

Brevard Public Schools

Discovery Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	22
Positive Culture & Environment	29
Budget to Support Goals	0

Discovery Elementary School

1275 GLENDALE AVE NW, Palm Bay, FL 32907

<http://www.discovery.brevard.k12.fl.us>

Demographics

Principal: Scott Corso F

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
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 (48%) 2017-18: C (46%) 2016-17: C (49%)
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 Brevard 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	22
Title I Requirements	0
Budget to Support Goals	0

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<http://www.discovery.brevard.k12.fl.us>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-6</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">60%</p>

School Grades History

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

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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.

Discovery's learning community champions the continuous improvement process with the goal of each learner realizing his or her fullest potential.

Provide the school's vision statement.

A community of lifelong learners equipped with 21st century skills.

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
Castillo, Karry	Principal	<p>As principal, Mrs. Castillo, works with the leadership team to set clear goals for the school based on collaborative analysis of data. She organizes the team to shape a vision of quality instruction and academic success for all students through a clear focus on data driven strategic goals, instructional priorities, and collaborative planning and professional learning. She supports shared decision making regarding curriculum, resource allocation, instruction, staffing, and community engagement.</p>
Grandinetti, Angela	Assistant Principal	<p>As assistant principal, Mrs. Grandinetti, leads the implementation of new curriculum/initiatives, collaborative planning efforts, and professional development. She is focused on a vision of shared instructional leadership and academic success for all. She defines and promotes high expectations among the school-based learning community in support of quality instruction and improved student achievement. She identifies the instructional talents and interests of teachers, organizing them to apply those talents as teacher leaders to lead collaborative planning, professional development, and peer coaching efforts.</p>
Wagner, Theresa	School Counselor	<p>As guidance counselor, Mrs. Wagner is a key member of the school's leadership team. She shares data and critical information regarding student academic performance, behavior, interventions (IPST and MTSS), and ESE supports. Mrs. Wagner also leads our school Individual Problem Solving Team (IPST), guiding the collaborative problem-solving process between school-based personnel, student families, and community support organizations. Mrs. Wagner facilitates the implementation of school-wide SEL curriculum and collaborates with Mr. Markisen, school social worker, to organize and guide the development of SEL/counseling groups based on teacher referrals. She collaborates with schools in the feeder chain pattern to assure continuity of supports for students as they transition into or from Discovery.</p>
Vannorsdall, Nicole	Instructional Coach	<p>As the literacy/instructional coach, Mrs. Vannorsdall, plays a critical role in gathering data, both instructional and performance, from a variety of sources for analysis by the leadership team. She mentors and coaches teachers, modeling lessons and providing resources to support school-wide best instructional practice. She leads collaborative planning with a focus on strong Tier 1 instruction and standards-aligned learning tasks. Mrs. Vannorsdall also facilitates school-wide and grade level professional development.</p>
Speiser, Jessica	Teacher, K-12	<p>Ms. Watts serves as Discovery's Title I Coordinator. As Title I coordinator, she provides information to the leadership team regarding available resources, resource and personnel allocation, and instructional needs. She organizes the Title I team to support priorities identified through data analysis and defined in the school improvement plan. Ms. Watts assists teachers with the MTSS process</p>

Name	Position Title	Job Duties and Responsibilities
		<p>through data analysis, identification of needs and skills deficits, intervention planning, and data collection. She communicates timely information to parents and community members regarding school and community-based events. She also engages educational stakeholders, including area businesses and community organizations, in the work of the school to provide additional academic and SEL supports.</p>
Markisen, Jacob	Attendance/Social Work	<p>As school social worker, Mr. Markisen supports the leadership team by providing critical data regarding attendance and SEL needs as well as available community supports. Mr. Markisen guides the threat/mental health assessment process and conducts suicide risk inquiries as needed. The information collected from these assessments is utilized to enhance school supports or investigate the need for additional supports. He supports students through SEL counseling groups and also works with families to find available community supports such as housing, food banks, and outside counseling to name a few. The work he does as a member of the leadership team has a positive impact on the ability of students to arrive to school engaged and ready to learn.</p>

Demographic Information

Principal start date

Sunday 7/1/2018, Scott Corso F

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.*

2

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

613

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

10

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

6

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	76	81	77	89	78	70	90	0	0	0	0	0	0	561
Attendance below 90 percent	19	21	22	18	14	13	19	0	0	0	0	0	0	126
One or more suspensions	2	0	0	0	1	0	2	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	9	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	14	0	0	0	0	0	0	19
Number of students with a substantial reading deficiency	8	7	7	22	18	22	31	0	0	0	0	0	0	115
LEVEL 1 ON 2021 FSA ELA	0	0	0	1	19	20	18	0	0	0	0	0	0	58
LEVEL 1 ON 2021 FSA MATH	0	0	0	2	24	24	28	0	0	0	0	0	0	78
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	4	3	3	22	27	36	0	0	0	0	0	0	95

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	4	5	1	2	1	0	2	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	1	3	0	0	0	0	0	0	4

