

Polk County Public Schools

Discovery Academy Of Lake Alfred



2021-22 Schoolwide Improvement Plan

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Discovery Academy Of Lake Alfred

1000 N. BUENA VISTA DR, Lake Alfred, FL 33850

<http://www.discoveryacademy.org/>

Demographics

Principal: Kevin Warren

Start Date for this Principal: 7/12/2008

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	78%
2020-21 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: B (55%) 2017-18: B (54%) 2016-17: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 Polk 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 Academy Of Lake Alfred

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<http://www.discoveryacademy.org/>

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	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	64%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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.

We are dedicated to actively engaging all individuals in quality learning experiences that will enable them to value themselves and become responsible, productive citizens in a changing world.

Provide the school's vision statement.

Our vision is that every student needs to succeed in the 21st century with an education that is both academically rigorous and "real-world" relevant. We think of academic rigor as students being able to apply their skills and knowledge to real-world problems, to adapt solutions to an ever-changing society, and to solve problems we have yet to recognize. Teaching through application is a very effective way to engage students and ensure they can apply what they have learned.

We believe that the Discovery Academy family works together and shares responsibility for guiding our students' education by:

- *Providing a safe and orderly environment conducive to learning for students,
- *Actively engaging students in the learning process through a variety of teaching strategies and modality styles,
- *Encouraging students to value themselves and have an acceptance of cultural differences of idea and feelings,
- *Providing ongoing technological training for growth in a changing world.

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
Warren, Kevin	Principal	
Frabotta, Steve	Assistant Principal	
Villamar, Sandra	Assistant Principal	
Whitehead, Mark	Assistant Principal	
DelValle, Jean	School Counselor	
Clark, Nichole	Other	
Floyd, Sarah	Teacher, K-12	
Matousek, Heather	Teacher, K-12	
Toney, Kathleen	Teacher, ESE	
Frabotta, Michelle	Other	

Demographic Information

Principal start date

Saturday 7/12/2008, Kevin Warren

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.*

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.*

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

1,000

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

4

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

2

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	236	337	350	0	0	0	0	923
Attendance below 90 percent	0	0	0	0	0	0	0	19	10	0	0	0	0	29
One or more suspensions	0	0	0	0	0	0	0	66	48	0	0	0	0	114
Course failure in ELA	0	0	0	0	0	0	0	1	8	0	0	0	0	9
Course failure in Math	0	0	0	0	0	0	0	1	7	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	19	66	55	0	0	0	0	140
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	17	76	85	0	0	0	0	178
Number of students with a substantial reading deficiency	0	0	0	0	0	0	36	166	127	0	0	0	0	329

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	40	145	137	0	0	0	0	322

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	11	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 6/11/2021

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	312	311	317	0	0	0	0	940
Attendance below 90 percent	0	0	0	0	0	0	25	13	28	0	0	0	0	66
One or more suspensions	0	0	0	0	0	0	31	43	41	0	0	0	0	115
Course failure in ELA	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	8	1	8	0	0	0	0	17
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	66	53	59	0	0	0	0	178
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	70	72	76	0	0	0	0	218

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	68	75	101	0	0	0	0	244

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	8	3	8	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	1	2	3	0	0	0	0	6

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	312	311	317	0	0	0	0	940	
Attendance below 90 percent	0	0	0	0	0	0	25	13	28	0	0	0	0	66	
One or more suspensions	0	0	0	0	0	0	31	43	41	0	0	0	0	115	
Course failure in ELA	0	0	0	0	0	0	0	2	0	0	0	0	0	2	
Course failure in Math	0	0	0	0	0	0	8	1	8	0	0	0	0	17	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	66	53	59	0	0	0	0	178	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	70	72	76	0	0	0	0	218	

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	68	75	101	0	0	0	0	244	

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	8	3	8	0	0	0	0	19	
Students retained two or more times	0	0	0	0	0	0	1	2	3	0	0	0	0	6	

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				56%	48%	54%	50%	46%	53%
ELA Learning Gains				57%	52%	54%	51%	47%	54%
ELA Lowest 25th Percentile				53%	48%	47%	50%	42%	47%
Math Achievement				52%	50%	58%	53%	49%	58%
Math Learning Gains				52%	50%	57%	58%	51%	57%
Math Lowest 25th Percentile				42%	48%	51%	46%	51%	51%
Science Achievement				57%	44%	51%	49%	47%	52%
Social Studies Achievement				77%	72%	72%	74%	86%	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	55%	48%	7%	54%	1%
Cohort Comparison						
07	2021					
	2019	52%	42%	10%	52%	0%
Cohort Comparison		-55%				
08	2021					
	2019	56%	48%	8%	56%	0%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	50%	47%	3%	55%	-5%
Cohort Comparison						
07	2021					
	2019	43%	39%	4%	54%	-11%
Cohort Comparison		-50%				
08	2021					
	2019	49%	35%	14%	46%	3%
Cohort Comparison		-43%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	56%	41%	15%	48%	8%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	70%	7%	71%	6%

