

Volusia County Schools

Discovery Elementary School



2021-22 Schoolwide Improvement Plan

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Discovery Elementary School

975 ABAGAIL DR, Deltona, FL 32725

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

Demographics

Principal: Jennifer Dietz

Start Date for this Principal: 11/17/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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)	100%
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: C (43%) 2017-18: C (51%) 2016-17: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 Volusia County School Board.

SIP Authority

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

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

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

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

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

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

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)
Elementary School PK-5	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Everyone, every day, in some way is a winner at Discovery Elementary.
We believe all students will learn and develop academically, behaviorally, and socially to achieve success in school.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Dietz, Jennifer	Principal	
Nigro, Linda	Assistant Principal	
Falk, Paul	Math Coach	Learning Walks, PLC planning and data analysis, lead collaborative planning days that including aligning standards/benchmarks with instruction, tasks, and assessments, Coaching Cycles, support with professional learning
Lemelin, Melissa	Reading Coach	Learning Walks, PLC planning and data analysis, lead collaborative planning days that including aligning standards/benchmarks with instruction, tasks, and assessments, Coaching Cycles, support with professional learning
Martin, April	Curriculum Resource Teacher	Determine and instruct students who need additional differentiated instruction or interventions to be successful.
Chetta, Kimberly	Curriculum Resource Teacher	Determine and instruct students who need additional differentiated instruction or interventions to be successful.
Lima, Irma	Curriculum Resource Teacher	Determine and instruct students who need additional differentiated instruction or interventions in the area of Esol to be successful.
McGahan, Lynn	Teacher, ESE	Determine and instruct students who need additional differentiated instruction or interventions in the area of ese to be successful.
Coke, Amanda	Teacher, K-12	Plan and implement standards aligned instruction. Provide feedback from the teacher's perspective.

Demographic Information

Principal start date

Tuesday 11/17/2020, Jennifer Dietz

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

38

Total number of students enrolled at the school

565

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

6

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

9

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	89	84	94	99	86	88	0	0	0	0	0	0	0	540
Attendance below 90 percent	15	23	25	15	11	17	0	0	0	0	0	0	0	106
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	4	12	0	0	0	0	0	0	0	0	18
Course failure in Math	0	0	2	3	10	5	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	26	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	29	0	0	0	0	0	0	0	29
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	7	6	1	2	3	2	0	0	0	0	0	0	0	21

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	2	3	17	19	0	0	0	0	0	0	0	41

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	2	1	2	6	2	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 8/12/2021

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	97	92	91	74	84	95	0	0	0	0	0	0	0	533
Attendance below 90 percent	20	14	10	9	11	7	0	0	0	0	0	0	0	71
One or more suspensions	4	5	11	3	6	10	0	0	0	0	0	0	0	39
Course failure in ELA	0	0	0	0	5	5	0	0	0	0	0	0	0	10
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	1	33	26	0	0	0	0	0	0	0	60
Level 1 on 2019 statewide Math assessment	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	1	1	2	0	13	9	0	0	0	0	0	0	0	26

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	4	0	1	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

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	97	92	91	74	84	95	0	0	0	0	0	0	0	533
Attendance below 90 percent	20	14	10	9	11	7	0	0	0	0	0	0	0	71
One or more suspensions	4	5	11	3	6	10	0	0	0	0	0	0	0	39
Course failure in ELA	0	0	0	0	5	5	0	0	0	0	0	0	0	10
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	1	33	26	0	0	0	0	0	0	0	60
Level 1 on 2019 statewide Math assessment	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	1	1	2	0	13	9	0	0	0	0	0	0	0	26

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	4	0	1	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

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				46%	56%	57%	49%	55%	56%
ELA Learning Gains				52%	56%	58%	51%	51%	55%
ELA Lowest 25th Percentile				43%	46%	53%	46%	39%	48%
Math Achievement				43%	59%	63%	51%	60%	62%
Math Learning Gains				43%	56%	62%	62%	54%	59%
Math Lowest 25th Percentile				30%	43%	51%	54%	40%	47%
Science Achievement				41%	57%	53%	41%	58%	55%

