School District of Osceola County, FL

Discovery Intermediate School

2022-23 Schoolwide Improvement Plan

Table of Contents

Discovery Intermediate School

5350 SAN MIGUEL RD, Kissimmee, FL 34758

www.osceolaschools.net

Demographics

Principal: Gary Dunn
                                         Start Date for this Principal: 7/13/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
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 (43%) 2018-19: C (50%) 2017-18: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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 Osceola County School Board.

SIP Authority

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

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

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

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

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

Discovery Intermediate School

5350 SAN MIGUEL RD, Kissimmee, FL 34758

www.osceolaschools.net

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)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

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

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Discovery community will engage in effective and consistent collaboration that encompasses standards-based education and differentiated instruction to meet the social and academic needs of all students within a positive learning and/or eLearning environment.

Provide the school's vision statement.

A school where every student will have growth academically and socially/emotionally.

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
Dunn, Gary	Principal	Budget Calendar Community/SAC PLC's-Lead Title I: Parent Liaison TSL: Point Person SIP-Stocktake ESE/Gifted Math/Science DP/Growth-Evaluations Field Trip/Fundraisers NICPE Observations Athletics/PE Certification Slingshot CUP Review
Torres, Millie	Assistant Principal	Master Schedule ESOL SAI/Summer Programs AVID MTSS SIP-Stocktake-Compliance Lead ELA/Reading Observations Academic Celebrations Technology
Webb, Ashley	Assistant Principal	Deans/Discipline Guidance Media Center/Website Facilities Emergency Drills Testing Transportation (Point of Contact) SIP/Compliance Social Studies/Electives Observations Threat Assess: Point of Contact
Egan, Daniel	Science Coach	MTSS-Interventions/Compliance MTSS-DIS Time Science PD Science PLC Science Resources District Mtgs: Testing/Science

Name	Position Title	Job Duties and Responsibilities
Ridings, Linda	Math Coach	Math PD Math PLC District Meetings MTSS-Academics Input/Interventions Parent Night/Community Outreach Online Math Programs Math Resources PLC Formative Testing Math Competition Team DIS Assistance
Stevens, Rebecca	Reading Coach	ELA/Reading PD ELA/Reading PLC District Meetings MTSS-Academic Input/Interventions Parent Night/Community Outreach Online Reading Programs Literacy Council ELA/Reading Resources PLC Formative Testing DIS Assistance
Nieves, Glidden	ELL Compliance Specialist	ESOL Compliance LEP Meetings MTSS for ELL Students Data Tracking: ELL Students
Rivera, Marilyn	Dean	Transportation MTSS: Behavioral Input/Support PBIS Point of Contact Restorative Practice Coach Classroom Management Support After School Activities Lunch Duty (TBD)
Decker, Erin	Instructional Media	Literacy Council Textbooks Book Fairs/Media Fundraising Author Visits Technology Support Media: Website Morning Announcements Yearbook Club Battle of the Books DIS Assistance Parent Nights/Community Outreach CUP Review

Name	Position Title	Job Duties and Responsibilities
Walker, Michele	Dean	6th Grade Discipline/7th Grade MTSS: Behavioral Input/Support Transportation Discipline PBIS Support Classroom Management Support After School Activities Lunch Duty (TBD)
Edwards, Scott	Dean	8th Grade Discipline/7th Grade MTSS: Behavioral Input/Support Bullying PBIS Support Classroom Management Support After School Activities Lunch Duty (TBD)
Desanges, Karen	School Counselor	7th Grade (M-Z) and 8th Grade 504/FIT Academic Counseling Behavioral Counseling SEL Counseling Small Groups Peer Mediation Threat Assessments Self-Harm Point of Contact Community Outreach District Meetings OSS Follow-Up
Sanchez, Jeffrey	School Counselor	7th Grade (A-L) and 6th Grade 504/FIT Academic Counseling Behavioral Counseling SEL Counseling Small Groups Peer Mediation Threat Assessments Self-Harm Point of Contact Community Outreach District Meetings OSS Follow-Up
Rosario, Ysmenia	Other	Testing Social Studies PD Social Studies PLC MTSS-Academics Input/Interventions Parental Information regarding Testing