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	100%	50%	50%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	53%	47%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

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

The data provided by our Progress Monitoring System for reading and math - iReady, was flawed and we do not feel barriers nor goals should be identified by the results. We are waiting for the FSA results to move forward. Results should be in by the end of the week.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

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	15	24	24	11	31	39	17				
ELL	33	45	43	32	41	41	25		21		
BLK	44	49	40	41	41	35	23		19		
HSP	48	52	42	46	45	45	48	100	30		
MUL	42	35		42	56						
WHT	55	52	40	57	48	50	59	80	39		
FRL	45	48	41	44	44	41	42	83	25		
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	19	43	39	25	43	38	5	54			
ELL	31	48	46	29	46	41	28	53			
BLK	41	51	62	35	44	36	33	74	25		

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
HSP	56	57	46	50	53	40	51	70	42		
MUL	68	59		52	62						
WHT	61	59	53	61	55	50	72	84	54		
FRL	52	56	54	47	50	39	52	73	39		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	45	52	28	47	37	17	50			
ELL	24	46	51	33	55	48	18	57	33		
ASN	62	69		77	69						
BLK	43	48	45	39	53	57	44	63	38		
HSP	44	50	50	49	57	46	39	69	44		
MUL	58	42		58	53						
WHT	57	54	53	63	62	44	63	80	62		
FRL	46	51	48	49	57	46	45	71	45		

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	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	505
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
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	37
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	37
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	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	44
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

The data provided by our Progress Monitoring System for reading and math - iReady, was flawed and we do not feel barriers nor goals should be identified by the results. We are waiting for the FSA results to move forward. Results should be in by the end of the week.

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

The data provided by our Progress Monitoring System for reading and math - iReady, was flawed and we do not feel barriers nor goals should be identified by the results. FSA results identified a drop in grade level achievement in most areas. The greatest need for improvement is 7th grade math. Discovery equalled the district's percentage of on grade level performance, however, the drop from previous years is obvious.

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

The 7th grade FSA math scores were very low. This cohort group scored low in 6th grade last year which indicates a need for remediation. We purchased the Edmentum program which will identify gaps in learning based on the standards and put the students on a learning path to fill those gaps. DALA will be using Edmentum for our Diagnostic and Progress Monitoring. Students will be administered Edmentum's Exact Path, an adaptive research based diagnostic, at least three times throughout the 2021-22 school year. Exact Path identifies each student's skill gaps and propels their learning with an adaptive learning path, aligned to FL State Standards. Administration and teachers use various reports to monitor growth and usage trends. Edmentum's reports also allow teachers to determine curriculum placement and growth over time for each student to determine where additional remediation or enrichment is required. Teachers will lead data chats with their students, identifying strengths and achievements. Teachers will assist students develop academic goals, discuss their progress, and set personalized academic growth goals. Students will earn trophies automatically when they master skills in the program. This serves as a motivator for all to celebrate growth. Edmentum's plethora of resources also include webinars and instructional videos to support their implementation of accelerating students' unfinished learning, closing the learning gaps, and maximizing student academic achievement. The Edmentum Program will be used twice a week in our "HELM" class. Teachers can opt to use the program more if they identify students that need more remediation.

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

The data provided by our Progress Monitoring System for reading and math - iReady, was flawed and we do not feel barriers nor goals should be identified by the results. We are waiting for the FSA results to move forward. Results should be in by the end of the week. Based on FSA scores our lowest 25% in Math showed positive learning gains from the year before.

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

The data provided by our Progress Monitoring System for reading and math - iReady, was flawed and we do not feel barriers nor goals should be identified by the results. We are waiting for the FSA results to move forward. Results should be in by the end of the week. We identified struggling math students, made personal phone calls and invited them to after school tutoring sessions staffed by certified math teachers.

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

The data provided by our Progress Monitoring System for reading and math - iReady, was flawed and we do not feel barriers nor goals should be identified by the results. We are waiting for the FSA results to move forward. Results should be in by the end of the week. The use of Edmentum will accelerate learning as it is not just a remediation program. The program will put students on a learning path of up to 12th grade for our high achieving students.

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.

