

Brevard Public Schools

Discovery Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Discovery Elementary School

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Corso, Scott	Principal	As principal, Mr. Corso works with the leadership team to set clear goals for the school based on collaborative analysis of data. He 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. He 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.
Speiser, Jessica	Reading Coach	As the literacy/instructional coach, Mrs. Speiser plays a critical role in gathering both instructional and performance data from a variety of sources for analysis by the leadership team. She mentors and supports 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, standards-aligned learning tasks, and targeted, research-based small group instruction. Mrs. Speiser also facilitates school-wide and grade level professional development. Mrs. Speiser also supports the school's Title I program. She provides information to the leadership team regarding available resources, resource and personnel allocation, and instructional needs. She assists in organizing the Title I team to support priorities identified through data analysis and defined in the school improvement plan. Mrs. Speiser 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 educational stakeholders, including area businesses and community organizations, in the work of the school to provide additional academic and life skills supports.
Fichter, Michelle	Math Coach	As the math/instructional coach, Mrs. Fichter plays a critical role in gathering both instructional and performance data from a variety of sources for analysis by the leadership team. She mentors and supports 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, standards-aligned learning tasks, and targeted, research-based small group instruction. Mrs. Fichter also facilitates school-wide and grade level professional development.

Name	Position Title	Job Duties and Responsibilities
		<p>Mrs. Fichter also supports the school's Title I program. She provides information to the leadership team regarding available resources, resource and personnel allocation, and instructional needs. She assists in organizing the Title I team to support priorities identified through data analysis and defined in the school improvement plan. Mrs. Fichter assists teachers with the MTSS process through data analysis, identification of needs and skills deficits, intervention planning, and data collection.</p>
<p>Markisen, Jacob</p>	<p>Attendance/ Social Work</p>	<p>As school social worker, Mr. Markisen supports the leadership team by providing critical data regarding attendance and SEL needs as well as available community supports. Mr. Markisen guides the threat/ mental health assessment process and conducts suicide risk inquiries as needed. The information collected from these assessments is utilized to enhance school supports or investigate the need for additional supports. He supports students through SEL counseling groups and also works with families to find available community supports such as housing, food banks, and outside counseling to name a few. The work he does as a member of the leadership team has a positive impact on the ability of students to arrive to school engaged and ready to learn.</p>
<p>Watson, Jarvis</p>	<p>School Counselor</p>	<p>As school counselor, Mr. Watson supports the leadership team by providing students and families with counseling services, assistance in SEL needs, and available community supports. Mr. Watson participates in the threat/ mental health assessment process and supports 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, supporting our schoolwide PBIS initiatives and events, and also works with families to find available community supports such as housing, food banks, and outside counseling. The work he does as a member of the leadership team has a positive impact on the ability of students to arrive to school engaged and ready to learn.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The leadership team will continuously collect stakeholder feedback from all school community members through the use of two-way communication of schoolwide needs, academic goals, and volunteer opportunities via several methods, including focus communications, parent informational events, staff surveys, student surveys, Title I/parent surveys, monthly parent teacher organization meetings, and monthly school advisory council meetings.

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, instructional efforts to support SIP goals and academic needs, and provide other learning experiences both in our school and through virtual platforms. The PIE Coordinator will continuously request feedback from community partners in relation to SIP goals, schoolwide initiatives, and use of the budget on academic/instructional needs. The support provided by the local community contributes to creating a positive environment for faculty, staff, students, and families at Discovery. This will create a bridge of communication between all members of the school community.

The leadership team and 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 data collection efforts will also use the feedback and information collected to meet schoolwide needs, such as providing specific resources to teachers and students, to ensure that all students are receiving an inclusive and equitable education in a positive school environment (T).

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored in weekly leadership team meetings, during monthly school advisory team meetings, and parent teacher organization meetings. The leadership team will also collect and analyze data, review SIP goals, targets, and review the progress of action steps with teachers during weekly Professional Learning Community (PLC) Meetings and grade level chair meetings.