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
03	2021					
	2019	42%	58%	-16%	58%	-16%
Cohort Comparison						
04	2021					
	2019	49%	54%	-5%	58%	-9%
Cohort Comparison		-42%				
05	2021					
	2019	46%	54%	-8%	56%	-10%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	30%	60%	-30%	62%	-32%
Cohort Comparison						
04	2021					
	2019	58%	59%	-1%	64%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-30%				
05	2021					
	2019	35%	54%	-19%	60%	-25%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	39%	56%	-17%	53%	-14%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

K-5 ELA/Math Toll-For the English Language Arts and Mathematics sections the number represents the total number of students tested during the i-Ready window. Percent proficiency is percentage of students scoring "Early On Grade Level" or "Mid or Above Grade Level" on the i-Ready diagnostic assessment.

5th Science- For the Science Section the number represents the total number of students tested and the percentage of those that were proficient on VST 1, 2, and 3.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	83/12.05%	94/22.34	101/40.59
	Economically Disadvantaged	77/10.39%	87/21.84	90/42.22
	Students With Disabilities	14/14.29%	14/14.29	14/28.57
	English Language Learners	18/27.78%	18/2.22	20/45.00
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	84/5.95	98/9.18	106/22.64
	Economically Disadvantaged	78/5.13	90/7.78	95/21.05
	Students With Disabilities	15/6.67	16/6.25	18/16.67
	English Language Learners	18/11.11	20/20.00	23/25.90

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	70/20.00	92/33.70	96/52.08
	Economically Disadvantaged	66/19.70	86/31.40	88/52.27
	Students With Disabilities	19/5.26	22/18.18	22/27.27
	English Language Learners	12/16.67	15/33.33	20/55.00
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	72/12.50	88/26.14	87/32.18
	Economically Disadvantaged	68/11.76	82/26.83	79/32.91
	Students With Disabilities	21/4.76	24/20.83	21/23.81
	English Language Learners	12/16.67	17/23.53	15/33.33
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	74/29.73	85/38.82	89/43.82
	Economically Disadvantaged	70/28.57	81/38.27	82/41.46
	Students With Disabilities	20/5.00	20/10.00	20/15.00
	English Language Learners	22/22.73	25/28.00	27/33.33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	69/4.35	80/25.00	83/28.92
	Economically Disadvantaged	65/3.08	76/23.68	76/27.63
	Students With Disabilities	18/0.00	19/15.79	18/11.11
	English Language Learners	20/5.00	23/26.09	24/16.67

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61/29.51	72/36.11	77/33.77
	Economically Disadvantaged	48/27.08	58/34.48	62/30.65
	Students With Disabilities	11/0.00	16/6.25	16/6.25
	English Language Learners	18/16.67	19/21.05	19/31.58
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	62/19.35	70/37.14	71/45.07
	Economically Disadvantaged	49/20.41	57/35.09	57/38.60
	Students With Disabilities	10/10.00	15/13.33	15/20.00
	English Language Learners	18/11.11	19/26.32	19/36.84
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	70/15.07	73/22.08	77/26.00
	Economically Disadvantaged	60/11.11	62/19.70	63/23.17
	Students With Disabilities	19/10.53	18/5.00	20/15.38
	English Language Learners	22/13.64	23/25.00	24/18.75
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	69/8.70	77/19.48	86/33.72
	Economically Disadvantaged	59/6.78	66/16.67	69/27.54
	Students With Disabilities	17/0.00	21/9.52	21/23.81
	English Language Learners	22/9.09	25/28.00	26/34.62
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	244/32	219/42	189/46
	Economically Disadvantaged	208/31	191/39	156/43
	Students With Disabilities	59/31	48/18	48/47
	English Language Learners	78/32	70/43	60/43

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	9	22		16	44	36	18				
ELL	28	50		26	45	40	24				
BLK	11			16							
HSP	30	36		27	38		24				
WHT	37	46		48	57		32				
FRL	28	37	21	30	47	43	22				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	29	46	11	12	5	5				
ELL	37	52	56	29	36	33	30				
BLK	33	50		36	43		18				
HSP	44	52	44	34	39	31	41				
MUL	59			56							
WHT	50	51	39	49	45	27	47				
FRL	44	51	40	41	44	33	39				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	28	46	47	28	50	57	21				
ELL	31	43	39	32	49	60	21				
BLK	36	44		45	72		21				
HSP	46	49	43	42	52	43	37				
MUL	75			75							
WHT	52	50	48	60	67	62	48				
FRL	47	50	47	49	61	53	38				

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	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	303
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
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	40
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	
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	14
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	37
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	49
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	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?

