

Polk County Public Schools

Discovery Academy Of Lake Alfred School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	20
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	21
VII. Budget to Support Areas of Focus	24

Discovery Academy Of Lake Alfred

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

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

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.

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

Provide the school's vision statement.

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

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

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

School Leadership Team, 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
Warren, Kevin	Administrative Support	Support the Executive Director in carrying out the Mission and Vision for Discovery Academy of Lake Alfred.
FULKS, CAROL	Other	Facilitate the creation of Discovery Academy's Mission and Vision. Develop systems to support, monitor, and update the objectives and inspire staff to attain its goals.
Frabotta, Steve	Assistant Principal	Curriculum, Master Schedule, Professional Development
Vasquez, Reyna	Parent Engagement Liaison	Title One Paraprofessional
Toney, Kathleen	Teacher, ESE	ESE compliance, works with staff and students to improve ESE student achievement.

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.

Discovery Academy of Lake Alfred (DALA) reach out to our staff requesting volunteers to assist with the development of the school improvement plan. Our leadership team follows up in grade level meetings to help identify those staff members expressing an interest in being involved. We also involve parents, families, students and other stakeholders in the planning, review, and revisions of our School Improvement Plan and Title I program. Parents and stakeholders can participate either through Zoom meetings or face to face meetings held at different times and having an interpreter present. Notices to stakeholders were sent out through our website and flyers home to each family in the language spoken at home. We also post through social media platforms.

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 monitored and revisited on a quarterly basis looking at data from the FAST assessments, Achieve 3000, Edmentum, and IXL. Data will be formally gathered and disseminated to staff. Data chats with staff will occur during our monthly Subject Area Meetings (SAM) meetings. Staff will be trained on the data platforms and will be trained on how to use the data to drive instruction.

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	65%
2022-23 Economically Disadvantaged (FRL) Rate	78%
Charter School	Yes
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) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT)

	Economically Disadvantaged Students (FRL)
<p align="center">School Grades History</p> <p>*2022-23 school grades will serve as an informational baseline.</p>	2021-22: C
	2019-20: B
	2018-19: B
	2017-18: B
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	87	88	53	228
One or more suspensions	0	0	0	0	0	0	39	15	3	57
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	0	0	0	76	53	51	180
Level 1 on statewide Math assessment	0	0	0	0	0	0	72	75	73	220
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	87	111	91	289

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	63	57	28	148

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

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	95	84	92	271
One or more suspensions	0	0	0	0	0	0	34	7	12	53
Course failure in ELA	0	0	0	0	0	0	1	1	0	2
Course failure in Math	0	0	0	0	0	0	1	2	6	9
Level 1 on statewide ELA assessment	0	0	0	0	0	0	52	67	76	195
Level 1 on statewide Math assessment	0	0	0	0	0	0	77	98	90	265
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	94	114	103	311

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	55	47	57	159

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	
Students retained two or more times	0	0	0	0	0	0	1	3	1	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	0	0	0	0	0	0	95	84	92	271
One or more suspensions	0	0	0	0	0	0	34	7	12	53
Course failure in ELA	0	0	0	0	0	0	1	1	0	2
Course failure in Math	0	0	0	0	0	0	1	2	6	9
Level 1 on statewide ELA assessment	0	0	0	0	0	0	52	67	76	195
Level 1 on statewide Math assessment	0	0	0	0	0	0	77	98	90	265
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	94	114	103	311

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	55	47	57	159

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	1	3	1	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*	41	36	49	46	40	50	50		
ELA Learning Gains				48			51		
ELA Lowest 25th Percentile				39			41		
Math Achievement*	47	40	56	47	34	36	49		
Math Learning Gains				51			46		
Math Lowest 25th Percentile				44			45		
Science Achievement*	36	34	49	35	40	53	48		
Social Studies Achievement*	77	66	68	74	49	58	89		
Middle School Acceleration	54	70	73	40	46	49	32		
Graduation Rate					36	49			
College and Career Acceleration					66	70			
ELP Progress	26	31	40	60	68	76	54		