The leadership team will create and conduct a walkthrough schedule for both reading and math instruction, where the focus of the observation cycles is to inspect the progress of SIP goals and action steps and provide instructional support and professional development opportunities to teachers. The leadership team will consistently review data collected from these walkthroughs with the reading and math coach to determine next steps and make any necessary changes to action steps to successfully accomplish their SIP goals.

Data analysis will occur weekly in PLC meetings and MTSS meetings to ensure that there is strong Tier 1 instruction, targeted small group instruction, and research-based interventions to close learning gaps. All teachers will participate in data analysis and provide input or suggestions for continuous improvement. During these meetings, subgroup data will be broken down and analyzed, so teachers can target and support all students towards reaching their academic goals.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	61%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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
Absent 10% or more days	11	23	12	18	12	8	15	0	0	99
One or more suspensions	0	3	8	9	6	4	12	0	0	42
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	13	20	17	28	0	0	78
Level 1 on statewide Math assessment	0	0	0	0	10	14	32	0	0	56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	5	3	12	10	15	8	0	0	60

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	0	10	9	4	21	0	0	45

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	4	1	11	1	0	1	0	0	20
Students retained two or more times	0	0	0	3	3	1	2	0	0	9

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	24	14	20	21	22	23	31	0	0	155
One or more suspensions	1	1	3	8	8	8	16	0	0	45
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	25	24	18	15	0	0	82
Level 1 on statewide Math assessment	0	0	0	21	39	21	21	0	0	102
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	12	10	22	20	22	32	0	0	118

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	1	2	2	0	0	0	7

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	24	14	20	21	22	23	31	0	0	155
One or more suspensions	1	1	3	8	8	8	16	0	0	45
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	25	24	18	15	0	0	82
Level 1 on statewide Math assessment	0	0	0	21	39	21	21	0	0	102
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	12	10	22	20	22	32	0	0	118

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	1	2	2	0	0	0	7

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	48	58	53	54	61	56	49		
ELA Learning Gains				60			55		
ELA Lowest 25th Percentile				51			41		
Math Achievement*	46	58	59	49	49	50	46		
Math Learning Gains				60			46		
Math Lowest 25th Percentile				47			41		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	39	58	54	47	60	59	44		
Social Studies Achievement*					64	64			
Middle School Acceleration					51	52			
Graduation Rate					56	50			
College and Career Acceleration						80			
ELP Progress	42	54	59	43			45		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	215
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	411
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	4	1
ELL	27	Yes	1	1
AMI				
ASN				
BLK	32	Yes	1	
HSP	45			
MUL	42			
PAC				
WHT	49			
FRL	40	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	3	
ELL	44			
AMI				
ASN				
BLK	44			
HSP	54			
MUL	65			
PAC				
WHT	54			
FRL	49			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	48			46			39					42
SWD	22			28			27				5	30
ELL	26			31							4	42
AMI												
ASN												
BLK	38			35			13				4	
HSP	50			45			50				5	52
MUL	49			43			33				4	
PAC												
WHT	51			52			48				4	
FRL	45			42			35				5	39

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	54	60	51	49	60	47	47					43
SWD	34	48	34	33	53	52	21					36
ELL	45	46		38	46							43
AMI												
ASN												
BLK	35	53	69	36	50	27	40					
HSP	61	60	46	57	65	62	46					38
MUL	68	84		48	59							
PAC												
WHT	56	57	42	53	63	53	53					
FRL	49	58	55	44	60	49	35					44

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	49	55	41	46	46	41	44					45
SWD	21	32	32	25	34	20	25					57
ELL	47	64		46	55							45

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	37	50	50	32	42	45	14					
HSP	48	58	40	42	45	40	45					41
MUL	50	57		33	23							
PAC												
WHT	57	57	36	59	54	45	60					
FRL	44	48	36	37	46	39	41					35

