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Discovery Intermediate School

5350 SAN MIGUEL RD, Kissimmee, FL 34758

www.osceolaschools.net

School Board Approval

This plan was approved by the Osceola County School Board on 10/10/2023.

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.

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

Provide the school's vision statement.

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

School Leadership Team, 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
Dunn, Gary	Principal	Overseeing all functions of the school including academic and behavioral data, cultural data, and school safety. Holds monthly meetings to review the SIP and make changes accordingly.
Webb, Ashley	Assistant Principal	12 Month AP overseeing academics and scheduling. Schedules monthly meetings to review the data and to create plans to improve the current data. Oversees Reading and Social Studies
Shears, Mary	Assistant Principal	AP over student services: Discipline, Culture, and PBIS. Oversees Math Coach.
Stevens, Rebecca	Reading Coach	Modeling instructional practices with ELA/Reading Teachers. Providing PD for all teachers on reading best practices.
Ridings, Linda	Math Coach	Modeling instructional practices with Math Teachers. Providing PD for all math teachers on math best practices.
Egan, Daniel	Instructional Coach	MTSS: Providing Tier 2 and Tier 3 supports focused on improving academics, behavior, and attendance.
Nieves, Glidden	ELL Compliance Specialist	Provide PD on ELL best practices. Ensure that the ELL department is in compliance with state and federal law.
Rivera, Marilyn	Dean	Dean of students in charge of behavioral interventions along with the PBIS initiative.

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 Discovery School Improvement Plan as reviewed and edited by teachers during the pre-planning week through a breakout session in which teachers discussed barriers to the goals and solutions to the barriers. The SIP was also presented to our SAC for input and edits as well.

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 Discovery SIP will be monitored every month through School Stocktake Meetings in which common formative assessments, discipline, and test data will be reviewed by the leadership team to determine next steps in helping teachers utilize collaborative structures to engage their students in rigorous academic activities. We will also revise the plan based on data from the monthly Stocktake Meetings, input from the SAC, and through monitoring the Early Warning Systems. Any changes made will be presented to the SAC.

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)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	94%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
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)* Asian Students (ASN) 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	0	0	0	0	0	0	41	64	69	174
One or more suspensions	0	0	0	0	0	0	24	72	69	165
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	10	3	13
Course failure in Math	0	0	0	0	0	0	0	8	0	8
Level 1 on statewide ELA assessment	0	0	0	0	0	0	59	65	83	207
Level 1 on statewide Math assessment	0	0	0	0	0	0	83	95	98	276
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	5	10	5	20

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	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	67	77	74	218
One or more suspensions	0	0	0	0	0	0	41	66	85	192
Course failure in ELA	0	0	0	0	0	0	3	10	10	23
Course failure in Math	0	0	0	0	0	0	4	10	5	19
Level 1 on statewide ELA assessment	0	0	0	0	0	0	101	103	112	316
Level 1 on statewide Math assessment	0	0	0	0	0	0	144	142	138	424
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	172	165	166	503

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	0	0	0	0	24	10	26	60

The number of students identified retained:

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

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	0	0	0	0	0	0	67	77	74	218
One or more suspensions	0	0	0	0	0	0	41	66	85	192
Course failure in ELA	0	0	0	0	0	0	3	10	10	23
Course failure in Math	0	0	0	0	0	0	4	10	5	19
Level 1 on statewide ELA assessment	0	0	0	0	0	0	101	103	112	316
Level 1 on statewide Math assessment	0	0	0	0	0	0	144	142	138	424
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	172	165	166	503

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	0	0	0	0	24	10	26	60

The number of students identified retained:

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

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*	33	41	49	33	44	50	31		
ELA Learning Gains				42			38		
ELA Lowest 25th Percentile				29			34		
Math Achievement*	34	46	56	22	35	36	26		
Math Learning Gains				43			34		
Math Lowest 25th Percentile				52			38		
Science Achievement*	35	47	49	39	44	53	35		
Social Studies Achievement*	50	64	68	57	54	58	60		
Middle School Acceleration	91	79	73	71	51	49	65		
Graduation Rate					49	49			
College and Career Acceleration					69	70			
ELP Progress	31	41	40	38	81	76	44		

* 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	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	274
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	426
Total Components for the Federal Index	10
Percent Tested	97
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	20	Yes	4	2
ELL	38	Yes	4	
AMI				
ASN				
BLK	52			
HSP	42			
MUL	29	Yes	4	2
PAC				
WHT	49			
FRL	43			