Date this data was collected or last updated

Monday 9/13/2021

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	65	68	77	72	64	77	91	0	0	0	0	0	0	514
Attendance below 90 percent	3	21	16	26	22	14	27	0	0	0	0	0	0	129
One or more suspensions	0	0	3	3	6	3	5	0	0	0	0	0	0	20
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	4	9	20	0	0	0	0	0	0	33
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	15	27	0	0	0	0	0	0	45
Lowest Quartile ELA	0	0	0	0	4	14	20	0	0	0	0	0	0	38
Lowest Quartile Math	0	0	0	0	3	15	21	0	0	0	0	0	0	39

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	10	24	0	0	0	0	0	0	34

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	1	3	1	0	2	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	1	2	1	0	0	0	0	0	0	4

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	65	68	77	72	64	77	91	0	0	0	0	0	0	514
Attendance below 90 percent	3	21	16	26	22	14	27	0	0	0	0	0	0	129
One or more suspensions	0	0	3	3	6	3	5	0	0	0	0	0	0	20
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	4	9	20	0	0	0	0	0	0	33
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	15	27	0	0	0	0	0	0	45
Lowest Quartile ELA	0	0	0	0	4	14	20	0	0	0	0	0	0	38
Lowest Quartile Math	0	0	0	0	3	15	21	0	0	0	0	0	0	39

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	10	24	0	0	0	0	0	0	34

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	4	5	1	2	1	1	2	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	1	2	1	0	0	0	0	0	0	4

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				51%	62%	57%	48%	60%	56%
ELA Learning Gains				54%	60%	58%	48%	54%	55%
ELA Lowest 25th Percentile				52%	57%	53%	38%	46%	48%
Math Achievement				52%	63%	63%	52%	62%	62%
Math Learning Gains				50%	65%	62%	44%	59%	59%
Math Lowest 25th Percentile				37%	53%	51%	41%	49%	47%
Science Achievement				43%	57%	53%	54%	57%	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	52%	64%	-12%	58%	-6%
Cohort Comparison						
04	2021					
	2019	53%	61%	-8%	58%	-5%
Cohort Comparison		-52%				
05	2021					
	2019	52%	60%	-8%	56%	-4%
Cohort Comparison		-53%				
06	2021					
	2019	42%	60%	-18%	54%	-12%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	51%	61%	-10%	62%	-11%
Cohort Comparison						
04	2021					
	2019	49%	64%	-15%	64%	-15%
Cohort Comparison		-51%				
05	2021					
	2019	55%	60%	-5%	60%	-5%
Cohort Comparison		-49%				
06	2021					
	2019	44%	67%	-23%	55%	-11%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	42%	56%	-14%	53%	-11%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used for determining progress toward proficiency is the iReady diagnostic assessment for Reading and Mathematics (Grades 1-6). This tool was also used to determine the number and percentage of students (Gr. 1 - 6) who are demonstrating substantially deficient (2 or more years BGL) performance at the beginning of the 21-22 school year.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15%	37%	68%
	Economically Disadvantaged	12%	34%	66%
	Students With Disabilities	25%	75%	100%
	English Language Learners	0%	20%	100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5%	20%	66%
	Economically Disadvantaged	4%	19%	66%
	Students With Disabilities	0%	60%	60%
	English Language Learners	0%	13%	50%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30%	45%	62%
	Economically Disadvantaged	29%	43%	57%
	Students With Disabilities	25%	25%	100%
	English Language Learners	20%	20%	40%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12%	36%	49%
	Economically Disadvantaged	11%	34%	49%
	Students With Disabilities	8%	31%	23%
	English Language Learners	10%	30%	30%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57%	59%	61%
	Economically Disadvantaged	53%	56%	59%
	Students With Disabilities	28%	17%	22%
	English Language Learners	29%	14%	29%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16%	31%	54%
	Economically Disadvantaged	15%	29%	48%
	Students With Disabilities	6%	0%	44%
	English Language Learners	0%	0%	25%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28%	38%	44%
	Economically Disadvantaged	32%	39%	41%
	Students With Disabilities	0%	14%	9%
	English Language Learners	0%	9%	27%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15%	26%	52%
	Economically Disadvantaged	14%	30%	48%
	Students With Disabilities	5%	9%	27%
	English Language Learners	0%	0%	55%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35%	39%	49%
	Economically Disadvantaged	29%	38%	44%
	Students With Disabilities	9%	18%	18%
	English Language Learners	13%	13%	38%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21%	29%	43%
	Economically Disadvantaged	16%	26%	40%
	Students With Disabilities	9%	9%	14%
	English Language Learners	13%	13%	13%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33%	45%	50%
	Economically Disadvantaged	24%	38%	44%
	Students With Disabilities	5%	11%	16%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26%	36%	40%
	Economically Disadvantaged	18%	25%	34%
	Students With Disabilities	5%	5%	5%
	English Language Learners	0%	0%	0%

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	21	32	32	25	34	20	25				
ELL	47	64		46	55						
BLK	37	50	50	32	42	45	14				
HSP	48	58	40	42	45	40	45				
MUL	50	57		33	23						
WHT	57	57	36	59	54	45	60				
FRL	44	48	36	37	46	39	41				
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	27	40	39	36	44	30	16				
ELL	33	48		38	57	55	27				
BLK	35	39	37	34	42	48	21				
HSP	51	57	59	48	34	23	38				
MUL	42	55		46	61		42				
WHT	60	59	61	61	55	26	51				
FRL	47	52	49	48	46	36	37				
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	22	33	22	32	40	23	37				
ELL	37	22		68	59						
BLK	30	43	37	37	38	37	47				
HSP	62	45	20	64	50		50				
MUL	51	65		46	39						
WHT	49	48	42	57	47	46	57				
FRL	45	48	39	50	44	39	51				

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	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	367

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
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	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	39
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	45
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	41
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	41
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?