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	53%	59%	-6%	54%	-1%
04	2023 - Spring	62%	61%	1%	58%	4%
06	2023 - Spring	47%	61%	-14%	47%	0%
03	2023 - Spring	36%	56%	-20%	50%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	66%	67%	-1%	54%	12%
03	2023 - Spring	40%	60%	-20%	59%	-19%
04	2023 - Spring	58%	61%	-3%	61%	-3%
05	2023 - Spring	31%	55%	-24%	55%	-24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	36%	57%	-21%	51%	-15%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Progress monitoring data (22-23), shows the proficiency of students in our SWD subgroup (ESSA) continues to lag behind our other subgroup populations in ELA and Science. Proficiency rates for SWD in all grade levels on the 22-23 ELA state assessment dropped below 40% (ESSA). On the 22-23 NGSS Science Assessment, 5th grade proficiency was only 36%, dropping from 43% in the 21-22 school year and 45% in the 20-21 school year. This is a continual decline in science scores over the last three school years. SWD Subgroup data on the 22-23 science assessment shows a proficiency of 28% and an increase in students who scored a level 1. While Discovery has strong structures in place for monitoring student performance data, we continue to see inconsistencies in the implementation of effective intervention and daily small group instruction. This may also have contributed to the decline in Reading and Science proficiency levels among certain grade levels and sub-groups. Inconsistent science instruction and use of programs, such as PENDA, for grades 3-6 have contributed to the decline in science scores. Another contributing factor would be the continuing decline in attendance rates, with all grade levels dropping below our goal of 95%. Average Daily Attendance (ADA) rates were lowest in Grades K (91.22% with an average of 7.17 students absent per day), 5 (92.41% with an average of 6.43 students absent per day), and 1 (92.89% with an average of 6.43 students absent per day). Given our goal of 95% attendance or higher in every grade level, this data clearly points to a need for improved attendance across all 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.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

According to 22-23 state assessment data, proficiency in ELA has declined in 3rd and 6th grade and proficiency in math has declined in 3rd and 5th grade from the previous school year. In ELA, 3rd grade student proficiency dropped from 51% to 36% and students who scored a level 1 increased by 6. In ELA, 6th grade student proficiency dropped from 58% to 47%. In math, 3rd grade student proficiency dropped from 49% to 40%. In 5th grade, student proficiency on the 22-23 math statewide assessment dropped from 49% to 31%.

While Discovery has strong structures in place for monitoring student performance data, we continue to see inconsistencies in the implementation of effective intervention and daily small group instruction. The use of collaborative planning for high quality math instruction, the consistent use of manipulatives in math instruction, and closely following the pacing of the new math curriculum are areas of improvement amongst all grade levels. These factors contributed to the decline in student performance on the 22-23 math state assessment. Another contributing factor would be the continuing decline in attendance rates,

with all grade levels dropping below our goal of 95%. Average Daily Attendance (ADA) rates were lowest in Grades K (91.22% with an average of 7.17 students absent per day), 5 (92.41% with an average of 6.43 students absent per day), and 1 (92.89% with an average of 6.43 students absent per day). Given our goal of 95% attendance or higher in every grade level, this data clearly points to a need for improved attendance across all 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.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Compared to the state average on the 22-23 state assessments, ELA proficiency in grade 3 showed a significant gap of 14 points. 22-23 state assessment data also indicated a 19-point gap in math proficiency in 3rd grade, a 24-point gap in 5th grade, and a 12-point gap in 6th grade when compared to the state average. The factors that contributed to this gap is inconsistent, targeted small group instruction and intervention in reading and math. Another factor to consider is a need for consistent use of math manipulatives and rigorous, standards-aligned tier 1 instruction that met the depth of the grade level standards in reading and math.

Which data component showed the most improvement? What new actions did your school take in this area?