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	28	Yes	3	1
ELL	35	Yes	3	
AMI				
ASN	56			
BLK	41			
HSP	43			

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%
MUL	29	Yes	3	1
PAC				
WHT	45			
FRL	39	Yes	1	

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	33			34			35	50	91			31
SWD	18			18			6	20			5	39
ELL	23			24			22	35	92		6	31
AMI												
ASN												
BLK	37			37			37	58	90		5	
HSP	30			31			31	44	89		6	27
MUL	26			32							2	
PAC												
WHT	38			40			56	60			4	
FRL	31			32			30	47	90		6	29

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	33	42	29	22	43	52	39	57	71			38
SWD	13	30	24	12	40	44	19	31				35
ELL	16	34	29	11	40	45	21	39	80			38
AMI												
ASN	40	42		64	77							

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
BLK	30	36	22	18	40	56	36	58	74			
HSP	34	45	34	21	43	51	38	55	66			38
MUL	15	25		33	42							
PAC												
WHT	35	50	20	33	52	55	50	63				
FRL	30	39	28	19	41	48	36	56	62			31

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	31	38	34	26	34	38	35	60	65			44
SWD	14	31	26	15	33	31	19	39				21
ELL	18	32	32	17	36	41	25	49	55			44
AMI												
ASN	53	61		52	70		50					
BLK	31	37	37	24	33	39	35	54	69			
HSP	30	37	32	25	30	33	33	60	66			41
MUL	17	27		31	58							
PAC												
WHT	35	34	8	33	45	45	38	64	58			
FRL	28	35	32	23	31	35	28	56	58			42

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.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	31%	39%	-8%	47%	-16%
08	2023 - Spring	33%	40%	-7%	47%	-14%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	29%	39%	-10%	47%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	20%	40%	-20%	54%	-34%
07	2023 - Spring	24%	39%	-15%	48%	-24%
08	2023 - Spring	44%	48%	-4%	55%	-11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	24%	35%	-11%	44%	-20%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	40%	54%	50%	44%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	36%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	95%	65%	30%	63%	32%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	63%	-11%	66%	-14%

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.

According to the 2023 FAST Data, the lowest performing component was ELA/Reading Proficiency with a score of 32%. Within that data, the ESE population scored 17%, making it the lowest performing subgroup in ELA/Reading. Over the last few years, the reading proficiency rate at Discovery has remained stagnant with little movement. The 2023 school year showed a minimal drop from 33%. When looking at possible factors, the biggest contribution would be lack of consistent school attendance along with lack of engaging lessons using collaborative structures.

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

The component that dropped the most based on the 2023 data is our Civics component which scored a 51%. The drop of 6% was in part due to inconsistency with student attendance but also inconsistency with staff members in these classrooms. Staff members teaching Civics dealt with off campus issues that impacted attendance which then required substitutes to fill those periods.

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.

The component with the biggest gap compared to the state would be Discovery's Math Achievement. Based on the 2023 testing data, Discovery had a 37 percent proficiency rate and the state had a proficiency rate of 53%.

Contributing Factors: Teachers are presenting material in a manner that does not allow the students to collaborate and work together and the teacher lack of confidence with teaching topics in various ways along with the use manipulatives.

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

The data that showed the most improvement was our Math Proficiency. Our math proficiency went up by 15% points to land at 37%. The biggest contributor to this was the implementation of a math focused intervention period. All students started the year off with math as their only intervention with tier 2 and tier 3 students being assigned to math teachers. The teachers were able to implement a curriculum that was created by the math coach at Discovery. Another contributing factor was the high performance of our 8th grade students and our Algebra students. The 8th grade students passed the math exam at a rate of 44% and our Algebra students passed at a rate of 94%.

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

- 1) Attendance: Based on the student data from 2022/2023, 174 of this year's students were absent 10% or more.
- 2) Math: Based on the student data from 2022/2023, 207 of this year's students scored a level 1 on the Reading FAST Test.
- 3) Reading: Based on the student data from 2022/2023, 276 of this year's students scored a level 2 on the Math FAST Test.

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

According to the 2023 data, the biggest priorities are; 1) ESE proficiency and growth in all subject areas, 2) ELL proficiency and growth in all subject areas, 3) Reading proficiency and growth in all subgroups, 4) Creating a positive learning environment for all students and staff.

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 Teacher Retention and Recruitment**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.