When reflecting on the available performance data from the 19-20 and 20-21 school years, grade level ELA proficiency declined in grades 3, 4, and 5. This decline was similar to the decline seen across the district among students in the same grade levels. Discovery's ELA proficiency levels dipped below 50% in Grades 3, 4, and 5. Student ELA proficiency in Grade 6, however, improved from 42% (2019) to 51% (2021). ELA proficiency among Black students and Multi-Racial students improved from 35% (Black-2019) to 38% (Black-2021) and from 42% (Multi-Racial 2019) to 49% (Multi-Racial 2021). The 2021 ELA student performance data among Students with Disabilities, English Language Learners, Hispanic, White, and Free/Reduced lunch subgroups indicates a decline in student proficiency. The greatest decline in ELA proficiency was among students in the Hispanic sub-group, 51% (2019) to 41% (2021).

Grade level Mathematics proficiency also declined among Grades 3, 4, 5, and 6. Again, this decline is similar to the decline seen across the district among students in the same grade levels. When examining the subgroup Mathematics performance data, the proficiency of nearly every subgroup (Black, White, Hispanic, Multi-Racial, Free/Reduced Lunch, Students with Disabilities) declined. The Mathematics proficiency of English Language Learners, however, remained the same at 38% from 2019 to 2021.

The Science proficiency level of Discovery's Grade 5 students improved from 43% (2019) to 44%

(2021). The Science proficiency level of Black and Hispanic students declined, however, the subgroup proficiency levels of Students with Disabilities, Multi-Racial, White, and Free/Reduced Lunch improved.

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

When considering progress monitoring data (2021), the proficiency level of students in our ELL and SWD subgroups continues to lag behind that of our FRL and general student population in both ELA and Mathematics. Science continues to be the lowest area of performance despite an increase in student proficiency levels in 2021 on the Statewide Science assessment. When considering Reading proficiency levels particularly related to reading comprehension of informational text, a strong correlation exists between student performance in both Reading and Science. Proficiency levels in both Reading and Mathematics declined in Grades 3,4, and 5 as evidenced by the 2021 FSA assessments, all falling below 50% proficiency.

ELA proficiency levels as evidenced by 20-21 progress monitoring data shows strength in Grades 1,2, and 3 with proficiency percentages greater than 50%. Subgroup data in Grades 2 and 3 show a need for improvement among SWD (Grade 3) and ELL (Grades 2 and 3) subgroups. ELA proficiency levels as evidenced by 20-21 progress monitoring data in Grades 4 and 5 fell below 50%. ELA proficiency among students in the SWD, FRL, and ELL subgroups was also well below 50% in Grades 4,5, and 6.

Students in Grades 1,2, 3, 4 and 6 performed at a higher level in Mathematics on progress monitoring measures, with proficiency levels at or above 50%. Subgroup performance was below 50% for SWD (Grades 2,3,4,5,6), ELL (Grades 2,3,5,6), and FRL (Grades 2,3,5,6) on progress monitoring measures. Continued focus on improved instructional practice and acceleration strategies is warranted for both Reading and Mathematics.

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

Contributing factors include the myriad impacts of the COVID pandemic on student learning such as inconsistent attendance due to quarantine periods and inconsistent parent supervision and student participation for those attending school through elearning opportunities. Such factors contribute to gaps in student understanding and mastery of skills and concepts due to the lack of consistent engagement with rigorous instructional opportunities. While Discovery has strong structures in place for monitoring student performance data, inconsistencies in the implementation of effective intervention may also have contributed to the decline in Reading and Math proficiency levels among the grade levels and sub-groups. As a result, several actions need to be taken to address the need for improvement in Reading and Mathematics. The new actions include the implementation of a new standards-aligned reading curriculum, improved small group practices, early identification of intervention needs in both Reading and Mathematics, and improved practices in selecting and implementing effective interventions.

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

Analysis of school-wide data from 2019 state assessments revealed students in the lowest 25% showed the greatest improvement in ELA, with a gain of 14% in ELA proficiency. Among our grade level data, 4th grade increased their ELA performance in the "same grade comparison" by 9%. Close behind was 5th grade, with ELA performance improving by 8% in both the "same grade" and "cohort" comparisons. Among Discovery's subgroups, our HSP, ELL, and SWD population experienced the greatest improvement. The HSP subgroup learning gains improved by 12% and learning gains

among the Lowest 25th Percentile improved by 39% .ELL students increased their average ELA learning gains by 26% from the prior year.SWD increased in ELA learning gains by 7% and SWD in the Lowest 25th Percentile increased their average of learning gains by 17%.

