignments and activities to promote equity and differentiate for students' needs. |
| **Rationale for Evidence-based Strategy:** | Through Discovery's focus on Professional Learning Communities, Reading and ELA teachers will collaborate on Tier 1 instruction, data, and implementation of the B.E.S.T. Standards. Professional development in W.I.C.O.R. will lead to tier 2 and 3 small group differentiation, student engagement strategies, and student learning accountability. Assessments, Admin and Leadership walkthroughs and teacher follow up will provide checks and balances of student learning, standards, implementation, and track success. |

### Action Steps to Implement

Teachers will be given professional development in B.E.S.T. Standards, resources, and implementation.

| **Person Responsible** | Rebecca Stevens (rebecca.stevens@osceolaschools.net) |
|---|---|

Reading/ELA teachers will be involved in MTSS Data chats, reflection, and student progression meetings that will identify Tier 1, 2, and 3 student needs including intervention and enrichment.

| **Person Responsible** | Rebecca Stevens (rebecca.stevens@osceolaschools.net) |
|---|---|

Teachers will participate in weekly Professional Learning Communities to collaborate on lesson planning, reflect on student data, and implement best practices founded in WICOR.

| **Person Responsible** | Rebecca Stevens (rebecca.stevens@osceolaschools.net) |
|---|---|

Formative assessments and NWEA progress monitoring to set goals and check achievement progress.

**Person Responsible** Rebecca Stevens (rebecca.stevens@osceolaschools.net)

Teachers will identify needs of students to help place in groups for intervention. The coach and the teachers will create specific lessons to address those needs for the smaller groups of tier 2s and 3s to help close the learning gap. The coach and teachers will also create reteach and enrichment lessons for intervention time for tier 1 students.

**Person Responsible** Rebecca Stevens (rebecca.stevens@osceolaschools.net)

| #2. Instructional Practice specifically relating to Math | |
|---|---|
| **Area of Focus Description and Rationale:** | Math Proficiency and gains decreased significantly from the 2019 FSA data to the 2021 FSA data. |

| | |
|---|---|
| **Measurable Outcome:** | Increase Math proficiency and math gains by 15% from the 2021 FSA results. |
| **Monitoring:** | School stocktakes will take place monthly to report progress to the principal on the areas of focus.<br><br>Leadership will complete multiple walkthroughs of classrooms to ensure correct processes are being used in the analyzing and planning for the student with consistent feedback to the teachers.<br><br>Data chats will be conducted with all students by their math teachers and the coach will do data chats specifically with students who are currently in algebra that did not have pre-algebra and the students that went from achieving to not achieving.<br><br>Data will be collected and monitored throughout the year on NWEA testing and common district assessments. |
| **Person responsible for monitoring outcome:** | Linda Ridings (linda.ridings@osceolaschools.net) |
| **Evidence-based Strategy:** | Teachers will be provided professional development on WICOR, B.E.S.T., MTRs, data analysis, task oriented lessons throughout the year to help create rigorous engaging lessons.<br><br>The coach will do consistent walkthroughs with feedback to the teachers. Start coaching cycles as needed.<br><br>The coach will work with PLCs on planning lessons to the rigor of the standard, common assignments and activities to promote equity and differentiate for students' needs. |
| **Rationale for Evidence-based Strategy:** | Evidence shows that consistently exposing higher level engaging lessons with close the learning gap faster. If we continue to teach the lower skills, the gap will widen.<br><br>If students are given more opportunities to process and engage in the lessons they will take a more active role in their own learning.<br><br>Teachers need to create equity in learning by applying the same expectations throughout the grade level in activities, assignments, and assessments. |

## Action Steps to Implement

1. The coach will work with PLCs weekly to plan lessons based on data collected about the students, level of rigor and alignment of the standard, engagement, and WICOR strategies. They will create common activities and assignments to create equity across their grade level.

| | |
|---|---|
| **Person Responsible** | Linda Ridings (linda.ridings@osceolaschools.net) |

2. The teachers will create tasks and stations that will differentiate the lesson according to the students' needs.

**Person Responsible**    Linda Ridings (linda.ridings@osceolaschools.net)

3. The coach will model lessons, coteach, and do coaching cycles as needed with consistent feedback.

**Person Responsible**    Linda Ridings (linda.ridings@osceolaschools.net)

4. The district and the coaches will provide opportunities for professional development throughout the year with a focus on teaching ESSA groups in the whole classroom, WICOR strategies, differentiation through tasks, MTRs, pedagogy of B.E.S.T., and data analysis.

