Discovery Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (53%) 2018-19: C (48%) 2017-18: C (46%)
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	ATSI
* 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To develop lifelong learners by engaging students through highly effective instructional practices, complex content, and empowering learning opportunities in an environment that is safe, inclusive, and committed to excellence. (Updated 22-23 School Year)

Provide the school's vision statement.

An energetic, diverse, and high-performing learning community built upon a foundation of rich collaboration and shared values of safety, responsibility, and respect. (Updated 22-23 School Year)

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Castillo, Karry	Principal	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.
Grandinetti, Angela	Assistant Principal	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.
Markisen, Jacob	Attendance/ Social Work	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.
Speiser, Jessica	Instructional Coach	As the literacy/instructional coach, Ms. Watts 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. Ms. Watts also facilitates school-wide and grade level professional development. 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 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

Name	Position Title	Job Duties and Responsibilities
		educational stakeholders, including area businesses and community organizations, in the work of the school to provide additional academic and SEL supports.

Demographic Information

Principal start date

Sunday 7/1/2018, Scott Corso F

Number of teachers with a 2022 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 2022 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.*

12

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

614

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	75	74	82	75	73	89	91	0	0	0	0	0	0	559
Attendance below 90 percent	24	14	20	21	22	23	31	0	0	0	0	0	0	155
One or more suspensions	1	1	3	8	8	8	16	0	0	0	0	0	0	45
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 2022 statewide FSA ELA assessment	0	0	0	25	24	18	15	0	0	0	0	0	0	82
Level 1 on 2022 statewide FSA Math assessment	0	0	0	21	39	21	21	0	0	0	0	0	0	102
Number of students with a substantial reading deficiency	0	12	10	22	20	22	32	0	0	0	0	0	0	118

Using the table above, complete the table below with the number of students by current grade level who have 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	1	2	2	0	0	0	0	0	0	0	7

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	7	0	10	2	2	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	2	0	0	1	2	0	0	0	0	0	0	5

Date this data was collected or last updated

Tuesday 6/28/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	54%	61%	56%				51%	62%	57%
ELA Learning Gains	60%						54%	60%	58%
ELA Lowest 25th Percentile	51%						52%	57%	53%
Math Achievement	49%	49%	50%				52%	63%	63%
Math Learning Gains	60%						50%	65%	62%
Math Lowest 25th Percentile	47%						37%	53%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Science Achievement	47%	60%	59%				43%	57%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	52%	64%	-12%	58%	-6%
Cohort Comparison		0%				
04	2022					
	2019	53%	61%	-8%	58%	-5%
Cohort Comparison		-52%				
05	2022					
	2019	52%	60%	-8%	56%	-4%
Cohort Comparison		-53%				
06	2022					
	2019	42%	60%	-18%	54%	-12%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	51%	61%	-10%	62%	-11%
Cohort Comparison		0%				
04	2022					
	2019	49%	64%	-15%	64%	-15%
Cohort Comparison		-51%				
05	2022					
	2019	55%	60%	-5%	60%	-5%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	44%	67%	-23%	55%	-11%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	42%	56%	-14%	53%	-11%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-42%				