Teacher retention allows schools to have environments rich in student/teacher relationships along with teacher/teacher relationships. Teachers that are returning to the school are able to support school wide initiatives with fidelity as they are familiar with the vision and mission of the school. Teachers that return to a school have had at least one year to master the content and explore various teaching strategies based on their own reflection along with the reflection of the school leaders and administrators.

Measurable Outcome:

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

At the end of the 2023-2024 school year, the goal for Discovery Intermediate will be to lose no more than 5% of the instructional staff on campus. This number is based on having 75 teachers on campus.

Monitoring:

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

Principal will conduct "Stay Interview" with teachers at least twice a year to determine the number of potential instructional staff loss.

Teacher participation in school-wide activities to determine how many staff members feel motivated to be part of team building and instructional PD. The goal is to have 80 percent of our staff members participating in school-wide activities.

Admin team will survey teachers, via in person observation and questioning, to determine needs and desires of the school staff in terms of cultural and instructional activities.

Person responsible for monitoring outcome:

Gary Dunn (gary.dunn@osceolaschools.net)

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.)

Admin team will model by attending and participating in school wide events that promote culture and instruction.

Admin and Leadership Team members will advertise events, both cultural and instructional, in a clear and timely manner.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to Hattie, the transformational leader has an impact of $d = .11$ and an instructional leader has an impact of $d = .42$ on student success.

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.

Plan and hold a teacher Not So Spooky Fall Data Party

Person Responsible: Ashley Webb (ashley.webb@osceolaschools.net)

By When: October 31, 2023

Monthly teacher incentives that recognize the hard work that teacher are putting in each day to help our students be successful.

Person Responsible: Mary Shears (mary.shears@osceolaschools.net)

By When: Monthly incentives will happen by the end of each month.

Discovery Intermediate has create a teacher PBIS store in which teachers are able to use "Discovery Stars" that they were awarded to them by the school administrators.

Person Responsible: Mary Shears (mary.shears@osceolaschools.net)

By When: The PBIS Teacher Store was set up by the end of August.

Administration will submit surveys to the staff that focus on the school culture.

Person Responsible: Gary Dunn (gary.dunn@osceolaschools.net)

By When: A staff survey will be submitted by the end of the 5th school day of each month.

#2. Positive Culture and Environment specifically relating to Early Warning System

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.

With attendance having a potentially $-.46$ effect size impact on student success, Discovery will be addressing the attendance problem by implementing a PBIS tier 1 approach. The approach will focus on providing incentives for students that are attending school on a regular basis. Tier 2 and Tier 3 approaches will be used to help students that are showing an excessive number of school absences. According to data from the 2022/2023 school year, the attendance rate of Discovery Intermediate was at an average daily attendance rate of 88%.

Measurable Outcome:

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

Overall, the goal for 23-24 is to have greater than 94% average daily attendance. By December of 2023, ADA will remain above 96%, and by March of 2024, it will be above 95%.

Monitoring:

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

Attendance Rates will be monitored by an attendance clerk for student attendance compliance. The attendance compliant pieces will be implemented by the attendance clerk. MTSS specialist will monitor attendance and flag students with a high truancy rate.

Person responsible for monitoring outcome:

Ashley Webb (ashley.webb@osceolaschools.net)

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 following researched based interventions will be implemented to improve student attendance rates: Random school events for students that are present on that day: ice pops, dance parties, popcorn at lunch, time with students in the courtyard, and others that the leadership team presents during Stocktake meetings.

Dress Down Rewards: Students having a 94% attendance rate will be given a free dress down day. The dress down days will be each month.

After School Dances: Students will be able to attend an after school dance if they have a 94% attendance rate during the given quarter. The dances will be held each quarter.

Involving local businesses and churches: Community business and churches will be given information to have posted or share with customers/congregations regarding the importance of school attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to John Hattie, poor attendance can have a $-.46$ effect size.

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.

MTSS Coach, Ms. Egan is monitoring the daily attendance of students and holding monthly meetings with students that fall below a 94% attendance rate.

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

By When: The groups of students will meet with Ms. Egan by the end of the first week of each month based on attendance rates the previous month.

PBIS Incentives based on 94% attendance rates: Students receive snacks during lunch, hat day, dress down day, etc.

Person Responsible: Mary Shears (mary.shears@osceolaschools.net)

By When: Monthly Incentives will take place by the end of the 1st week of each month based on the previous month's attendance.

Attendance Clerk is monitoring attendance in order to complete parental notification letters and phone calls. This also allows us to set up attendance plans with students.