Analysis of school-wide data from 22-23 state assessments revealed students in 4th grade showed the greatest improvement in ELA, with an increase in student proficiency from 49% to 62%. In math, 4th grade also increased student proficiency from 38% to 58%. While they still fell behind the state average, 5th grade student proficiency in ELA did increase from 51% to 53% and 6th grade student proficiency in math increased from 52% to 66%.

Progress monitoring data (iReady diagnostic data) from the 22-23 school year shows growth in ELA proficiency among multiple grade levels. Students in grades 3, 5, and 6 showed over 100% annual typical growth on the iReady Diagnostic in ELA. Students in 6th grade also showed over 100% annual typical growth on the iReady Diagnostic in Math.

Consistent collaborative planning and data review within these grade levels contributed to their success in these subject areas. Continuing collaborative planning practices and strong tier 1 instruction, targeted small group instruction and interventions also contributed to their success.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

According to the EWS data, a potential area of concern are attendance rates. There continues to be a decline in average daily attendance (ADA) in all grades. All grade levels did not meet our goal of 95% ADA in the 22-23 school year. In kindergarten, the ADA was 91.22% with an average of 7.17 students absent per day. In 1st grade, the ADA was 92.89% with an average of 6.43 students absent per day. In 2nd grade, the ADA was 92.33% with an average of 5.57 students absent per day. In 3rd grade, the ADA was 93.78% with an average of 6.12 students absent per day. In 4th grade, the ADA was 93.81% with an average of 5.15 students absent per day. In 5th grade, the ADA was 92.41% with an average of 6.43 students absent per day. In 6th grade, the ADA was 93.04% with an average of 5.52 students absent per day. The goal for this school year is to have all grade levels increase to 95% ADA.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

As a result of the 22-23 statewide assessment data review, several actions need to be taken to address the need for improvement in Reading, Mathematics, and Science. 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. A focus on our ADA goal of 95% for every grade level's attendance is another priority for the 23-24 school year.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

An area of focus is to continue our work in fostering a positive learning environment and school culture that supports Discovery's students and families, specifically our SWD subgroup students. Continuing our PBIS efforts and maintaining a class family that participates in daily morning meetings and SEL initiatives, including small group instruction for SEL student needs and seeking feedback on how Discovery can improve these initiatives from all school community members to strategically plan engagement events, schoolwide initiatives, and school improvement efforts throughout the school year. Focusing on building upon our positive school culture and environment will assist us in decreasing disciplinary rates across all grade levels.

Measurable Outcome:

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

Grade level disciplinary data rates (suspensions and referrals) will decrease in grades K-6 by 3% in each grade level for the 23-24 school year.

Monitoring:

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

Disciplinary rates will be monitored monthly for each grade level. Consistent walkthroughs conducted by Discovery's leadership team to monitor SEL initiatives, such as greeting students at the door, utilizing brain breaks, and a daily morning meeting to ensure the positive environment and culture initiatives are consistently occurring schoolwide.

Person responsible for monitoring outcome:

Angela Grandinetti (grandinetti.angela@brevardschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Daily morning meetings and SEL small group instruction completed by our social worker and school counselor. Utilizing Eckerd Connect on the activity wheel to teach SEL and life skills lessons to students in grades 3-6.

Monthly PBIS events to support and foster positive behavior in all grade levels.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Utilizing these evidence-based interventions will support our school in reaching our goal of fostering a positive learning environment and culture for all school members. This will also support our efforts in decreasing our disciplinary rates for SWD in all grade levels.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

SEL Small Group Instruction - groups determined and schedule created

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

By When: September 2023

Monthly PBIS events for all grade levels

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

By When: Monthly

Seek feedback from all school community members (parents, teachers, community members) through the use of surveys, parent engagement events and meetings, PTO, and SAC

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

By When: Ongoing

#2. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

An area of focus for SWD is an increase in student proficiency in ELA. Proficiency rates for SWD in all grade levels on the 22-23 ELA state assessment dropped below 40% (ESSA). SWD Subgroup data on the 22-23 science assessment shows a proficiency of 28%.