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	34	48	34	33	53	52	21				
ELL	45	46		38	46						
BLK	35	53	69	36	50	27	40				
HSP	61	60	46	57	65	62	46				
MUL	68	84		48	59						
WHT	56	57	42	53	63	53	53				
FRL	49	58	55	44	60	49	35				
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				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	411
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 21-22 school year, 54% of our students in Grades 3-6 scored a level 3 or higher on the 2021-2022 FSA ELA, which increased from 49% of students in 2020-2021.Compared to the district achievement level of 58% and state achievement level of 53%, Discovery performed just above the state average, but fell behind the district average by 4%. Despite performing below the district average, grade level ELA proficiency increased in Grades 3-6.The ELA proficiency level in Grade 3 was 51% on the 21-22 FSA ELA. In Grade 5, ELA proficiency improved from 42% (20-21) to 51% (21-22). In Grade 6, ELA proficiency improved from 48% (20-21) to 58% (21-22).While students in Grade 4 increased their ELA proficiency from 47% (20-21) to 49% (21-22), their proficiency level still fell below 50%. ELA proficiency among Black students and Multi-Racial students improved from 39% (Black-2021) to 44% (Black-2022) and from 41% (Multi-Racial 2021) to 65% (Multi-Racial 2022). ELA proficiency among Hispanic students and Economically Disadvantaged Students improved from 45% (HSP-2021) to 54% (HSP-2022) and from 41% (FRL 2021) to 49% (FRL 2022).While ELA proficiency among English Language Learner (ELL) students decreased from 51% (2021) to 44% (2022), they still were above the 41% (ESSA).The 2022 ELA student performance data among Students with Disabilities (SWD) indicates an increase in student proficiency from 31% (2021) to 39% (2022), but still did not surpass 41% (ESSA).The greatest decline in ELA proficiency was among students in the ELL subgroup.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Progress monitoring data (21-22), shows the proficiency of students in our SWD subgroup (ESSA) continues to lag behind our other subgroup populations in ELA. Science continues to be the lowest area of performance despite an increase in student proficiency levels in 2022 on the FSAA. When considering Reading proficiency as related to reading comprehension of informational text, a strong correlation exists between student performance in both Reading and Science. ELA proficiency as evidenced by 21-22 progress monitoring data shows strength in Grades 3, 5, and 6 with proficiency percentages greater than 50%. ELA proficiency in Grade 4 was 49% for 21-22, showing an improvement from 47% in 20-21,but still falling below the other grades for ELA proficiency. Subgroup data across grade levels show a need for improvement among SWD and ELL subgroups. iReady projected proficiency reports projected 67% proficiency in Grade 3 for ELA. However, the proficiency level of the 21-22 FSA for Grade 3 was 51%. iReady projected proficiency reports projected 59% proficiency in Grade 4 for ELA. However, the proficiency for Grade 4 21-22 FSA was 49%.

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. Average Daily Attendance (ADA) rates were lowest in Grades K (91.62% with an average of 6.43 students absent per day), 1 (91.98% with an average of 6.45 students absent per day), and 6 (92.41% with an average of 6.68 students absent per day) Given our goal of 95% attendance or higher, his data clearly points to a need for improved attendance across grade levels. Poor attendance and tardiness impact 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 and daily small group instruction may also have contributed to the decline in Reading and Math proficiency levels among certain 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 quality implementation of our standards-aligned reading curriculum, the implementation of the new standards-aligned math curriculum, structured short and long term collaborative planning sessions with each grade level guided by our literacy coach, our reading

coach meeting regularly with grade levels to help structure the literacy block so there are improved, daily 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 2022 state assessments, showed the most improvement?

Analysis of school-wide data from 2022 state assessments revealed students in the lowest 25% showed the greatest improvement in ELA, with a 10% increase in learning gains. Among Discovery's subgroups, our Multiracial population experienced the greatest improvement with a 27% increase in learning gains. The Black subgroup learning gains also improved by 50% and learning gains amongst Black students in the Lowest 25th Percentile increased by 19% .ELL students decreased their average ELA learning gains by 18% from the prior year. SWD increased in ELA learning gains by 16% and SWD in the Lowest 25th Percentile increased their average of learning gains by 2%.

Student learning gains as indicated on the 2022 FSA ELA assessment improved from 55% (2021) to 60% (2022) and the learning gains of students in our lowest 25% improved on the FSA ELA assessment from 41% (2021) to 51% (2022). Achievement on the Statewide Science assessment also improved from 44% (2021) to 47% (2022).

Progress monitoring data (iReady diagnostic data) and state assessment data from the 21-22 school year shows growth in both ELA and Mathematics proficiency among multiple grade levels. Reading proficiency levels in Grades K-6 improved each progress monitoring period leading to proficiency levels of 50% or higher for Grades 3, 4, and 6.

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

We attribute the 2022 successes in ELA on the state assessments to our targeted focus on alignment of task and target to the BEST benchmarks in Tier 1 core instruction, following the district-created pacing guides with fidelity, and ensuring that students of all populations had equitable access to this rigorous instruction. During the 21-22 school year, additional actions taken included providing training on the new BEST Benchmarks for ELA and the alignment of our ELA instruction to the depth and rigor of the benchmarks, training on the new Benchmark Advance and SAVVAS curriculum, a new structure for collaborative ELA instructional planning with the reading coach during Friday collaborative planning times, and the use of Benchmark and SAVVAS unit assessment, iReady assessment and instructional data to more accurately plan tiered intervention supports and the focus of the Academic Support Program.

Improved proficiency on the iReady progress monitoring assessments in 21-22 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 plan ELA instruction, and consistent use of iReady instructional data for identifying intervention needs and appropriate intervention resources. Consistent data analysis during weekly PLC meetings and monthly MTSS meetings with the MTSS facilitator and administration also contributed to the improved proficiency in ELA.