ELA achievement dropped from 46% to a 30%

ELA Learning Gains dropped from a 52% to a 36%

ELA Lowest Quartile dropped from a 42% to a 20 %

Math Achievement dropped from a 43% to a 33%

Math Learning Gains increased from a 43% to a 36%

Math Lowest Quartile increased from 30% to a 47%

Science Achievement dropped from a 41% to a 25%

Based on 2019 FSA data, we had an overall decrease in ELA, Math and Science achievement. We demonstrated an increase in Math learning gains and Lowest Quartile.

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

The data components that demonstrate the greatest need for improvement are ELA, Math, and Science overall achievement and Lowest Quartile achievement. The data trend for the subgroup including Students with Disabilities has been decreased.

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 contributing factors for this need for improvement are the pandemic/quarantines, virtual and live learning, change in leadership and teacher turnover. The new actions we will take to address this need for improvement are analyzing and responding to data through PLC's, collaborative planning, implementation of Benchmark Advance Curriculum and Focus Boards.

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

The data components that showed the most improvement were Math Lowest Quartile and Math Learning gains.

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

The contributing factors to this improvement were weekly collaborative planning and structured support. In addition, Math was a focus area and we added daily modeling and instruction provided by the Academic Coach.

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

The strategies that need to be implemented in order to accelerate learning include teacher clarity, increased student discussion, professional learning on teacher clarity and new standards/curriculum. In addition, we will increase teacher knowledge of effective ESE, ESOL, Diversity, and behavior strategies.

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.

Based on the contributing factors and strategies identified to accelerate learning, the following professional learning opportunities will be facilitated to provide support to teachers and leaders:

Teacher Clarity Training

Curriculum Training- Benchmark Advance and BEST Standards

Collaborative Planning with follow up clarifications and reflection

Gradual Release

Student Discussion

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

To ensure sustainability of improvement in the next year and beyond, we will be implementing monthly family nights, Reading Counts, 100 Book Challenge, increasing Math fluency, and engaging kids in authentic reading.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Student achievement for all grades in Science at Discovery Elementary are trending down based on the 2020-2021 FSA data

Measurable Outcome: Increase achievement in Science from a 25% to a 41%

Monitoring: Learning Walk data from state, district, and school
Assessment data for Science
Data chats in PLC
Admin. and Coach presence at collaborative planning

Person responsible for monitoring outcome: Paul Falk (pcfalk@volusia.k12.fl.us)

Evidence-based Strategy: Standards Based Instruction with Clarity

Rationale for Evidence-based Strategy: Standards Based Instruction with Clarity has an effect size of .75 according to Hattie's scale.

Action Steps to Implement

1. Guided Planning 1 day per nine weeks for all grade levels (Instructional Coach)
2. Part of one hour paid collaborative delivery discussion per week focused on science. (Administration)
3. Common-based formative and summative assessments administered (Administration and Team Leader)
4. Weekly PLC meetings with administration and coaches to review data (Administration, Coaches Team Leader)
5. PL on Teacher Clarity, Student Discussion, and Gradual Release Model (Administration and Coaches)
6. Daily classroom visitation to Science blocks across the campus (Administration and Coach)
7. Learning walks by administration, coaches', state, district, and other teachers (Administration)
8. Weekly hands-on activity, or demonstration (Administration)
9. Common Experiment's are Mandatory (Instructional Coach)

Person Responsible Paul Falk (pcfalk@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Student achievement for all grades in ELA at Discovery Elementary are trending down based on the 2020-2021 FSA data. New standards for ELA will be implemented this year in grades K-5.