Name	Position Title	Job Duties and Responsibilities
		Social Studies Resources DIS Assistance

Demographic Information

Principal start date

Wednesday 7/13/2022, Gary Dunn

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.*

0

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.*

34

Total number of teacher positions allocated to the school

64

Total number of students enrolled at the school

879

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

5

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

9

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	0	0	0	0	0	0	298	306	293	0	0	0	0	897
Attendance below 90 percent	0	0	0	0	0	0	67	77	74	0	0	0	0	218
One or more suspensions	0	0	0	0	0	0	41	66	85	0	0	0	0	192
Course failure in ELA	0	0	0	0	0	0	3	10	10	0	0	0	0	23
Course failure in Math	0	0	0	0	0	0	4	10	5	0	0	0	0	19
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	101	103	112	0	0	0	0	316
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	144	142	138	0	0	0	0	424
Number of students with a substantial reading deficiency	0	0	0	0	0	0	172	165	166	0	0	0	0	503

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	0	0	0	0	24	10	26	0	0	0	0	60

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

Date this data was collected or last updated

Sunday 9/11/2022

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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	84	100	112	0	0	0	0	296

The number of students identified as retainees:

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

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	333	301	336	0	0	0	0	970
Attendance below 90 percent	0	0	0	0	0	0	96	89	95	0	0	0	0	280
One or more suspensions	0	0	0	0	0	0	20	61	60	0	0	0	0	141
Course failure in ELA	0	0	0	0	0	0	3	9	9	0	0	0	0	21
Course failure in Math	0	0	0	0	0	0	3	21	25	0	0	0	0	49
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	139	116	141	0	0	0	0	396
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	183	150	165	0	0	0	0	498
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	84	100	112	0	0	0	0	296

The number of students identified as retainees:

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

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	33%	44%	50%				37%	45%	54%
ELA Learning Gains	42%	46%	48%				45%	48%	54%
ELA Lowest 25th Percentile	29%	36%	38%				42%	42%	47%
Math Achievement	22%	44%	54%				39%	49%	58%
Math Learning Gains	43%	54%	58%				48%	51%	57%
Math Lowest 25th Percentile	52%	58%	55%				41%	47%	51%
Science Achievement	39%	49%	49%				39%	47%	51%
Social Studies Achievement	57%	68%	71%				72%	72%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	30%	48%	-18%	54%	-24%
Cohort Comparison						
07	2022					
	2019	37%	47%	-10%	52%	-15%
Cohort Comparison		-30%				
08	2022					
	2019	35%	49%	-14%	56%	-21%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	30%	45%	-15%	55%	-25%
Cohort Comparison						
07	2022					
	2019	28%	30%	-2%	54%	-26%
Cohort Comparison		-30%				
08	2022					
	2019	27%	47%	-20%	46%	-19%
Cohort Comparison		-28%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	30%	42%	-12%	48%	-18%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	62%	38%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	70%	73%	-3%	71%	-1%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	85%	49%	36%	61%	24%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	44%	52%	57%	39%

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	13	30	24	12	40	44	19	31			
ELL	16	34	29	11	40	45	21	39	80		
ASN	40	42		64	77						
BLK	30	36	22	18	40	56	36	58	74		
HSP	34	45	34	21	43	51	38	55	66		
MUL	15	25		33	42						
WHT	35	50	20	33	52	55	50	63			
FRL	30	39	28	19	41	48	36	56	62		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	14	31	26	15	33	31	19	39			
ELL	18	32	32	17	36	41	25	49	55		
ASN	53	61		52	70		50				
BLK	31	37	37	24	33	39	35	54	69		
HSP	30	37	32	25	30	33	33	60	66		
MUL	17	27		31	58						
WHT	35	34	8	33	45	45	38	64	58		
FRL	28	35	32	23	31	35	28	56	58		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	38	27	27	47	40	40	45			
ELL	19	41	41	23	42	38	13	43			
ASN	33	45		42	36						
BLK	35	40	35	36	42	35	34	75	83		
HSP	35	45	43	37	49	43	38	69	85		
MUL	32	50		32	28	25	25	67			
WHT	57	55		56	65	67	56	76	94		
FRL	33	43	42	34	45	40	36	70	88		