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

The strategies that will need to be implemented in order to accelerate learning are the utilization of the Academic Support Program and tutoring to close the learning gaps for students in reading, math, and science, a focus on small group instruction in reading and math to meet our students at their level and accelerating their learning while also closing the learning gaps, and our WIN "What I Need Time", which is a schoolwide intervention time for reading skills, support, and acceleration. We will use research-based, district-adopted curriculum for reading and math in our small group and WIN instruction to

provide our students with rich, quality instruction. The language of the Florida B.E.S.T Benchmarks will be used consistently as teachers plan instruction and present lesson B.E.S.T. Benchmarks before and during instruction to assure students are focused on lesson expectations, vocabulary, and associated lesson task requirements. Teachers will be provided coaching and support as needed to assure consistent and accurate use of B.E.S.T benchmarks for planning and instruction.

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 opportunities related to the new BEST standards for mathematics, the BEST-aligned math curriculum, classroom management, conscious discipline, progress monitoring and goal setting with iReady and Magnetic Reading, 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, and professional development on evidence-based strategies in both Reading and Mathematics.

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

Attendance data indicates an area of concern with student attendance and receiving quality,consistent instructional time. Average Daily Attendance (ADA) rates were lowest in Grades K (91.62% with an average of 6.43 students absent per day), 1 (91.98% with an average of 6.45 students absent per day), and 6 (92.41% with an average of 6.68 students absent per day). Subgroup attendance data indicates a need for support in attendance amongst Black (92.97%), SWD (91.6%), and ELL (92.86%) students, which as noted, SWD and ELL were the lowest performing subgroups. Within the Black subgroup, ADA in 5th grade was only 91.57% and Grade 6 was only 91.48%. Within the SWD Subgroup, ADA in Grades K and 5 was only 90%. Within the ELL Subgroup, Grade 5 ADA was only 89.26% and Grade K ADA was only 97%. This shows a need for improvement in attendance for Grades K, 5, and 6 amongst the subgroups. Therefore, 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, parent liaison, our attendance resource contact, and administration. We will utilize ESSER funds to meet classroom needs for supplies that will support student learning of all subject areas in all grade levels.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The area of focus for grades K-2 is planning and implementing standards-aligned Tier 1 instruction and daily small group instruction that meets the needs and closes the gaps in student learning, specifically in the domains of phonics and comprehension.Regular walkthroughs and observations revealed that daily small group instruction was not being implemented with fidelity throughout the grade levels.This may have impacted student performance in ELA, due to student learning gaps not being filled using explicit, standards-aligned, research-based ELA instruction and intervention. iReady performance data for the 2022 Spring diagnostic assessment showed 43% of students in Grade K,33% of students in Grade 1,and 38% of students in Grade 2 met their annual typical growth. The area of focus for grades 3-6 is planning and implementing standards-aligned Tier 1 instruction and daily small group instruction that closes the gaps in student learning by meeting and supporting student needs, specifically in the domains of vocabulary and comprehension.Regular walkthroughs and observations revealed that daily small group instruction was not being implemented with fidelity throughout the grade levels.This may have impacted student performance in ELA, due to student learning gaps not being filled using explicit, standards-aligned, research-based ELA instruction and intervention.While ELA proficiency levels increased in Grades 3-6 on the 21-22 FSA ELA assessment, proficiency levels were the lowest in Grade at 49% proficiency. iReady performance data for the Spring diagnostic assessment showed 53% of students in Grade 3,52% of students in Grade 4,45% of students in Grade 5,and 55% of students in Grade 6 met their annual typical growth.iReady projected proficiency data showed 48% of students were not on track to score a level 3 or above on the statewide standardized ELA assessment.The SWD (ESSA) subgroup proficiency level increased to 39% when compared to 2021 proficiency levels,but did not meet the expected 41% (ESSA).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	As a result of implementation of evidence-based strategies and action steps, ELA proficiency will improve in Grades K, 1, and 2, as evidenced by the percentage of student in Grades K, 1, and 2 who will reach grade level proficiency as evidenced by iReady assessments, increasing from 89% (K), 78% (1), and 90% (2) on the 21-22 iReady diagnostic assessment progress monitoring to 100% this year. Students in Grades K, 1, 2, and 3 will demonstrate ELA proficiency, as evidenced by 50% proficiency or higher on the 2023 FAST ELA progress monitoring assessment. As a result of implementation of evidence-based strategies and action steps, student proficiency levels in Grades 3, 4, 5, and 6 on the 2022-2023 FAST ELA PM 3 assessment will improve from the previous year's proficiency level 53% to at least 54% or higher. The proficiency percentage for SWD will improve from 39% to 41%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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 and FAST progress monitoring 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.The school leadership team will also monitor student achievement and classroom instruction through observations and walkthroughs,providing feedback during PLC meetings and Friday collaborative planning times to support instructional needs in reading and math,especially focusing on the implementation of daily, structured small group instruction.