**Person Responsible**    Linda Ridings (linda.ridings@osceolaschools.net)

5. Teachers will identify needs of students to help place in groups for intervention. The coach and the teachers will create specific lessons to address those needs for the smaller groups of tier 2s and 3s to help close the learning gap. The coach and teachers will also create reteach and enrichment lessons for intervention time for tier 1 students. Algebra students that did not take pre-algebra will be grouped together during intervention to teach gap lessons.

**Person Responsible**    Linda Ridings (linda.ridings@osceolaschools.net)

| **#3. Instructional Practice specifically relating to Science** | |
|---|---|
| **Area of Focus Description and Rationale:** | Science proficiency based on the 8th grade FSSA scores decreased from previous years, indicating a need of focus. |
| **Measurable Outcome:** | Increase science proficiency by 5%. |
| **Monitoring:** | Progress will be monitored using NWEA progress monitoring data and common assessment data for each grade-level. Additionally, regular classroom walkthroughs will be conducted to identify areas of strengths and areas where improvement is needed. |
| **Person responsible for monitoring outcome:** | Melinda Fisher (melinda.fisher@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. |
| **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** | |
|---|---|
| Continued implementation of district created Curriculum Unit Plans | |
| **Person Responsible** | Melinda Fisher (melinda.fisher@osceolaschools.net) |
| Tier I core instruction will be strengthened by strategic and intentional lesson planning and support. | |
| **Person Responsible** | Melinda Fisher (melinda.fisher@osceolaschools.net) |
| Content-specific LRS and district support will model, observe and provide feedback. | |
| **Person Responsible** | Melinda Fisher (melinda.fisher@osceolaschools.net) |
| PLCs will focus on scales, learning targets and goals, language goals, and aligning task to target and teaching to the full depth of the standard. | |
| **Person Responsible** | Melinda Fisher (melinda.fisher@osceolaschools.net) |
| Analyze common assessment and NWEA data to drive/differentiate instruction | |
| **Person Responsible** | Melinda Fisher (melinda.fisher@osceolaschools.net) |
| Utilize RCS and EES to provide assistance for ESE strategies and ELL strategies in science classes. | |
| **Person Responsible** | Melinda Fisher (melinda.fisher@osceolaschools.net) |

Individual data chats/goal setting with students

**Person Responsible**  Melinda Fisher (melinda.fisher@osceolaschools.net)

Teachers will provide additional interventions for Tier 2 and 3 students based on grade-level standards with the assistance of MTSS

**Person Responsible**  Melinda Fisher (melinda.fisher@osceolaschools.net)

| #4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups | |
|---|---|
| Area of Focus Description and Rationale: | Look at the ESSA subgroups from 2019 and our most recent data, the following groups fell below the federal index of 41%: Students With Disabilities (decreased from 36% to 14%), English Language Learners (34% to 13.5%), Asian (Increased from 37% to 45.5%), and Multiracial (decreased from 37% to 24%). Meet the needs of these students is a critical area of focus. |
| Measurable Outcome: | Increase all areas to be at the federal index of 41% |
| Monitoring: | PLCs will be using the District's Data Protocol Sheet and the School City Demographic Report to monitor achievement levels of student subgroups on Formative and Summative Assessments, Achieve 3000/Beable, and NWEA. Admin and Leadership Team will conduct Data chats with teachers to review subgroup data and collaboratively plan for action. |
| Person responsible for monitoring outcome: | Gary Dunn (gary.dunn@osceolaschools.net) |
| Evidence-based Strategy: | School Stocktakes will provide monthly updates on subgroups. Admin and Leadership Team will conduct classroom walkthroughs providing feedback on equitable practices (Tier 1 rigor, standards-based instruction, district curriculum plan, differentiation) observed. MTSS Problem Solving Team will review progress monitoring data, discuss subgroup data, and develop necessary action steps at bi-monthly meetings. |
| Rationale for Evidence-based Strategy: | Our school believes that every student is capable of learning at high levels, regardless of his or her home environment, ethnicity or race, native language, or disability. through PLCs and MTSS, we can meet the needs of our students. |

### Action Steps to Implement

1. All staff will attend an equity training.
2. Teachers will meet with PLC teams to focus on using the district curriculum to teach as high level and provide scaffolds (WICOR strategies, ELL glossaries, cognates, etc.) for struggling learners.
3. Instructional coaches will support PLC teams to plan rigorous lessons, create assessments, review data, and plan for interventions and enrichment.

| Person Responsible | Henry Santiago (henry.santiago@osceolaschools.net) |
|---|---|

4. MTSS Problem Solving Team and Intervention Committee will ensure students are supported by planning for specific and systematic differentiation during our school-wide intervention period to meet the needs of our students.

| Person Responsible | Sarah Confesor (sarah.confesor@osceolaschools.net) |
|---|---|

5. VE Teachers will attend training on collaborative teaching strategies.
6. Use IEP meetings as a teaching tool to discuss the type of data being collected and if the data being used is sufficient to develop a successful IEP.
7. VE and general education teachers will meet as a PLC monthly.

| Person Responsible | Octavio Camero (octavio.camero@osceolaschools.net) |
|---|---|

8. Language goals will be created and used to meet ELL students need.
9. Cognates will be posted in all content areas.

10. ELL dictionaries and content glossaries will be distributed to LY and LF students.
11. Monitor student rosters and provide resources for the ELL lab.