Student learning gains as indicated on the 2021 FSA ELA assessment improved from 54% (2019) to 55% (2021) and the learning gains of students in our lowest 25% improved on the FSA Mathematics assessment from 37% (2019) to 41% (2021). Achievement on the Statewide Science assessment also improved from 43% (2019) to 44% (2021).

Progress monitoring data (iReady diagnostic data) and state assessment data from the 20-21 school year,however,paint a different picture as declines in both ELA and Mathematics proficiency were noted among multiple grade levels.Reading proficiency levels in Grades 1,2,3, and 6 however, improved each progress monitoring period leading to proficiency levels of 50% or higher for the grade levels as a whole and for several subgroups.

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

We attribute the 2019 successes in ELA on the state assessments to our targeted focus on alignment of task and target to the standard in Tier 1 core instruction, and ensuring that students of all populations had equitable access to this rigorous instruction. During the 19-20 school year, additional actions taken included providing training on the use of standards focus boards for ELA instruction, a new structure for scheduled collaborative 9-week ELA planning and development of standards-aligned action plans, and the use of iReady assessment and instructional data to more accurately plan tiered intervention supports.

Improved proficiency on the iReady progress monitoring assessments in 20-21 is attributed to consistent use of the "My Path" learning opportunities each week for those grade levels, consistent adherence among grade level teams to collaboratively planned standards-aligned action plans, and consistent use of iReady instructional data for identifying intervention needs and appropriate intervention resources.

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

A study of The Acceleration Imperative (Fordham Institute) revealed strategies that are appropriate and necessary for improving student performance at Discovery. Strategies needed to accelerate learning among all student groups will need to include:

- Implementation of "comprehensive curriculum materials that thoughtfully sequence content and instruction" that is "deliberate intensive, and responsive to teacher feedback" for both Reading and Mathematics. Per TNTP's "Learning Acceleration for All", grade level content is the academic priority for ALL students
- Ground professional development in the specific content of the curriculum

Strategies suggested by Learning Sciences "Accelerate Learning White Paper" that also apply include:

- Diagnosing essential missed learning through ongoing progress monitoring
- Building knowledge and vocabulary

Instructional Leadership Systems: Accelerated Learning for All 2021-22 indicates additional strategies which are currently in place that will be continued at Discovery:

- Structures for guided collaboration and planning
- Supporting and monitoring accelerated learning for all

All the aforementioned strategies suggested by the most current research on learning acceleration align with the BPS Instructional Agreements for the 21-22 school year.

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 that will be provided to support teachers and leaders will include professional development opportunities related to the new Benchmark and SAVVAS curriculum (HB 7011 RAISE), progress monitoring and goal setting with iReady, targeted coaching opportunities in ELA, Mathematics, and/or Science based on walkthrough data and feedback, continued work with our school-based MTSS facilitator and district MTSS contact in order to improve the selection and implementation of intervention strategies (HB 7011 RAISE), and professional development on evidence-based strategies in both Reading (HB 7011 RAISE) and Mathematics.

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

Additional services to ensure sustainability of improvement in the next year and beyond will include the Academic Support Program to provide additional grade-level learning opportunities for students demonstrating significant gaps in learning and performance. A continued focus on improved attendance is also warranted and will include improved outreach to families demonstrating a pattern of non-attendance that will involve classroom teachers, our school social worker, school administration, our attendance resource contact, and administration.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Per the 20-21 FSA ELA assessment, 49% of Discovery's assessed students in Grades 3-6 demonstrated grade level proficiency (Levels 3+) compared to the state average of 53% and the district average of 60%. While the percentage of students meeting ELA proficiency in Grade 6 improved to 51%, the majority of our students in Grades 3-5 did not meet grade level proficiency criteria of 50% or higher, resulting in identification as a HB 7011 RAISE school. Additionally, when examining iReady progress monitoring data from the 20-21 school year, while 61% of Grade 3 students demonstrated proficiency on the iReady Spring diagnostic, only 47% demonstrated proficiency on the FSA ELA. Grade 4 and Grade 5 proficiency levels on the iReady Spring diagnostic at 44% and 48% respectively were similar to that indicated on the FSA ELA assessment at 42% and 48% respectively. Grade 6 iReady Spring diagnostic proficiency (50%) was also similar to the proficiency level indicated on the FSA ELA (51%). Subgroup proficiency improved for our Black (ESSA) and Multi-Racial subgroups on the 2021 FSA ELA assessment, with the Black subgroup improving 3% and the Multi-Racial subgroup improving 7%. All other subgroups showed a decline in proficiency, with our Hispanic subgroup showing the greatest decline, 10% lower than 2019 proficiency levels. The SWD (ESSA) subgroup proficiency level declined 6% when compared to 2019 proficiency levels. When examining the 2021-22 iReady Fall diagnostic data, it is clear that a deficit continues to exist in the areas of vocabulary and comprehension. Per the Acceleration Imperative, "vocabulary and comprehension depend largely upon expansion of knowledge", a strategy that is also suggested by Learning Sciences "Accelerate Learning White Paper". In accordance with the BPS Instructional Agreements for 20-21, these skill deficit areas must also be addressed through quality Tier 1 instruction emphasizing grade level standards, targeted small group lessons, and prioritized daily intervention in order to improve ELA proficiency schoolwide. If these strategies are implemented with fidelity and integrity, we would expect to see continued gains in Science performance correlated to improved comprehension of informational text.