Person Responsible: Mary Shears (mary.shears@osceolaschools.net)

By When: On going monthly

Providing information to local businesses and churches about the importance of school attendance to be shared with customers and congregation members.

Person Responsible: Gary Dunn (gary.dunn@osceolaschools.net)

By When: The end of the 1st quarter.

#3. Instructional Practice specifically relating to Student Engagement**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.

Collaboration has a .45 positive Hattie effect size. According to our 2023 assessment data, only 30 percent of our students test proficient in math and also in reading. The Discovery attendance rate was 87% last school year. Collaboration will create an environment that will allow students feel more positive about attending school with the hope of increasing our daily attendance rate.

Measurable Outcome:

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

50% of students will score proficient on the 2023-2024 ELA PM 3 FAST, Math PM 3 FAST, and the 8th grade Science EOC. 66% of students will score proficient on 2023-2024 Civics EOC

ELA will be an improvement from 32%, Math will be an improvement from 37%, Science will be an improvement from 35%, and Civics will be an improvement from 51%.

Monitoring:

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

Students will engage in collaborative structures at a minimum of 3 times per week. This will be monitored through classroom walkthroughs and observations conducted by members of administration, leadership, and TSL Mentors.

Person responsible for monitoring outcome:

Gary Dunn (gary.dunn@osceolaschools.net)

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.)

Administration, Leadership, and Instructional Staff will provide professional development based on but limited to the following collaborative structures: Think/Pair/Share, 4 Corners, Quiz/Quiz/Trade, Placement Consensus, Stand/Share/Sit, Rally Robin, Sage/Scribe, and Showdown.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to John Hattie, collaborative structures have a .45 positive effect size on student success.

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.

Monthly PD provided to PLTs regarding a monthly Collaborative Structure. Leadership and Administration will meet with each PLT to model and review a specific Collaborative Structure each month.

Person Responsible: Mary Shears (mary.shears@osceolaschools.net)

By When: The end of each month.

The math coach will meet with each math PLT to review the curriculum to be implemented that month along with the use of collaborative structures and manipulatives. Teachers will engage in lesson planning that incorporates these items into their lesson plans.

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

By When: The end of each month.

The reading coach will meet with reading/ELA PLTs to review lesson plans and to create lesson plans that implement collaborative structures. The team will plan together using the data from the most recent common formative assessments to create plans that will engage and differentiate lessons for students based on needs.

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

By When: End of each month.

Administration will meet with both social studies teachers and science teachers to discuss and plan for collaborative structures that will benefit the students in those subject areas. The PLTs will review current lesson plans and modify the plans with peer input to ensure that the needs of students are being met through engagement strategies that lead to collaborative structures.

Person Responsible: Ashley Webb (ashley.webb@osceolaschools.net)

By When: End of each month.

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**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.

Collaboration has a .45 positive Hattie effect size. According to our 2023 assessment data, only 30 percent of our students test proficient in math and also in reading. When breaking down the subgroups, students that are SWD scored 17% in ELA, 19% in Math, and 7% in Science. Students that are ELL scored 23% in ELA, 25% in Math, and 26% in Science. FRL scored 32% in ELA, 37% in Math, and 35% in Science.

Measurable Outcome:

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

50% of students will score proficient on the 2023-2024 ELA PM 3 FAST, Math PM 3 FAST, and the 8th grade Science EOC. 66% of students will score proficient on 2023-2024 Civics EOC

SWD students will increase from 17% to 50% on ELA, 19% to 50% on Math, and 7% to 50% in science. ELL Students will increase from 23% to 50% on ELA, 25% to 50% on Math, and 26% to 50% in science. FRL students will increase from 32% to 50% in ELA, 37% to 50% in Math, and 35% to 50% in science.

ELA will be an improvement from 32%, Math will be an improvement from 37%, Science will be an improvement from 35%, and Civics will be an improvement from 51%.

Monitoring:

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

Students will engage in collaborative structures at a minimum of 3 times per week. This will be monitored through classroom walkthroughs and observations conducted by members of administration, leadership, and TSL Mentors. Common formative assessments along with check for understandings will be conducted during and after each unit. The data from these assessments will allow the Discovery Leadership Team and Teachers to determine what action steps are needed to further differentiate material along with helping shape plans for intervention and enrichment.

Person responsible for monitoring outcome:

Gary Dunn (gary.dunn@osceolaschools.net)

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.)