**Person Responsible**    Glidden Nieves (glidden.nieves@osceolaschools.net)

| #5. Other specifically relating to Culture and Environment | |
|---|---|
| **Area of Focus Description and Rationale:** | According to the 2021 Panorama Spring Survey, only 35% of students had a positive view of the culture at Discovery Intermediate School. The survey also indicated that only 33% of students felt that they had a sense of belonging at Discovery Intermediate. The survey showed us that the area of school safety had the biggest growth opportunity. |
| **Measurable Outcome:** | The areas of school climate and school culture were the only areas that fell below 50% on the Spring Panorama Survey. Our goal is that by the end of the 2021-2022 school year, both areas will score above 55%. |
| **Monitoring:** | This focus area will be monitored through the implementation of the Panorama Survey along with guidance created student surveys throughout the year. |
| **Person responsible for monitoring outcome:** | Gary Dunn (gary.dunn@osceolaschools.net) |
| **Evidence-based Strategy:** | As a school we will conduct SEL lessons on a regular basis to build relationships. These will be conducted during academic courses as well as during our DIS time. We will also reinforce our PBIS initiative to positively reinforce behaviors we want to see exhibited on our campus. |
| **Rationale for Evidence-based Strategy:** | As a school we strive for our students to grow both academically and emotionally. By using SEL lessons we can provide an opportunity to engage in meaningful conversation and lessons that encourage relationship building and compassion. By reinforcing our PBIS program we can further add to these positive interactions and support the academic focus of the classroom, while also building relationships with students. |

### Action Steps to Implement

Monitor the use of SEL lessons that are built into the CUPs for all content areas.

| **Person Responsible** | Edith Roman (edith.roman@osceolaschools.net) |
|---|---|

Reteach the PBIS initiative to all stakeholders.

| **Person Responsible** | Marilyn Rivera (marilyn.rivera@osceolaschools.net) |
|---|---|

Monitor the use of PBIS in classrooms and common areas around campus, bringing specific discipline data to monthly meetings to continue making adjustments.

| **Person Responsible** | Marilyn Rivera (marilyn.rivera@osceolaschools.net) |
|---|---|

Identify areas of concern with respect to the use of PBIS and provided additional support to the teacher.

| **Person Responsible** | Felix Harris (felix.harris@osceolaschools.net) |
|---|---|

Conduct the Panorama survey and evaluate data as it is available, making adjustments when needed.

| **Person Responsible** | Cynthia De Las Salas (cynthia.delassalas@osceolaschools.net) |
|---|---|

| #6. Leadership specifically relating to Leadership Development | |
|---|---|
| **Area of Focus Description and Rationale:** | In an effort to meet the needs of the school, leadership must be developed to disaggregate data, monitor progress, and provide teacher feedback . |
| **Measurable Outcome:** | Our goal is to lead teachers to an effective evaluation, growth plan, and student outcome of an overall 5% increase in all school data. |
| **Monitoring:** | Through an evaluative and non- evaluative observation tools, we will be a to measure the progression of school wide initiatives. |
| **Person responsible for monitoring outcome:** | Henry Santiago (henry.santiago@osceolaschools.net) |
| **Evidence-based Strategy:** | The stocktake process will give us an opportunity to be data informed, formulate plans, and discuss action steps. |
| **Rationale for Evidence-based Strategy:** | Through our school-wide stocktake, we will be able to review data, make informed decisions, and review progress toward school goals. |

### Action Steps to Implement

Create a leadership development program including goal of program, identifying leaders, progression of support, and expectations.

| **Person Responsible** | Henry Santiago (henry.santiago@osceolaschools.net) |
|---|---|

Create and implement a peer observation criteria and rotation for teacher feedback.

| **Person Responsible** | Felix Harris (felix.harris@osceolaschools.net) |
|---|---|

Create a data and goal guide for school use, conduct data chats through PLC'S and MTSS Meetings, and Monitor Progress with NWEA

| **Person Responsible** | Sarah Confesor (sarah.confesor@osceolaschools.net) |
|---|---|

### Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**After analyzing multiple years of discipline data and comparing this to district and statewide data, it is apparent that we need to closely monitor our OSS/ISS numbers, our classroom disruption numbers, and our disruptive behaviors on campus.**

**With respect to our OSS/ISS numbers, we see a striking jump in the number of days students are suspended from our campus or from the traditional classroom. Our current data shows that 31% of our 2020/2021 referrals resulted in at least 1 day of OSS and 22% of our referrals resulted in at least 1 day of ISS. Compared to the 2018/2019 school year (the last full academic year, and the most recent in which our school saw substantial academic growth) our current data shows that we have increased Out of School Suspensions by 8% and we see no change in the ISS numbers. When comparing this data to alternative consequences that do not result in academic time lost, we see a decrease in lunch detentions between these two years by 14% (2020/2021=5.9%) and a 4% decrease in after school detentions.**

**Digging into the most recent data we see an 18% increase in referrals coded as disruptive behavior (DRP) or classrooms disruption (CLT), with the largest increase in the DRP category (16%). This data can signify an increase in unwanted behaviors within the classroom that takes away from the academic focus of the room. With this in mind, based on information provided in focus, only 48% of the DRP referrals processed included parent contact prior to the issuance of the referral, and only 46% of CLT referrals had parent contact prior to the referral. As a PBIS school, our goal is to address concerns before they become major referrals, a key piece in doing this involves teacher contact with the parents about behaviors they are seeing in the classroom. This year we will be monitoring with fidelity the use of PBIS across our campus and immediately addressing concerns. Our deans will be more present in the classrooms and will work with teachers to ensure that best practices are being used to keep an academic focus in the room and reteach behaviors and expectations.**

## 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.**

In order to provide the students and families of Discovery Intermediate School with a supportive and fulfilling environment we are targeting new "Character Strong" and "Choose Love Movement" 6-8th lessons

during our Intervention time as well as our mandated 5 hour school wide implementation of SEL strategies time. Our goal is to increase students' self management, social awareness and emotional regulations by 5% by incorporating positive habits, community building and resource guides.

As part of a school that embraces all stakeholders we will also engage families, students, and all faculty in a shared understanding of academic and behavioral expectations and high-quality instruction that analyzes data and implements changes as needed. This is done through our PBIS (Positive Behavior Intervention Systems of Support) and our MTSS (Multi-Tiered Systems of Support) initiatives.

Part of this process is our Explorer Ready expectations where all stakeholders are encouraged to be Prompt, Polite, Productive, and Prepared (our 4 P's).

Leaders will demonstrate how those beliefs manifest in the school building through:
• Data Driven PLC Collaborative Planning 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 have been created. Restorative practice is also 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 schoolwide expectations that align with the 4 P's. Classroom procedures, are established at the beginning of the year and then reiterated throughout the year by providing students with frequent feedback, and encouraging students to be caring, respectful to one another and take pride in their learning (academically, physically, socially and emotionally). Teachers model such interactions in the classroom. The school's curriculum and teachers' lesson plans draw on the diverse interests and experiences of students in order to achieve our goals and meet expectations.

**Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Stakeholders include, but are not limited to, administrators, deans, instructional coaches, school counselors, teachers, students, paraprofessionals, parents, secretaries, cafeteria workers, janitors, school psychologist, school social workers, and nurses. We call this group of people our Discovery Team.

All stakeholders are important members of our Discovery Team and hold equal shares in increasing our self management, social awareness, and emotional regulations. Together we make sure students grow academically, socially and emotionally by implementing our schoolwide expectations, doing our SEL lessons with fidelity, meeting regularly and making changes as the year progresses. Changes are based on both formal and informal
data. For example, formal and informal assessments, classroom observations, before and after school observations, number of referrals, data from Panorama surveys, etc. Input is receive from all members of Team Discovery and is discussed during our biweekly meetings.

The school provides its teachers and staff members with resources on social and emotional skills, cultural competence, and self management ideas at least once a month through weekly updates.

## Part V: Budget

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

| 1 | III.A. | Areas of Focus: Instructional Practice: ELA | $0.00 |
|---|--------|---------------------------------------------|-------|
| 2 | III.A. | Areas of Focus: Instructional Practice: Math | $0.00 |

| 3 | III.A. | Areas of Focus: Instructional Practice: Science | $0.00 |
|---|--------|--------------------------------------------------|-------|
| 4 | III.A. | Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups | $0.00 |
| 5 | III.A. | Areas of Focus: Other: Culture and Environment | $0.00 |
| 6 | III.A. | Areas of Focus: Leadership: Leadership Development | $0.00 |
| | | Total: | $0.00 |