

Polk County Public Schools

# Discovery Academy Of Lake Alfred



2022-23 Schoolwide Improvement Plan

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# Discovery Academy Of Lake Alfred

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

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

## Demographics

**Principal: Kevin Warren**

Start Date for this Principal: 7/1/2011

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	78%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: C (47%) 2018-19: B (55%) 2017-18: B (54%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

N/A

## 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](http://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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<b>Budget to Support Goals</b>	<b>0</b>

# Discovery Academy Of Lake Alfred

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

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Middle School 6-8</p>	<p><b>2021-22 Title I School</b></p> <p>Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>78%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>Yes</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>65%</p>

## School Grades History

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

## School Board Approval

N/A

## SIP Authority

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## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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

**Provide the school's vision statement.**

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

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

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

### School Leadership Team

**Membership**

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
Warren, Kevin	Principal	
FULKS, CAROL	Other	
Villamar, Sandra	Assistant Principal	
DelValle, Jean	School Counselor	
Matousek, Heather	Teacher, K-12	
Frabotta, Michelle	Instructional Coach	

### Demographic Information

**Principal start date**

Friday 7/1/2011, Kevin Warren

**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.*

1

**Total number of teacher positions allocated to the school**

50

**Total number of students enrolled at the school**

925

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

16

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

16

**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	297	294	316	0	0	0	0	907
Attendance below 90 percent	0	0	0	0	0	0	95	84	92	0	0	0	0	271
One or more suspensions	0	0	0	0	0	0	34	7	12	0	0	0	0	53
Course failure in ELA	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	1	2	6	0	0	0	0	9
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	52	67	76	0	0	0	0	195
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	77	98	90	0	0	0	0	265
Number of students with a substantial reading deficiency	0	0	0	0	0	0	94	114	103	0	0	0	0	311

**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	55	47	57	0	0	0	0	159

**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	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	1	3	1	0	0	0	0	5

**Date this data was collected or last updated**

Monday 9/19/2022

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	40	145	137	0	0	0	0	322

**The number of students identified as retainees:**

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

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

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Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	40	145	137	0	0	0	0	322

**The number of students identified as retainees:**

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

**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	46%	40%	50%				56%	48%	54%
ELA Learning Gains	48%						57%	52%	54%
ELA Lowest 25th Percentile	39%						53%	48%	47%
Math Achievement	47%	34%	36%				52%	50%	58%
Math Learning Gains	51%						52%	50%	57%
Math Lowest 25th Percentile	44%						42%	48%	51%
Science Achievement	35%	40%	53%				57%	44%	51%
Social Studies Achievement	74%	49%	58%				77%	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.**

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2022					
	2019	55%	48%	7%	54%	1%
Cohort Comparison						
07	2022					
	2019	52%	42%	10%	52%	0%
Cohort Comparison		-55%				
08	2022					
	2019	56%	48%	8%	56%	0%
Cohort Comparison		-52%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2022					
	2019	50%	47%	3%	55%	-5%
Cohort Comparison						
07	2022					
	2019	43%	39%	4%	54%	-11%
Cohort Comparison		-50%				
08	2022					
	2019	49%	35%	14%	46%	3%
Cohort Comparison		-43%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	56%	41%	15%	48%	8%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	70%	7%	71%	6%
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	100%	50%	50%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	53%	47%	57%	43%

**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	17	37	33	18	42	39	15	46			
ELL	32	44	39	35	46	42	16	57	36		
BLK	43	54	46	44	52	42	36	80	33		
HSP	41	47	39	42	50	42	28	69	41		
MUL	47	28		33	35						
WHT	53	48	31	53	52	51	43	78	41		
FRL	40	47	40	42	50	42	30	72	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	15	24	24	11	31	39	17				
ELL	33	45	43	32	41	41	25		21		
BLK	44	49	40	41	41	35	23		19		

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
HSP	48	52	42	46	45	45	48	100	30		
MUL	42	35		42	56						
WHT	55	52	40	57	48	50	59	80	39		
FRL	45	48	41	44	44	41	42	83	25		

  

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	43	39	25	43	38	5	54			
ELL	31	48	46	29	46	41	28	53			
BLK	41	51	62	35	44	36	33	74	25		
HSP	56	57	46	50	53	40	51	70	42		
MUL	68	59		52	62						
WHT	61	59	53	61	55	50	72	84	54		
FRL	52	56	54	47	50	39	52	73	39		

**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	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	484
Total Components for the Federal Index	10
Percent Tested	99%

  

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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 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	48
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	46
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	36
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	50
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	46
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?