Administration, Leadership, and Instructional Staff will provide professional development based on but limited to the following collaborative structures: Think/Pair/Share, 4 Corners, Quiz/Quiz/Trade, Placement Consensus, Stand/Share/Sit, Rally Robin, Sage/Scribe, and Showdown.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to John Hattie, collaborative structures have a .45 positive effect size on student success.

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.

Monthly PD provided to PLTs regarding a monthly Collaborative Structure. Leadership and Administration will meet with each PLT to model and review a specific Collaborative Structure each month.

Person Responsible: Mary Shears (mary.shears@osceolaschools.net)

By When: End of each month.

The math coach will meet with each math PLT to review the curriculum to be implemented that month along with the use of collaborative structures and manipulatives. Teachers will engage in lesson planning that incorporates these items into their lesson plans.

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

By When: End of each month.

The reading coach will meet with reading/ELA PLTs to review lesson plans and to create lesson plans that implement collaborative structures. The team will plan together using the data from the most recent common formative assessments to create plans that will engage and differentiate lessons for students based on needs.

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

By When: End of each month.

Administration will meet with both social studies teachers and science teachers to discuss and plan for collaborative structures that will benefit the students in those subject areas. The PLTs will review current lesson plans and modify the plans with peer input to ensure that the needs of students are being met through engagement strategies that lead to collaborative structures.

Person Responsible: Ashley Webb (ashley.webb@osceolaschools.net)

By When: End of each month.

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).

- Reading Coach
- Math Coach
- Paraprofessionals

How will they support TSI categories: ELL, SWD, MUL, FRL?

Academic Coaches will work with teachers to improve tier 1 instructional practices. The improvement of tier 1 instruction will help our ELL, SWD, MUL, and FRL students improve their reading/math/science/civics skills and proficiency. Academic Coaches will also pull small groups that will provide additional intervention for our lowest quartile students and the students that fall into the TSI categories. Academic Coaches will also create lessons and materials for teachers that are providing intervention during the school's intervention period. The instructional lessons will be created to help teachers help students to bridge gaps that continue to keep students reading and completing math below grade level. Academic Coaches will also host family nights that will equip parents and family members with the tools needed to assist their students while at home.

ELL/Title 1/ESE paraprofessionals have been allocated to Discovery to assist our ELL, SWD, MUL, and FRL

students. The Discovery ELL Paraprofessional is assigned to assist in classrooms that have high numbers of ELL students. The para also pulls small groups of ELL students to help them learn strategies that help the students learn the English Language and be successful in the academic setting. The ELL para also teaches an intervention group of our LY students during intervention time. The Title 1 paraprofessionals have been allocated to the school to help assist in our high needs classrooms. This year these paraprofessionals have been assigned to assist in the Civics and 8th Grade Science classes. These classrooms are not assigned VE teachers to assist our SWD students, so these paraprofessionals assist these students in these tested classrooms. The ESE paraprofessionals have either been assigned to specific students in the general education setting or to students in the self-contained academic setting. The ESE paraprofessionals assist students with the curriculum and some assist with self care functions.

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.

The School Improvement Plan and progress updates will be posted on the school website, the school's social media sites, presented at monthly SAC meetings, during monthly PBIS meetings, and applicable data during school assemblies and newsletters.

The School Improvement Plan progress will be shared with leadership members and teachers during monthly Stocktake meetings. These meetings will review current data and progress of next steps within the school improvement plan. During these meetings, the leadership team will alter course where needed to assist our students and teachers in being successful with the core academic standards.

During monthly SAC Meetings, parents and students will be presented with updates regarding the status of the SIP, results of the steps taken through the SIP, and help create next steps. Next steps will include alterations to the SIP if necessary. The SIP will be altered if student success is not being met through the steps in the current SIP.

The SIP updates and progress will be presented primarily in English and Spanish, however, a written translation will also be presented in French Creole when needed for our students and their families. Newsletters will be sent out in English and Spanish. The Newsletters will be sent home with students on a monthly basis and also posted on the school's website and social media accounts.

<https://www.osceolaschools.net/dscv>

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))

Building positive relationships is key to student and school success. Administration/Leadership/Staff will create positive relationships with our students by implementing a school wide PBIS initiative in which students will be provided with a token economy and experiences for making positive decisions while at school. Positive decisions will incorporate both academic and behavioral accomplishments of students for rewards through the PBIS system. Students will be provided with monthly incentives/events along with daily token economy rewards. Students will also be able to sign up for clubs and after school activities that will allow them to enjoy coming to school and being part of the Discovery Intermediate School Family.