Measurable Outcome:

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

SWD proficiency rates on the 23-24 statewide assessment in ELA will increase to 42% (ESSA). SWD proficiency will increase to 34% on the 23-24 statewide assessment for Science.

Monitoring:

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

Actively monitoring student performance and growth on progress monitoring assessments, diagnostics, and student intervention data in ELA weekly in PLC meetings and monthly in MTSS meetings. Consistent monitoring of the use of the iReady Reading program and Lexia reading program in grades K-6, and PENDA science program in grades 3-6.

Person responsible for monitoring outcome:

Michelle Fichter (fichter.michelle@brevardschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidenced-based intervention that is being implemented is mandatory walk to intervention (WIN time) for Reading in all grade levels. We will also monitor the weekly use of all learning programs to ensure that all students are completing their minutes in iReady, Lexia, and PENDA Science and passing lessons with a 80% passing rate.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The consistent use of these programs and a continuous, fluid walk to intervention program in every grade level will allow our students to close academic gaps in reading and science.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Weekly monitoring of iReady, Lexia, and PENDA instructional minutes and passing rates for all grade levels.

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

By When: Ongoing

Monthly MTSS meetings to review the WIN time (walk to intervention) data and form intervention groups based on student's needs.

Person Responsible: Michelle Fichter (fichter.michelle@brevardschools.org)

By When: Academic Support Program for reading and science in every grade level to support students as they close learning gaps, especially SWD and lowest 25% students.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School improvement funding allocations and opportunities to purchase new resources are reviewed in weekly leadership team meetings, weekly PLC meetings with teachers, and in monthly SAC and PTO meetings. We encourage feedback on school improvement purchasing decisions from all school community stakeholders.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

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 rigor and depth of the benchmarks, meets specific student 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 2023 Spring diagnostic assessment showed 49% of students in Grade K, 29% of students in Grade 1, and 44% of students in Grade 2 met their annual typical growth.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

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. 22-23 iReady performance data for the spring diagnostic assessment showed 54% of students in Grade 3, 46% of students in Grade 4, 56% of students in Grade 5, and 56% of students in Grade 6 met their annual typical growth. On the 22-23 FAST PM3, student proficiency in Grade 3 was 36%, 62% in Grade 4, 53% in Grade 5, and 47% in Grade 6. The SWD (ESSA) subgroup proficiency level on the 23-24 FAST PM3 continues to lag behind the federal percent of points index requirement for the 3rd year in a row at 39 percent.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

As a result of implementation of evidence-based strategies and action steps, the percentage of student in Grades K, 1, and 2 who will reach grade level proficiency will improve by 3% in each grade, as evidenced by iReady assessments. The median percent progress towards annual typical growth on the 23-24 iReady diagnostic assessment will increase from 92% (K), 68% (1), and 87% (2) 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 23-24 FAST ELA progress monitoring assessment.

Grades 3-5 Measurable Outcomes

As a result of implementation of evidence-based strategies and action steps, student proficiency levels in Grades 3, 4, 5, and 6 on the 2023-2024 FAST ELA PM 3 assessment will improve by 3 percent in each grade. The proficiency percentage for SWD will improve from 39% to 41%.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Select the person responsible for monitoring this outcome.