Measurable Outcome: Increase achievement level in ELA from a 30% to a 35%

Monitoring: Learning Walk data from state, district, and school
Assessment data for ELA, Math, and Science
Data chats in PLC
Admin. and Coach presence at collaborative planning

Person responsible for monitoring outcome: Melissa Lemelin (malemeli@volusia.k12.fl.us)

Evidence-based Strategy: Standards Based Instruction with Clarity

Rationale for Evidence-based Strategy: Standards Based Instruction with Clarity has an effect size of .75 according to Hattie's scale.

Action Steps to Implement

1. Guided Planning 1 day per nine weeks for all grade levels (Instructional Coach)
2. Part of one hour paid collaborative delivery discussion per week for ela. (Administration)
3. Common-based formative and summative assessments administered (Administration and Team Leader)
4. Weekly PLC meetings with administration and coaches to review data (Administration, Coaches Team Leader)
5. PL on Teacher Clarity, Student Discussion, and Gradual Release Model (Administration and Coaches)
6. Daily classroom visitation to Science blocks across the campus (Administration and Coach)
7. Learning walks by administration, coaches', state, district, and other teachers (Administration)

Person Responsible Melissa Lemelin (malemeli@volusia.k12.fl.us)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Student achievement for all grades in Math at Discovery Elementary are trending down based on the 2020-2021 FSA data. New standards for Math will be implemented this year in grades K-5.

Measurable Outcome: Increase achievement in the Math from a 33% to a 36%

Monitoring: Learning Walk data from state, district, and school
Assessment data for ELA, Math, and Science
Data chats in PLC
Admin. and Coach presence at collaborative planning

Person responsible for monitoring outcome: Paul Falk (pcfalk@volusia.k12.fl.us)

Evidence-based Strategy: Standards Based Instruction with Clarity

Rationale for Evidence-based Strategy: Standards Based Instruction with Clarity has an effect size of .75 according to Hattie's scale.

Action Steps to Implement

1. Guided Planning 1 day per nine weeks for all grade levels (Instructional Coach)
2. Part of one hour paid collaborative delivery discussion per week for math. (Administration)
3. Common-based formative and summative assessments administered (Administration and Team Leader)
4. Weekly PLC meetings with administration and coaches to review data (Administration, Coaches Team Leader)
5. PL on Teacher Clarity, Student Discussion, and Gradual Release Model (Administration and Coaches)
6. Daily classroom visitation to Science blocks across the campus (Administration and Coach)
7. Learning walks by administration, coaches', state, district, and other teachers (Administration)

Person Responsible: Paul Falk (pcfalk@volusia.k12.fl.us)

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.

After comparing our school's SESIR incident and discipline data to other schools, we have identified bullying as an area of concern. It is ranked 0.36 (moderate). Our school plan is to reduce the incidents by implementing the following:

- 1) PBIS
- 2) Targeted Mentoring
- 3) School Wide and Classroom CHAMPS Strategies
- 4) After school clubs to improve motivation and inclusiveness.
- 5) SEL lessons via Guidance

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.

Pulse Checks - frequent, random check-ins with faculty and staff. Open, impromptu conversations about job satisfaction, support received, etc. Administration identifies faculty or staff that may need an opportunity to speak up and privately checks in with them. Faculty have found through practice that pulse checks do not lead to consequences and are confidential.

Squad Meetings - monthly meetings that are open to the entire faculty and staff. Behavioral data, overall instructional data, community and campus activities are discussed and reviewed, along with a variety of other topics inspired by faculty and staff input.

Implement grow mindset - previously trained faculty and administrators will implement Fixed versus Growth Mindset dialog with instructional and support staff. Mindset will be applied to both student-based thinking as well as adult-based in an effort to increase esteem and determination.

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

Sunshine committee - Teacher led and attended committee that coordinates events in celebration of faculty and staff, as well as honors those in mourning.

Squad Members - faculty and staff that are voluntarily dialed in to the pulse of the campus. People working collaboratively with administration, faculty, staff, and families to improve the community and culture of the school.

Diversity Dragons - teachers and support staff meeting monthly to coordinate lesson ideas, campus projects and special events to celebrate the various cultures, races, religions and languages found at Discovery Elementary.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00