Success for subgroups were mainly noticed in the area of Math Achievement, Math Learning Gains, and Math Learning Gains of the Lower 25%. The SWD subgroup made gains in both ELA and Math categories, but the SWD subgroup still fell below the Federal Index. The SWD subgroup did make improvements from last year content categories except for Science achievement. Science achievement decreased from the 20-21 school year in almost all demographic groups. Science was only tested in 8th grade and only 15% of 8th graders were on grade level. The Black subgroup made gains in Science achievement and most of the other categories from the previous year except for our Lower 25% category.

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

The SWD subgroup has the greatest need in all data components. The SWD subgroup did make gains from the previous year in every data component except Science achievement, but still fell well below the Federal Index scoring 31%, well below the 41% Federal Index threshold. Science is another data component that has a great need for improvement. Only the Black subgroup increased their achievement from the previous year. The Science achievement level is very low, 35%, mainly due to many students difficulty with Reading and in particular vocabulary.

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

Discovery is not meeting the individual needs of each SWD student. Many factors contribute to this issue. We practice the inclusion model with our ESE teachers going in to the ELA and Math classrooms to assist all students needing help, and ensuring that our ESE students are getting their accommodations and extra support. Our ESE teachers must plan with the general education teachers so they can understand the learning targets and success criteria of the lesson to better assist all students. Other responsibilities of the ESE teachers, including IEP meetings, pull the ESE teachers from planning time and out of the classrooms taking time away from assisting our SWD students. We need to find a way to maximize the time the ESE teachers spend with our SWD students on a daily basis. We have created two new ESE teacher positions, but have yet to fill them due to the teacher shortage.

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

Math is the area where we had the greatest improvement over the previous year. Math Learning Gains have improved in almost every subgroup as did the Math Learning Gains of the Lower 25%. As we identified the SWD subgroup as the group with most needs, the subgroup did make improvements over

the previous year in every data component except for Science achievement. The Black subgroup made gains in ELA Learning Gains, ELA Learning Gains of the Lower 25%, Math Achievement , Math Learning Gains, Math Learning Gains of the Lower 25%, and in Science Achievement. Our SS Achievement scores are a strength compared to the district and state, 74% of our students that took the Civics Assessment were on grade level.

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

A variety of contributing factors were attempted to achieve these gains, such as implementing a program that identified individual learning needs and used that data to create custom learning paths and differentiated instruction for every student (Edmentum). In addition, a Student Success Coach was utilized to support struggling learners to reach a greater mastery of standards. Across grade-levels, a school wide problem solving plan was put into action to assist students to be critical thinkers and problem solvers.

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

In order to continue momentum and accelerate learning, we will build a critical thinking and problem solving class campus wide to emphasize and further address the growing learning gaps of our students, provide time to work on individual learning paths, and build a culture of critical thinking and problem solving. We will expand the population serviced by our Student Success Coach from the lower 25% of our population. We will acquire new text books that incorporate technology to support student learning through classroom and home support. Finally, we will provide our teachers training and opportunities to work with, understand and implement the new BEST standards and the Thinking and Learning Standards.