Measurable Outcome:

As a result of implementation of evidence-based strategies and action steps, student proficiency levels in Grades 3, 4, 5, and 6 on the 2022 FSA ELA assessment will improve to at least 51% or higher. It is expected that performance among our lowest performing ESSA subgroups, black and students with disabilities, will also improve in ELA on the FSA ELA assessment from 38% (black) and 21% (SWD) to 41%. We also expect ELL proficiency levels to improve from 32% to 35%.

Monitoring:

Progress monitoring efforts will inform progress toward the desired outcome. Weekly data analysis of My Path performance iReady reports will indicate the degree of progress students are making toward identified goals and learning gains. Additionally, analysis and review of iReady diagnostic assessment (3 times per year) data along with iReady Standards Mastery Assessment (Grades 3-6) data will inform improvement in grade level proficiency across grade levels and among subgroups while also revealing areas for continued focus and support. The school leadership team will guide data analysis efforts through grade level PLC and MTSS meetings and facilitate targeted efforts for improvement as revealed by the data.

Person responsible for monitoring outcome:

Karry Castillo (castillo.karry@brevardschools.org)

Evidence-based Strategy:

Overall Tier 1 ELA performance will improve through implementation of the following strategies:
 -Implementation of quality ELA curriculum: Explicit, systematic instruction in phonics, fluency, vocabulary, and comprehension is provided through the implementation of the

rigorous Tier 1 program provide by Brevard Public Schools. Grades K-5 receive instruction utilizing Florida Benchmark Advance 2022, Florida Edition and students in Grade 6 receive instruction using myPerspectives Florida English Language Arts

-MTSS Intervention: A school-wide intervention (WIN - What I Need Time) has been established. During this time students will receive tiered intervention support for needs identified through data analysis. Teachers will select intervention strategies from resources including iReady, 95% Group, Lexia, and Read Naturally. Tier 3 interventions will be provided by Reading Endorsed teachers.

-Collaborative Planning Practices for Tier 1 Instruction: Collaborative planning will support teacher understanding of instructional needs, select appropriate materials, organize instruction to maximize learning, and differentiate instruction to meet individual needs.

Based on a comprehensive review of student performance data, aligned Tier 1 core instruction and learning tasks in ELA were not consistently implemented across grade levels. iReady diagnostic assessment data points to higher proficiency levels in Grades K-2 as a result of the action steps implemented in 20-21. The data points to varied achievement levels in Grades 3-6 including among sub-groups. On the 20-21 FSA ELA, we noted an increase in ELA learning gains from 54% in 2019 to 55% in 2021. This points to progress being made in Tier 1 instruction, albeit lower performance in certain grades and subgroups than others. Continued focus on the quality and appropriateness of interventions, collaborative planning practice for Tier 1 instruction, and implementation of a quality, standards-aligned ELA curriculum will allow us to accelerate learning through rigorous instruction and grade level learning opportunities while also addressing gaps in student performance through intervention and focused scaffolding techniques.

Rationale for Evidence-based Strategy:

Action Steps to Implement

Leadership team (Administration, Literacy Coach, Title I Coaches) and teacher leaders will conduct regular learning walks to monitor alignment and progress with the district developed Benchmark/SAVVAS lesson plans. Learning walks will inform professional development opportunities, weekly PLC meetings, collaborative planning efforts, and coaching cycles. Feedback and coaching will be provided to grade level teams and/or individual teachers regarding implementation of lessons and associated professional development. (T)

Person Responsible Nicole Vannorsdall (vannorsdall.nicole@brevardschools.org)

Student iReady performance data will be monitored weekly by the leadership team with a focus on overall school performance and subgroup performance. The Literacy Coach will analyze data to determine coaching needs and align professional development. A Magna Tag performance monitoring system purchased using Title I funds (19-20) to support progress monitoring efforts and grade level data talks will continue to be used to monitor lowest 25% and ESSA subgroup performance in addition to digital progress monitoring tools. (T) Students intervention groups will be adjusted as needed based upon progress monitoring data to ensure student needs are being met. (T)

Person Responsible Nicole Vannorsdall (vannorsdall.nicole@brevardschools.org)

Hire additional Title I support staff, specifically 3 instructional assistants, to support K-6 interventions. The Title I Coordinator will oversee the scheduling of Title I IAs and train them in the use of available resources to support ELA interventions. (T)

Person Responsible Jessica Speiser (speiser.jessica@brevardschools.org)

Academic Support Funds will also be utilized to provide small group, after school tutoring for students identified for Tier 2 and Tier 3 intervention, providing additional targeted ELA instruction to meet their needs.

Person Responsible Angela Grandinetti (grandinetti.angela@brevardschools.org)

Discovery's literacy coach and MTSS facilitator will guide instructional staff through the MTSS process to determine appropriate placement and progress among ELA intervention groups/ESSA subgroups based on individual ELA performance.