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	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	426
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	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	56
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
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	43
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	29
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
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	45
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Across grade levels, we see low level achievement in ELA, Math, Science, and Social Studies. We also see low performance among our students that are ELL and ESE. Discovery continues to see strong performance in learning gains in Math, ELA, and lowest quartile students.

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

The areas that demonstrate the greatest need for improvement are math and ela achievement, civics, achievement in the subgroups of ELL and ESE.

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

During the 2022 school year, Discovery was impacted by low daily attendance, tier one behavioral deficiencies, and vacancies in the math and ela departments. Academic coaches were running classrooms and being teachers instead of coaches. Due to substitute shortages, ELL paraprofessionals were used as daily substitutes. The ESE department also had VE vacancies, impacting the students with exceptionalities.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The area that demonstrated the most improvement was lowest quartile math growth.

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

Discovery implemented a school wide intervention period that focused on providing students lessons that helped students master skills that were previously not mastered in lower grade levels. The math coach also held small group lessons on top of the intervention period. Math classes also used manipulatives to help students understand concepts. The Discovery math coach also held unit preview PDs with math teachers to ensure that all math teachers felt comfortable teaching new concepts.

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

Discovery will focus on improving tier one instruction by implementing AVID and KAGAN strategies. Clasroom lessons will focus on small group collaboration to differentiate instruction for students at various mastery levels. Classrooms will also use hands on activities and manipulatives to help students process content. A rigorous tutoring program focusing on level 1 students using the Numeracy Project will be implemented to assist teachers in filling the gaps students have in terms of grade level content. Discovery will implement an intervention period each day of the week, except for Wednesday, focusing on school wide math intervention. Level 2 students will work with math teachers to complete the Numeracy Project along with ALEKS. Level 1 students will work on basic math skills along with ALEKS to ensure student growth.

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.

Teachers will participate in PDs focusing on AVID, KAGAN, Unit Previews, HD Word for Reading Intervention, restorative practice PD, and differentiation.

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

Continual PD will build on current skills of staff members and leadership team. Teachers will attend various trainings throughout the summer on collaboration and engagement strategies. Teachers will continue to attend PD during the 2022/2023 school year.

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

:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2022 FSA results, 22 percent of the students at Discovery Intermediate scored a level 3 or higher. This is a decrease from the 2021 FSA results showing 26 percent of the students testing at a level 3 or higher. Math learning gains showed an improvement of 9 percentage points from the previous FSA and the lowest quartile learning gains showed an improvement of 14 percentage points compared to the previous year's FSA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The school leadership team and the math department plan on growing the achievement score by 10 percentage points, landing at 32 percent of our students scoring a level 3 or higher.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will be monitored by completing assessments through the Numeracy Project, through ALEKS, unit assessments, and through intervention time.
Person responsible for monitoring outcome:	Linda Ridings (linda.ridings@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The Numeracy Project will be used at Discovery to help students master the areas that they did not master throughout the elementary years. The project will rely on teachers administering assessments and then using hands on lessons to help the students master the content. Teachers will also be implementing ALEKS, an online component that builds on to the Numeracy Project by allowing students to continue to work on grade level content that is also being taught in the classrooms.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Students coming to Discovery trend on the lower side of achievement. The Numeracy Project will allow students to explore content that has been previously taught, allowing them to continue to learn the content on top of the grade level content being taught in the classroom.

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.