Grandinetti, Angela , grandinetti.angela@brevardschools.org

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

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 22-23. The data points to varied achievement levels in all grades, including among sub-groups. This points to progress being made in standards-aligned Tier 1 instruction and a need for consistent and targeted tier 3 instruction and interventions. 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 to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Leadership team (Administration, Literacy Coach, and District 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)</p>	
<p>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)</p>	<p>Speiser, Jessica , speiser.jessica@brevardschools.org</p>
<p>Hire additional Title I support staff, specifically additional 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)</p>	<p>Speiser, Jessica , speiser.jessica@brevardschools.org</p>
<p>Discovery's literacy coach, math 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.</p>	<p>Grandinetti, Angela , grandinetti.angela@brevardschools.org</p>
<p>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.</p>	<p>Grandinetti, Angela , grandinetti.angela@brevardschools.org</p>
<p>Academic Support Funds will also be utilized to provide small group, after and before school tutoring for students identified for Tier 2 and Tier 3 intervention, providing additional targeted ELA instruction to meet their needs.</p>	<p>Grandinetti, Angela , grandinetti.angela@brevardschools.org</p>
<p>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.</p>	<p>Corso, Scott, corso.scott@brevardschools.org</p>
<p>Multiple resources will be purchased with Title I funds to support student performance and intervention including Lexia, Magnetic (Curriculum</p>	<p>Speiser, Jessica , speiser.jessica@brevardschools.org</p>

Action Step	Person Responsible for Monitoring
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)	
Schedule a school-wide intervention block as well as defined small group time for the ELA block that is scheduled around the ESE resource schedule in order to assure all students receive interventions according to their needs as identified through data analysis.	Grandinetti, Angela , grandinetti.angela@brevardschools.org
Collaborative planning with the school literacy and Math coach for Tier 1 ELA and Math 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 and consistency across grade levels. (T)	Speiser, Jessica , speiser.jessica@brevardschools.org
Plan parent engagement opportunities to support improved literacy performance through the use of Title I funds. (T)	Speiser, Jessica , 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.	Fichter, Michelle, fichter.michelle@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.	Grandinetti, Angela , 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.	Markisen, Jacob, markisen.jacob@brevardschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
 This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

We will disseminate the SIP, budget, and SWP to stakeholders through our monthly School Advisory Council and Parent Teacher Organization meetings. We will also share the information with faculty and staff through weekly PLC meetings, grade level team meetings, and will even incorporate the information into our student congress meetings to provide our own student leaders with a voice for school decision-making. This information will also be shared to families on our school website, so they have access to the SIP and can communicate any questions about the information with our administration.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We plan to build positive relationships with our families and community stakeholders through the utilization of feedback provided to us through Title I parent surveys, district parent surveys, SAC/PTO meetings, and family events. Using the feedback we received from these resources, we have planned parent and family engagement events that best fit our school community's needs. Our Partner in Education Coordinator participates in PIE networking events and collaborates with community partners to provide a two-way bridge of support between the school and the community, including parent and student events, spirit nights, fundraising opportunities, and volunteer opportunities. We also have our Title I parent information and Family Engagement Plan available on our school website and utilize multiple different digital platforms (focus, peachjar, school social media pages, weekly parent newsletter) and paper flyers for parent and community communications. We translate all communications to families and the community in multiple languages so all families have access to the information provided to them by their child's school. We encourage our families to participate in events, volunteer opportunities, and Friday parent lunches each week. We also have the Eckerd Connect program on our campus with a counselor that works with students in grades 3-6 in the activity wheel to focus on life skills and social-emotional learning.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Our school will strengthen the academic program in our school and increase the amount and quality of learning time through multiple different supports and resources, provided by the leadership team and our instructional coaches. Our schedule is designed to ensure that all students have a walk to intervention and an uninterrupted reading and math block, that also correlates with our ESE resource schedule to ensure all student academic needs are being met. Teachers, instructional coaches, and leadership team will collaborate and plan effective, high-quality instruction for all students in their weekly PLC meetings and monthly MTSS meetings. Data from multiple resources will be tracked in these meeting by teachers, coaches, and administrators, and these data talks will drive future instruction in all grade levels. We will also offer ASP for all grade levels in both reading and math and will offer multiple session times so all students invited to participate have access to the academic support program. Consistent walkthroughs with the leadership team, coaches, and district coaches will be conducted and reviewed with teachers in PLC meetings to ensure we are supporting the instructional and classroom needs of teachers. All resources used in the classrooms will be district-approved, research-based curriculum materials, including the utilization of Magnetic Reading program in small groups, interventions, and ASP. The