Person Responsible Nicole Vannorsdall (vannorsdall.nicole@brevardschools.org)

The school administration and literacy coach will hold "IMPACT Meetings" with classroom teachers to engage in reflection and problem solving to determine their instructional impact on student performance based on midyear and end of year diagnostic results for their class. During these meetings, additional coaching and teacher supports will be identified as needed to help improve classroom instruction. ESSA subgroup performance will be a central focus of the "IMPACT" meetings.

Person Responsible Karry Castillo (castillo.karry@brevardschools.org)

Multiple resources will be purchased with Title I funds to support student performance and intervention including Ready instructional books, Study Island, Phonics for Reading, Brain Pop, Learning/Reading AZ, Write Score, Lexia, and Scholastic Storyworks. Other resources will be purchased based on additional identified needs for intervention and professional development utilizing Title I funds. (T)

Person Responsible Jessica Speiser (speiser.jessica@brevardschools.org)

Technology resources including laptops and charging carts will be purchased with Title I Funds to support student access to online literacy resources. (T)

Person Responsible Jessica Speiser (speiser.jessica@brevardschools.org)

Utilize Title I funds for literacy professional development opportunities and to purchase literacy materials for student, teacher, and at-home use according to identified needs. (T)

Person Responsible Jessica Speiser (speiser.jessica@brevardschools.org)

Schedule a school-wide intervention block as well as defined small group time for the ELA block in order to assure all students receive interventions according their needs as identified through data analysis.

Person Responsible Angela Grandinetti (grandinetti.angela@brevardschools.org)

Collaborative planning for Tier 1 ELA instruction provides an opportunity to delve into the meaning of the standards and will assure both instruction and learning tasks identified in the district developed Benchmark/SAVVAS plans are implemented with fidelity and consistency across grade levels. (T)

Person Responsible Nicole Vannorsdall (vannorsdall.nicole@brevardschools.org)

BONUS preplanning school-led professional development and district-led preplanning professional development will introduce Discovery's teachers to the Benchmark/SAVVAS curriculum and provide opportunities to become familiar with the structure of the Launch units and curriculum resources

Person Responsible Angela Grandinetti (grandinetti.angela@brevardschools.org)

Plan parent engagement opportunities to support improved literacy performance through the use of Title I funds. (T)

Person Responsible Jessica Speiser (speiser.jessica@brevardschools.org)

Closely monitor the performance of ESSA sub-groups (black and SWD) through our monthly MTSS meetings in order to assure students are receiving and making progress with appropriate targeted ELA interventions and/or Tier 1 enrichment opportunities to support improved academic performance. Data will be analyzed from the group to the individual student level to examine the effectiveness of scaffolds for Tier 3 students in the ESSA sub-groups.. If scaffolds are found not to be effective, decisions will be made with respect to new strategies or resources that are better suited to serve the needs of individual students.

Person Responsible Nicole Vannorsdall (vannorsdall.nicole@brevardschools.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

When considering progress monitoring data (2021), the proficiency level of students in our ELL and SWD subgroups continues to lag behind that of our FRL and general student population in Mathematics. Proficiency levels in Mathematics declined in Grades 3,4, and 5 as evidenced by the 2021 FSA assessments, all falling below 50% proficiency. Discovery's Grade 6 students had an average proficiency of 51% which is 9 percentage points higher than the Grade 6 performance in 2019. Discovery's student performance for Grades 3-6 was lower than the district Mathematics proficiency average of 57%. Students in Grades 1,2, 3, 4 and 6 performed at a higher level in Mathematics on progress monitoring measures, with proficiency levels at or above 50%. Subgroup performance was below 50% for SWD (Grades 2,3,4,5,6), ELL (Grades 2,3,5,6), and FRL (Grades 2,3,5,6) on progress monitoring measures. Proficiency levels noted on progress monitoring assessments for school year 20-21 closely aligned with the proficiency levels on the 20-21 FSA Mathematics assessments for Grades 5 and 6. Decline in proficiency levels indicate a need for continued focus on fidelity in the implementation of the Eureka curriculum and lesson structure as aligned with BPS Standards-Focus documents. Instructional pacing of mathematics lessons, fluency development, and early identification and correction of misconceptions must be considered when planning for rigorous mathematics instruction and intervention.

Measurable Outcome:

As a result of implementation of evidence-based strategies and action steps, Discovery's school-wide Mathematics proficiency will increase from 46% to 51% on statewide assessments. Additionally, students in Grades 3, 4, 5, and 6 will demonstrate improvement in proficiency levels on the 2022 FSA Mathematics assessment to 51% or higher. It is also expected that performance among our ESSA subgroups in Mathematics, SWD and Black, will also improve in Mathematics from 26% (SWD) and 29% (Black) to 41%. Both subgroups continue to be our lowest performing in Mathematics.

Monitoring:

Progress monitoring efforts will inform progress toward the desired outcome. Analysis and review of iReady diagnostic assessment (3 times per year) data along with Eureka assessment data will inform improvement in grade level proficiency across grade levels and among subgroups while also revealing areas for continued focus and support. The school leadership team will guide data analysis efforts through targeted mathematics grade level PLC and MTSS meetings in order to facilitate targeted efforts for Mathematics improvement as revealed by the data.