Person responsible for monitoring outcome:	Karry Castillo (castillo.karry@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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 curriculum provided by BPS, Benchmark Advance(K-5) and SAVVAS(Gr. 6) MTSS Intervention: School-wide Intervention (WIN - What I Need Time) has been established.Students will receive tiered intervention support during WIN time for identified needs.BPS Decision Trees guide the selection of strategies and resources which include iReady,95% Group,Lexia,and Magnetic Reading.Title I IA's will support Tier 2 interventions during our established WIN time.(T) Collaborative Planning Practices for Tier 1 and daily Small Group Instruction:Grade level collaborative planning with the literacy coach (T) will support teacher understanding of instructional needs,selection of appropriate materials,and organization and differentiation of instruction to maximize learning while meeting individual needs.Long-range grade level collaborative planning sessions are scheduled prior to each quarter with our literacy coach.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Based on a comprehensive review of student performance data, daily small group instruction in ELA was not consistently implemented across grade levels. iReady diagnostic assessment data points to higher proficiency levels in Grades K-6, as a result of the action steps implemented in 21-22.The data points to varied achievement levels in all grades, including among sub-groups. On the 21-22 FSA ELA, we noted an increase in ELA learning gains from 55% in 2021 to 60% in 2022.This points to progress being made in standards-aligned Tier 1 instruction. Continued focus on the quality and appropriateness of interventions, collaborative planning practices for Tier 1 instruction, daily small group instruction that is structured to meet specific student needs, 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.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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	Karry Castillo (castillo.karry@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) Student intervention groups will be adjusted as needed based upon progress monitoring data to ensure student needs are being met. (T)

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

Hire additional Title I support staff, specifically 5 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)

Discovery's literacy coach, administration, 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 Angela Grandinetti (grandinetti.angela@brevardschools.org)

Discovery's leadership team will focus on improving the implementation of daily small group instruction, by conducting walkthroughs, providing feedback, support, and professional development opportunities to assist teachers in implementing small group instruction with fidelity. Friday planning sessions will focus on planning for small group instruction in ELA.

Person Responsible Angela Grandinetti (grandinetti.angela@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)

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 Lexia, Magnetic (Curriculum Associates), and technology resources, such as promethean boards. 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)

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 with the school literacy coach for Tier 1 ELA instruction and small group 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 an and consistency across grade levels. (T)

Person Responsible Jessica Speiser (speiser.jessica@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 (paying close attention to 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 Karry Castillo (castillo.karry@brevardschools.org)

Utilize ESSER funding to purchase classroom materials and consumable school supplies needed to support and enrich student learning and ELA Tier 1 and daily small group instruction.

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

The leadership team will closely monitor daily student attendance in grades K-6 and work in tandem with the school social worker, attendance district support specialist, and the parent liaison to reach out to families with multiple absences and/or tardies to provide supports and resources to assist them in improving student daily attendance rates.

Person Responsible Jacob Markisen (markisen.jacob@brevardschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 getting back to the same level of parental involvement Discovery had in the post-COVID era seems daunting,

Discovery is committed to finding new ways to promote involvement throughout our school community. 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 of the school community and foster a positive and inclusive learning environment and school culture.

Discovery is a BPS Conscious Discipline anchor school and has formed a Conscious Discipline Action Team that meets 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 2022 Youth Truth Survey indicates Engagement and Relationships ranked highest among the various domains. We attribute this to the work done in 21-22 to improve SEL campus-wide. School-wide expectations and positive behavior supports are utilized, including morning meetings 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 Culture 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 22-23 so that we can plan strategies to positively impact student culture 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 2021-22 Parent Survey indicates that 88% of families feel welcome in our school. While this is an increase from the previous school year due to COVID restrictions being lifted, 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 even more this year with all the in-person options for family engagement. The 2021-22 Parent Survey indicated that only 51.4% of parents participated in meetings/events once or twice a year. Attendance has increased from the previous year, and so this year we hope to improve upon this level of engagement and participation even more. According to both the 2021-22 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)

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

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 the local community. These initiatives contribute to 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, 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).