leadership team has also created report groups in iReady to data track our students in ESSA subgroups (SWD, ELL) and the bottom quartile students to monitor their progress in reading and math. Science instruction has been built into every grade level schedule with the expectation that students are conducting experiments and following the district pacing guides to ensure all students in grade K-6 are receiving high-quality, standards-based science instruction and opportunities to work with the scientific method.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Our social worker, counselor, Eckerd Connect Counselor, and Title I coordinator support our families with the coordination and integration of our plan by provided resources for all avenues of their lives, including academic resources and wrap around services for the entire family. On our campus, we host Headstart, Eckerd Connect, and are also a Positive Behavior Support (PBS) school. Our cafeteria manager and her team work hard to ensure that our students receive a nutritional meal for breakfast and lunch every day and received a 5-star rating on their 5-Star Inspection in the 22-23 school year. We also provide students with additional meals for the weekend with our backpack club program, which is funded through the Children's Hunger Project.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our social worker, counselors, Eckerd Connect Counselor, and Title I coordinator assist our school in supporting our families by providing numerous resources, including counseling sessions, life skills small group instruction for identified students in need of mental health supports, academic resources for families to utilize at home, and wrap around services for the entire family. On our campus, we host Eckerd Connect, who provides many resources to families, students, and out school environment. are also a Positive Behavior Support (PBS) school. Our cafeteria manager and her team work hard to ensure that our students receive a nutritional meal for breakfast and lunch every day and received a 5-star rating on their 5-Star Inspection in the 22-23 school year. We also provide students with additional meals for the weekend with our backpack club program, which is funded through the Children's Hunger Project.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Our IPST discusses the potential options for postsecondary opportunities and the workforce in IEP meetings with our intermediate students, as needed.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Discovery has instilled best practices in all our classrooms that provide teachers and students opportunities to deescalate, receive support and resources for a wide variety of social emotional needs, and foster a schoolwide and classroom family. Our schoolwide expectations are posted in every classroom and students review these expectations daily (be safe, be responsible, be respectful). Non-negotiables at Discovery include greeting students at the door, morning meeting, using a calming area in the classroom, and teacher discipline buddies to support classroom manageable behaviors. Our school is a PBIS school, and our PBS committee plans fun events for the students to earn each month. Students receive a dolphin charm for positive behaviors and use a dolphin charm system to pay for the events each month. We also use positive referrals to celebrate students who are caught doing something safe, responsible, and respectful. Teachers are trained on the BPS Discipline plan in preplanning and follow a system of procedures to submit a referral and communicate with administration, who closely follow the discipline plan closely.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

We provide teachers with all district-offered professional development opportunities in our weekly employee newsletter and discuss them in our weekly PLC meetings. We plan our ERD professional development based off of the input we receive from both staff and student surveys, indicating what teachers feel they need the most support in. We also offer other weekly and monthly professional development opportunities, including MTSS Helpful Mondays, Tech Tuesdays, Mentor/Mentee Monthly Meetings, and collaborative planning sessions for grade levels with reading and math instructional coaches. We also offer inclusion trainings and ESE/IPST supports for teachers.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

We include our preschool students in many schoolwide initiatives and programs, including after school events and Parent Lunch Fridays, so they gain the experiences they need to be successful in Kindergarten. We collaborate with our Headstart Program leaders and our family advocate to facilitate Headstart events for families and students and provide any resources the families need. Our teachers conduct home visits throughout the year and work with families to create and reach goals within their homes or academically. We also host a Kindergarten orientation each year so all potential future Kindergarten students and families can meet our Kindergarten team and receive a tour of the school. In this event, families get a firsthand look at what a day in the life of a Kindergarten student at Discovery.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No