Teachers will participate in Numeracy Project Training to target our lowest performing students.

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

Teachers will attend Unit Previews during which, teachers will work with manipulatives to demonstrate mastery of skills that they will be teaching. The previews will also allow teachers to clarify any questions they have regarding the BEST Standards being covered during that unit.

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

Teaches will attend weekly PLC meetings in which they plan together and with the math coach to ensure that they are planning to address the BEST Standard along with intentionally planning for collaboration.

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

Teachers will attend professional development on KAGAN Structures and AVID strategies throughout the year.

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

#2. 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.**	According to the 2022 FSA results, 33% of Discovery's students tested above a level 3 on the Reading FSA, a 2% gain from the previous FSA results. The 2022 FSA results also show that ELA gains rose by 4% to 42% while the lowest quartile gains fell 5% points to 29%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Discovery's leadership team and reading/ela department are aiming to increase reading achievement by 7% to 40%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Students will be monitored through common formative assessments, Beable and Achieve Lexile Levels, Progress monitoring, and HD Word Assessments
Person responsible for monitoring outcome:	Rebecca Stevens (rebecca.stevens@osceolaschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Discovery will be piloting HD Word, a program developed to help intensive readers with phonemic awareness and phonics skills. Beable and Achieve help students improve on reading comprehension skills while working on skills at their academic levels. Students will also be grouped during an intervention period to help work on skills that have not been mastered.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Low level readers tend to be missing phonemic awareness and phonics skills. HD Word will allow students to explore these areas and master these skills by using resources made for the middle school classroom and student. Beable and Achieve will allow teachers to monitor student lexile scores to create lessons that aim to help increase student reading comprehension.

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.

Teachers will attend Core Connections training to identify high yield strategies to improve student writing.

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

Teachers will attend HD Word Training to ensure that they understand the purpose of the program and how the program functions to help students improve their reading skills.

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

Teachers will implement BeABLE and Achieve to help students improve reading comprehension skills. Teachers will be trained on both formats and how to use them with fidelity.

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

Teacher will attend weekly PLC meeting to ensure that they are planning, using data, to meet the needs of their students. Teachers will also intentionally plan for collaborative structures.

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

Teachers will attend professional development on KAGAN Structures and AVID strategies to increase student engagement and collaboration.

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

#3. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	PLC data was not submitted last school year, therefore a baseline PLC ranking is currently being completed.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Discovery's PLC ratings will increase by at least two stages by the end of the school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Leadership members will engage in quarterly in house evaluations. Leadership members will collect weekly evidence submissions. Leadership team members have been assigned to each PLC to help monitor and grow each PLC.
Person responsible for monitoring outcome:	Linda Ridings (linda.ridings@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Leadership team members will be assigned to each PLC. PLC meetings have been relocated to a central spot for each department PLC. Leasership will provide support to each PLC. Leadership will be highlighting successful PLCs and their practices.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	

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.

PLC leads will be trained on the different stages of PLCs to help determine what it will take to move their department PLC to the next PLC Stage.

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

PLCs will meet in common planning rooms based on their departments. PLC rooms will have resources needed for teachers to work together on lesson planning, desegregating data, and planning for student success.

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

Discovery will highlight PLCs that are highly functioning and allow other PLCs to observe them.

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

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	According to the 2022 FSA results, 39% of Discovery's 8th grade students tested at a level 3 or higher. This is an increase of 4% points from the previous year.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The Discovery leadership team and science department have decided to aim for a 10% increase in Science Proficiency with a total of 49% of our students testing at proficient for the 2023 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Students will be completing unit assessments along with the NWEA assessment program.
Person responsible for monitoring outcome:	Daniel Egan (daniel.egan@osceolaschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers will continue to attend professional development on differentiation and hands on science activities. Teachers will also increase the implementation of Inquiry labs and ADI. Teachers will also be using the 5E stations to help assist students in learning the science concepts. Teachers will be increasing the amount of scientific reading taking place in the classroom.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Evidence has shown that Inquiry Labs along with 5E stations have increased reading scores at Discovery.