Parents and community members will be invited to events throughout the school year. Events will include both academic evenings such as STEM nights, reading nights, and Math nights which will allow stakeholders to interact with teachers and leadership members to learn more about the school, build relationships, and become equipped to assist students outside of the school setting on academic progress. Other events will be created to just build relationships with the community such as a feeder pattern Trunk or Treat, Holiday Family Night, and movie nights. The goal of these nights is to bring community members together with the Discovery Staff to become united in the common goal of student success.

<https://www.osceolaschools.net/dscv>

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)

The academic program at Discovery will be strengthened through the partnership of Academic Coaches, District Resource Teachers, and Discovery Teachers and Staff. The main focus for the strengthening of the academic program is to help teachers implement collaborative structures within the classroom setting. Collaborative structures will allow students to engage with each other while engaging in the academic lessons that teachers are providing. To assist teachers in this goal, Discovery Leadership and District Resource Teachers will be and have presented trainings to the staff through PD during PLT times, staff planning times, and staff meetings. The PD will focus on Kagan and AVID strategies that are used to help teachers create environments full of collaboration, differentiation, and enrichment.

The school will also improve the academic program by providing students with daily intervention periods which focus on student needs both emotionally and academically. Groups have been assigned to teachers based on common needs and materials are provided by the Academic Coaches. The students are monitored through formative assessments to help create additional materials. Students that do not need academic intervention are provided academic enrichment through STEM activities, Book Clubs, and Math Clubs.

To help monitor the plan regarding the academic program, leadership members and administrators will conduct weekly/daily walkthroughs of classrooms to determine what additional support is needed. The walkthroughs will use a common tool that allows leadership to track the progress of tier 1 instructional practices. When needed, the coaches will conduct coaching cycles in which they will model high yield collaborative structures aimed at increasing student engagement and achievement.

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))

Discovery Intermediate School coordinates the development of the School Improvement Plan alongside several federal, state, and local services, such as: Title I, Part A for the implementation of supplemental

education for disadvantaged students; Title II, Part A for the implementation of various Professional Development opportunities to support teacher growth; Title III for the implementation of Multicultural services; Title IV, Part A for the implementation of student enrichment activities; Title IX for the implementation and support of students and families in transition; and Perkins Career and Technical Education for the implementation of postsecondary opportunities and experiences.

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))

The school leadership team will meet weekly to review MTSS data related to behavior, attendance, and academics. Recommendations will be made regarding interventions needed including any support services related to mental health. The guidance counselor has set up small groups based on needs that are being seen by teachers and the leadership team to help students overcome depression, anxiety, and anger. Students meet weekly with the guidance counselor to review self coping strategies along with ways to overcome the emotions they are dealing with. Mental health referrals are issued when necessary and students meet with therapists from outside agencies. The guidance counselor also works with the school social worker regarding needs of families and students and he also provides small group sessions along with one on one meetings. The guidance counselor also creates small groups based on the results of the Panorama Surveys conducted throughout the year.

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))

Post-secondary education is done in conjunction with social studies teachers, school counselors, and the AVID director. Post-secondary lessons are done through the social studies class using Xello that is built into the CUPs. The guidance counselor works with the SS teachers to ensure that the lessons get completed. The AVID Director has established college week activities, college visits, and special guests that present post-secondary options for students based on needs and desires.

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).

Each week, the MTSS Team meets to discuss behavioral data and to determine tier 2 and tier 3 interventions that are needed to help students learn and demonstrate positive behaviors. At this point, the goal is to place any student that has 3 or more referrals, non bus related, into a tier 2 or tier 3 group that provides students with interventions based on the negative behaviors we are seeing at the school. One on one intervention including point sheets and FBA BIPs are implemented for tier 3 students demonstrating 5 or more non-bus related referrals. The overall Tier 1 approach is the PBIS system which is designed to provide a token economy and experiences for students that demonstrate being Prompt, Prepared, Polite, and Productive.

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))

Each week teachers and staff attend PLTs designed to review student data and develop plans that will be used to intervene with students and enrich students. Teachers and staff will attend both school based, and district-based PD focused on collaborative structures, classroom management, and lesson planning that focuses on reviewing data and specifically planning to increase student engagement and achievement. Teachers and staff will also work together to create school wide activities and themes that will focus on increasing student achievement.

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))

N/A