Person responsible for monitoring outcome:

Karry Castillo (castillo.karry@brevardschools.org)

Evidence-based Strategy:

Mathematics performance will improve through implementation of the following strategies:
 - Explicit, systematic instruction using Eureka curriculum school-wide, K-6

Rationale for Evidence-based Strategy:

According to The Acceleration Imperative by the Fordham Institute, the use of a single high-quality elementary mathematics curriculum provides "sufficient practice with procedures and basic math facts" developed on a basis of conceptual understanding, "enables orchestration of effective forms of mathematical discourse" and provides opportunities for students to "analyze and solve word problems and calculate fluently with mental math and written algorithms". There is "value in implementing a single math curriculum... so students and teachers work with it as designed..." When implementing the curriculum, the "greatest variation... occurs among individual teachers" which contributes to "unequal opportunities

to learn". This rationale aligns with the variations in data by classrooms at Discovery among grade level teams.

Action Steps to Implement

Schedule 90 minute Math block into the master schedule to support the time required to implement the Eureka curriculum with fidelity, including a scheduled small group block to provide time for structured mathematics small group instruction and review.

Person Responsible Angela Grandinetti (grandinetti.angela@brevardschools.org)

Use Title I funds to purchase Eureka materials and manipulatives for Grades K-6. (T)

Person Responsible Jessica Speiser (speiser.jessica@brevardschools.org)

Provide coaching, modeling, and additional professional development opportunities, including iReady, to improve instructional practice with Eureka curriculum or components for grades K-6 and ESE teachers requiring additional support. Coaching and planning with district Title I resource personnel will be requested as available due to COVID restrictions. (T)

Person Responsible Angela Grandinetti (grandinetti.angela@brevardschools.org)

Provide feedback on walkthrough and progress monitoring data to support improved instructional practice, reteaching of concepts to address misconceptions, and implementation of interventions.

Person Responsible Angela Grandinetti (grandinetti.angela@brevardschools.org)

Technology resources including laptops and charging carts will be purchased with Title I Funds to support student access to online Eureka mathematics resources. (T)

Person Responsible Jessica Speiser (speiser.jessica@brevardschools.org)

Academic Support Funds will also be utilized to provide after school tutoring for students identified for Tier 2 and Tier 3 intervention, providing additional targeted Mathematics instruction to meet their needs.

Person Responsible Angela Grandinetti (grandinetti.angela@brevardschools.org)

Plan parent engagement opportunities to support improved mathematics performance through the use of Title I funds. (T)

Person Responsible Jessica Speiser (speiser.jessica@brevardschools.org)

Closely monitor the performance of ESSA sub-groups (black and SWD) through our monthly MTSS meetings in order to assure students are receiving and making progress with appropriate targeted Mathematics interventions and/or Tier 1 enrichment opportunities to support improved academic performance. Data will be analyzed from the group to the individual student level to examine the effectiveness of scaffolds for Tier 3 students in the ESSA sub-groups.. If scaffolds are found not to be effective, decisions will be made with respect to new strategies or resources that are better suited to serve the needs of individual students.

Person Responsible Angela Grandinetti (grandinetti.angela@brevardschools.org)

Hire a Science Coach (Title I) to plan engaging STEM activities in the Science Lab as part of our activity rotation, providing additional hands-on aligned Math and Science activities in support of improved Mathematics understanding and performance. (T)

Person Responsible Karry Castillo (castillo.karry@brevardschools.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.

Data analysis using the Safe Schools for Alex website, indicates that Discovery Elementary falls into the low incident category ranking when compared to similar schools across the district and the state. This is reflective of the efforts to establish school-wide expectations for behavior along with the consistent implementation of positive behavior support strategies. Our incident and suspension rates have continued to fall since 2015, with 0 property incidents per 100 students in 19-20, .16 drug/public order incidents per 100 students in 19-20, and .16 violent incidents per 100 students in 19-20. We averaged .31 incidents school-wide per 100 students among a population of 645 students. An area of concern that we continue to monitor and address through varied individualized supports, is the frequency of student suspensions related to individual students in our VE-Behavior classes. OSS data often reflects multiple behavior incidents for the same student(s). We continue to implement and monitor targeted behavior plans and work with the district behavior analyst to determine students needs, behavior triggers, and appropriate targeted responses. These behaviors are addressed through the Individual Problem Solving Team process for our ESE students.

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.

Discovery's instructional staff and leadership team consistently encourage and support parents and community members to attend school events and take part in the decision making process. While the new learning environment under COVID restrictions presents challenges in the area of community and parent engagement, Discovery is committed to finding new ways to promote involvement throughout our school community through both virtual and in-person options for parent engagement. Discovery's Partner in Education (PIE) Coordinator works closely with local businesses, churches, and community members to serve the needs of students, teachers, families, and the community our school serves. The PIE coordinator networks with these stakeholders to create and foster long-lasting relationships with the local community,

which is vital for maintaining a positive school culture and environment for all school community members. The Positive Behavior Interventions and Support (PBS) Committee will meet throughout the school year to plan PBS events, incentives, and goals for students, which supports the schoolwide initiative to be safe, responsible, and respectful to all. The school social worker and counseling team will work together to plan and continue SEL initiatives and programs that will benefit the social and emotional growth of all students at Discovery. These initiatives provide students and teachers with the opportunities to be positive and contributing members to the school community and foster a positive and inclusive learning environment and school culture.