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.

Teachers will attend professional development to learn how to use the 5E strategies, ADI, and inquiry labs to boost student engagement on rigorous activities.

Person Responsible	Daniel Egan (daniel.egan@osceolaschools.net)

Teachers will attend periodic professional development to learn KAGAN Structures and AVID strategies to increase student engagement.

Person Responsible	Daniel Egan (daniel.egan@osceolaschools.net)

Teachers will attend weekly PLCs to focus on planning for instruction, digesting data, and intentionally planning for collaborative structures.

Person Responsible   Daniel Egan (daniel.egan@osceolaschools.net)

#5. Positive Culture and Environment specifically relating to	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	According to the 2022 Spring Panorama Survey, only 27% of the students had a positive view of the culture and environment of Discovery Intermediate School.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Discovery Intermediate School will increase the percentage of students having a positive view of the culture and environment on the Spring 2023 Panorama Survey by at least 20 points.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Students will complete in house surveys each quarter posing questions that are similar to the Panorama Survey. Students will also complete the Panorama Survey in the Fall, Winter, and Spring to provide leadership with a sense of where students are in terms of positive culture.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Discovery will revamp it's PBIS program to implement weekly and monthly rewards to incentivize students to not receive disciplinary referrals. Discovery will also include students in PBIS Meetings, SAC Meetings, and start a student voice council.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	PBIS is a researched base approach to decreasing discipline referrals and increase student morale.

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.

Bi-weekly PBIS Meetings to Revamp PBIS by examining discipline data to determine what strategies need to be implemented to decrease student negative behavior.

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

PBIS Team will create a calendar depicting weekly and monthly PBIS rewards for students that have not received a referral during that given time frame.

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

PBIS Team will invite students to participate in PBIS meetings to provide student input.

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

Students will answer quarterly in-house surveys to determine how they are feeling about the school culture and environment.

Person Responsible	Jeffrey Sanchez (jeffrey.sanchez@osceolaschools.net)

Students will complete the Panorama Survey 3 times during the school year.

Person Responsible	Jeffrey Sanchez (jeffrey.sanchez@osceolaschools.net)

Students will be placed in MTSS behavioral intervention groups and Guidance Support groups based on surveys and discipline data.

Person Responsible   Karen Desanges (karen.desanges@osceolaschools.net)

Students will participate in monthly life-skills lessons.

Person Responsible   Karen Desanges (karen.desanges@osceolaschools.net)

Students will participate in various activities regarding College and Career Readiness. This will include lessons on future options along with different skills assessments to allow them to research options in the future. Students will also participate in college/career week, help staff create college and career corners and create a college/career plan.

Person Responsible   Karen Desanges (karen.desanges@osceolaschools.net)

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.

Positive culture will be addressed through our PBIS program. The program will reward students for making appropriate decisions in hopes of reducing disciplinary issues and improving school culture. Students are going to be rewarded weekly for not having disciplinary referrals and monthly events will also be held to reward students for not having referrals for a given month. Teachers will use the PBIS program to also incentivize students in the classroom through Discovery Dollars which can be used during lunch to purchase items at the PBIS store. The PBIS committee will consist of staff and students to help determine a schedule of monthly events aimed at bringing the staff and students together.
Discovery will also be holding monthly events for staff members as well to celebrate the hard work that they have been doing. Staff members have also been given Discovery Mascots that they will use for monthly drawings for prizes as well.
Discovery has a goal of improving communication with the feeder pattern of schools in hopes of helping the community create a better image of the school. Discovery will host events for the feeder pattern and also attend their events. Discovery is also working with the Poinciana Association of Villages to improve community relationships with the members of Poinciana.

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

Gary Dunn: Principal: Working with HOA, Feeder patterns, and PBIS
Ashley Webb: AP: Over PBIS
Marilyn Rivera: Dean: Over PBIS