The data provided by our Progress Monitoring System for reading and math - iReady, was flawed and we do not feel barriers nor goals should be identified by the results. We are waiting for the FSA results to move forward. Results should be in by the end of the week. Full staff on-site professional development for Edmentum will happen during pre-week prior to our students first day. Our testing coordinator is ensuring tutorials and step by step directions for use are provided to all teachers. Professional development is built in to our package and on-site professional development will occur throughout the year with the option of virtual training. Our Edmentum representative has given staff her contact information so they can contact her directly with individual questions or issues. During our monthly Subject Area Meetings, results from the use of Edmentum will be analyzed and discussed and will impact lesson planning.

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

The data provided by our Progress Monitoring System for reading and math - iReady, was flawed and we do not feel barriers nor goals should be identified by the results. We are waiting for the FSA results to move forward. Results should be in by the end of the week. The use of Edmentum will sustain improvement in the next year and beyond. We have already been impacted by Covid and are having to develop learning plans for our students out on quarantine. This is overwhelming our staff and other initiatives will have to wait.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Discovery Academy was tagged as an TS&I school because our SWD subgroup performed below the Federal Index of 41%.

Measurable Outcome: The SWD subgroup will achieve at least 41% on the Federal Index.

Monitoring: FSA scores from the the 21-22 assessment will be at 41% or above for the SWD group.

Person responsible for monitoring outcome: Kevin Warren (kevin.warren@polk-fl.net)

Evidence-based Strategy: Differentiated instruction will be the strategy that we use to increase the SWD subgroup achievement on the FSA.

Rationale for Evidence-based Strategy: We chose this strategy because we are not meeting the SWD students individual needs as evidenced by their annual low achievement scores. Administration looked at lesson plans and observed classrooms and determined the strategies identified in the lesson plans were not being used effectively in the classroom.

Action Steps to Implement

1) Ensure that each teachers knows their SWD student and knows the students accommodations.

Person Responsible Nichole Clark (nichole.clark@discoveryacademy.org)

2) Classroom teacher will read and become familiar with the IEP goals of each of their SWD students.

Person Responsible Nichole Clark (nichole.clark@discoveryacademy.org)

3)All classroom teachers will collaborate with the ESE Facilitator and ESE Teachers to identify strengths and weaknesses.

Person Responsible Nichole Clark (nichole.clark@discoveryacademy.org)

4) Classroom teachers will open the lines of communication up with the parents of the SWD students.

Person Responsible Sandra Villamar (sandra.villamar@discoveryacademy.org)

5) Classroom teachers with closely monitor the progress of their SWD students.

Person Responsible Sandra Villamar (sandra.villamar@discoveryacademy.org)

6) Grade level administrators will check on the SWD students during their bi-weekly team meetings.

Person Responsible Sandra Villamar (sandra.villamar@discoveryacademy.org)

7)Guidance Counselors will monitor their SWD students and meet with them periodically.

Person Responsible Jean DelValle (jean.delvalle@discoveryacademy.org)

8) Classroom teachers will identify effective strategies to meet each students needs.

Person Responsible Sandra Villamar (sandra.villamar@discoveryacademy.org)

9) Classroom teachers will seek out professional learning opportunities to assist in having their SWD students become more successful.

Person Responsible Sandra Villamar (sandra.villamar@discoveryacademy.org)

10) Students will use the Edmentum program for Reading and Math Tuesday - Friday during HELM (Helping Elevate Learning through Mastery). The Helm period is 30 minutes a session and the Edmentum program is a web based self-paced intuitive program that puts students on a curriculum path based on their strengths and challenges.

Person Responsible Steve Frabotta (steve.frabotta@discoveryacademy.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

N/A

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.

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.

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

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

Discovery Academy continuously strives to build relationships with all stakeholders. Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

At Discovery we have chosen to stay the course in providing proven middle school practices, such as an effective advisory program and teaming which establishes a small community of learners.

Discovery Academy utilizes our distinct Advisory/Advisee Program to build relationships with both the teacher/student and student/student relationships. This program is an effective educational program that focuses on assisting middle school students to maximize their social, emotional, and academic potential in a diverse learning environment. Each grade level has structured curriculum where students interact with their peers, as well as their advisory teacher, sharing opportunities to communicate experiences and viewpoints while exhibiting the life skills being taught. The Advisor/Advisee Program helps to provide this transition by ensuring that every student has an adult advocate --a teacher who has a special concern for the student as an individual. Our Advisory teachers serve as a support network for each one of their students. The Advisory curriculum including Lifelong Guidelines and Lifeskills, Skills for Adolescence, and The 7 Habits of Highly Effective Teens provides students with the communication and social skills necessary to work collaboratively. Lifelong Guidelines and Lifeskills are posted in every classroom and are part of our school culture, including before and after school activities. These character-based programs result in a safe and nurturing environment, which values the character and academic achievement of students.

Teachers as well as administrators serve as mentors for students, which focus on goal setting for the students' academic, social, and emotional needs. Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor or can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00