Discovery is also a Conscious Discipline school and has formed a Conscious Discipline leadership team that will meet monthly with coaches from the Conscious Discipline organization to learn new components of the program and coach the rest of the school on these new initiatives, so teachers can incorporate them in their own classrooms to foster a positive, inclusive, and inviting classroom environment for all students. Conscious Discipline videos and resources will also be provided to grade levels during weekly grade level professional learning community meetings. These resources and strategies will help support teachers as they incorporate Conscious Discipline practices to create and support positive classroom communities, thus fostering a learning environment that builds upon daily opportunities for student achievement school-wide.

The 2021 Youth Truth Survey indicates Engagement and Culture ranked highest among the various domains. We attribute this to the work done in 20-21 to improve SEL campus-wide. School-wide expectations and positive behavior supports, including morning meeting and student recognition opportunities, incorporating conscious discipline initiatives into the classroom environment, and structured processes for recognizing and addressing social-emotional concerns were strong contributors to improved student/teacher relationships. The Academic Challenge and Belonging domains were revealed as areas for focus, but the data was not consistent among grade levels. This data will be shared among grade level teams in 21-22 so that we can plan strategies to positively impact student feelings of belonging in their classrooms and foster learning that is both challenging and relevant. Areas of focus will include consistency in morning meeting practices, conscious discipline initiatives to create and foster a classroom environment that welcomes all students, student feedback practices, and consistent classroom structures/routines. The Parent Survey is used annually to help us identify areas for improvement and has been used to adjust event times and methods of communication. The 2020 Parent Survey indicates 83% of families feel welcome in our school. While this is a decrease from the previous school year due to COVID restrictions, we can still attribute this level to the collaborative efforts of both instructional and support staff school-wide to promote a positive orientation to lifelong learning among all stakeholders, and feel this number will increase with both virtual and in-person options for family engagement. The 2020 Parent Survey indicated that only 42.6% of parents participated in meetings/events once or twice a year. Attendance has decreased from the previous year, so we hope to improve upon this level of engagement and participation. According to both the 2020 Parent Survey and Title I Survey, parents feel the best time for participating in events is in the evenings. The Title I team will collaborate with teachers and parents to coordinate engaging events in support of families working with their children at home on school related tasks. These events will be scheduled after 4 PM with a focus on providing opportunities for families to gain a better understanding of the curriculum and performance expectations.(T) These virtual and in-person experiences will be planned to engage families while we operate under changing COVID guidelines.

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

The school social worker and counseling team provide invaluable support and a plethora of resources to families, which meet a wide spectrum of needs, including housing, food insecurity, counseling services and more. Discovery will continue to offer social-emotional learning (SEL) supports through professional development, district provided curriculum, school-based counseling, and programs offered through our community outreach partners (DCF, KinderKonsulting, Mobile Response Team, 211, Palm Bay Police, etc...). The school social worker and guidance counselor have formed SEL groups, where students can

work on specific skills that will support them socially and emotionally in the classroom and community they live in. Discovery will also be working with community partners to form a mentor group that will work with our boys in 6th grade, teaching them life skills and how to be positive role models in their school and local community. These initiatives contribute to a positive school culture and environment for all school community members.

The Partner in Education (PIE) Coordinator works closely with our local community and business partners to meet the needs of the entire school community, including the families and surrounding community we serve. The PIE Coordinator builds and fosters partnerships with the community that are long-lasting and beneficial to all school stakeholders, which supports creating a collaborative, inclusive, and positive school culture. Through these PIE outreach efforts, we plan to secure additional resources and services to benefit our students, teachers, and families. These resources and services will be utilized in a variety of ways to support our parent engagement events and provide other learning experiences both in our school and through virtual platforms. The support provided by the local community contributes to creating a positive environment for faculty, staff, students, and families at Discovery.

Discovery's Positive Behavior Interventions and Support (PBS) committee will work closely with the leadership team to plan school-wide positive behavior structures that encourage teachers and students to create and foster a positive learning environment. School wide structures that are used daily include:

- Positive behavior referrals, which are written by teachers and announced during the morning announcements to celebrate students who are following the school wide rules (be safe, be responsible, be respectful) through acts of kindness, service, and positivity around the campus
- The dolphin charm system, where students are awarded dolphin charms for positive behavior and following school wide rules and can spend on monthly PBIS events (T)
- SEL small groups, which are facilitated by the guidance counselor and social worker, and focus on specific social emotional skills that students may need more support in to assist them in creating a positive environment for themselves and others.

The Title I team members will continue to work together to build relationships with the families we serve, provide resources to support our families and meet their needs, based on data collected from parent surveys and title I surveys (T). The Title I team's efforts will also meet schoolwide needs, such as providing resources to teachers and students, to ensure that all students are receiving an inclusive and equitable education in a positive school environment (T).