**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.**

We have partnered with Instructional Empowerment (IE), formerly Learning Sciences International (LSI). Our goal is to build a solid foundation for student success. A whole day professional development workshop was given by an Instructional Empowerment consultant to the entire staff during pre-week. This workshop was followed by another consultant meeting with administration and school leaders to focus on Rigor Walks. A consultant will be spending the day here at the end of September visiting classrooms with the administration and teacher leaders, then debriefing what was observed. The purpose of the visit is to conduct "practice" rigor walks with side-by-side coaching from an IE coach. Successive visits are scheduled throughout the year to identify needs for Instructional Empowerment and develop a plan help all of our students be more successful.

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

We have contracted with IE for 3 years to build a foundation for student success. We also have a multi-year plan with Edmentum, a program that develops individual learning paths in Reading and Math. We also have plans to build on the positive outcomes of the Success Coach and have created two new ESE positions to assist with meeting our SWD subgroup individual needs. We have also added a MTSS coordinator position that can assist with identifying individual student needs and helping to develop strategies to meet those needs and monitor and modify the interventions.



**Areas of Focus**

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

:

**#1. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and**

**Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

The SWD subgroup is the only demographic below the Federal Index threshold for more than one year, therefore, the SWD subgroup was identified as a critical need. The SWD subgroup did make gains from the previous year in every data component except Science achievement, but still fell well below the Federal Index scoring 31%, well below the 41% Federal Index threshold.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

The SWD subgroup is below the Federal Index threshold of 41%; our SWD population scored at 31%. Our goal is to increase the SWD demographic above the 41% threshold.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

Students in the SWD subgroups will be identified and their FAST scores and their Edmentum scores will be monitored. Specific areas of challenge will be identified based on those results. A meeting will be held involving the Math and Literacy coach, the ESE Facilitator, the MTSS Coach, the Testing Coordinator, Guidance Counselors and the team teachers, and specific strategies for each area of challenge will be developed and monitored. Each SWD student's FAST scores and Edmentum progress for both Reading and Math will be monitored on a quarterly basis.

**Person responsible for monitoring outcome:**

Kevin Warren (kevin.warren@polk-fl.net)

**Evidence-based Strategy: Describe the evidence-based strategy being**

\*All students take ownership of their learning by understanding the learning target and the success criteria needed to be successful. The teacher developed learning targets must be aligned with the state standard, then the teacher developed activities must be aligned with the learning targets. A clear set of success criteria must be developed by the teacher so they can objectively measure whether the student was successful towards the learning target.

**implemented for this Area of Focus.**

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

All students will be more successful by being directly involved in their own learning. If students understand what they are learning, why they are learning, and how they are going to show that they learned the concepts then they will be a more successful learner. Teachers have to ensure that the learning targets for every lesson are aligned with the standards. They also need to be sure they know each SWD student's IEP goals and accommodations. Teachers must make sure the students understand the learning target and how they can show they met the target. Discovery has partnered with I.E. (Instructional Empowerment - formerly know as LSI) for the next couple of years. The organization is driven by leaders in the education field, Michael Toth and Robert Marzano. The organization is driven by research based strategies

**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.

Staff will be trained to develop learning targets, align the learning target with the state standard, and develop success criteria aligned with the learning targets. This will be conducted through various whole school trainings during the 22-23 school year. Training will be conducted by a consultant through a partnership with Instructional Empowerment (IE). IE is an Educational Consultant Organization formerly known as LSI (Learning Sciences International).

**Person Responsible** Kevin Warren (kevin.warren@polk-fl.net)

Admin will be trained to identify standard alignment with the learning target and determine if the success criteria aligns with the target. Data will be gathered through Rigor Walks and calibrated through Admin mtngs with an IE consultant. The data will also be used at the end of the year to determine direction of the following year. Our partnership with IE goes through the 23-24 school year.

**Person Responsible** Kevin Warren (kevin.warren@polk-fl.net)

Academic coaches will be trained by an I.E. consultant to identify the alignment between the state standard, the learning target, and the rigorous activities and mentor/coach teachers to improve the alignment between the components.

**Person Responsible** Kevin Warren (kevin.warren@polk-fl.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.

A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners. Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

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

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

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

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

programs result in a safe and nurturing environment, which values the character and academic achievement of students.

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