* 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	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	281
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	484
Total Components for the Federal Index	10
Percent Tested	99
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	27	Yes	4	2
ELL	33	Yes	1	
AMI				
ASN				
BLK	50			
HSP	45			
MUL	42			
PAC				
WHT	52			

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%
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	31	Yes	3	1
ELL	41			
AMI				
ASN				
BLK	48			
HSP	46			
MUL	36	Yes	1	
PAC				
WHT	50			
FRL	46			

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	41			47			36	77	54			26
SWD	11			22			14	59			4	
ELL	23			33			13	65	40		6	26
AMI												
ASN												
BLK	38			42			34	80	56		5	
HSP	40			44			30	79	54		6	23
MUL	43			41							2	

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
PAC												
WHT	44			52			43	72	49		5	
FRL	36			42			32	75	51		6	22

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	46	48	39	47	51	44	35	74	40			60
SWD	17	37	33	18	42	39	15	46				
ELL	32	44	39	35	46	42	16	57	36			60
AMI												
ASN												
BLK	43	54	46	44	52	42	36	80	33			
HSP	41	47	39	42	50	42	28	69	41			61
MUL	47	28		33	35							
PAC												
WHT	53	48	31	53	52	51	43	78	41			
FRL	40	47	40	42	50	42	30	72	35			57

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	50	51	41	49	46	45	48	89	32			54
SWD	15	24	24	11	31	39	17					
ELL	33	45	43	32	41	41	25		21			54
AMI												
ASN												
BLK	44	49	40	41	41	35	23		19			
HSP	48	52	42	46	45	45	48	100	30			55
MUL	42	35		42	56							
PAC												
WHT	55	52	40	57	48	50	59	80	39			
FRL	45	48	41	44	44	41	42	83	25			56

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
07	2023 - Spring	35%	36%	-1%	47%	-12%
08	2023 - Spring	43%	39%	4%	47%	-4%
06	2023 - Spring	38%	35%	3%	47%	-9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	42%	38%	4%	54%	-12%
07	2023 - Spring	41%	35%	6%	48%	-7%
08	2023 - Spring	61%	42%	19%	55%	6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	36%	33%	3%	44%	-8%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	37%	57%	50%	44%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	37%	63%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	77%	65%	12%	66%	11%

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.

- ELA Achievement – overall 46% of our students are on grade level, this is down from 50% in 20-21, and 56% in 18-19 – Our ELA Achievement level percentages have been decreasing over the last 3 years. This is mainly due to having non-education majors in some of our ELA positions.
- ELA Lowest 25 % - 39% showed gains, down from 41% in 20-21 and 53% in 18-19. – Our lowest 25% of students have seen learning gains drop over the last 3 years. The lowest 25% of students is mainly comprised of our SWD and ELL populations. Staffing issues cause many of our challenges. Another factor in our lowest 25% of students not achieving higher is their inability to read grade level text. Most of our level 1 students are more than one grade level behind.
- Science – 35% of our student are on grade level, down from 48% in 20-21 and 57% in 18-19. – Since the 8th grade Science assessment tests the entire middle school science curriculum, staffing plays a large role. All science positions in 6th , 7th, and 8th grade affect the 8th grade Science assessment results. Many of our science positions are taught by non-education majors or long term substitutes. Another factor in our low Science performance is that many of our students have a low reading level and do not have the skills to comprehend what they have read or the strategies to work through unknown vocabulary.
- SWD 17% ELA Achievement level, 37% Learning Gains, Math Achievement level 18%, Sci Achievement level 15% – Our students with disabilities are struggling in all areas. SWD students ELA, Math, and Science achievement levels are low and not increasing because they are mostly two or three grade levels behind. SWD students learning gains are inhibited by their lack of reading and vocabulary skills.
- ELL ELA Achievement level 32%, Math 35%, Sci 16% - Our ELL students are struggling in all areas. ELL students ELA, Math, and Science achievement levels are low and not increasing because they are mostly two or three grade levels behind. ELL students learning gains are inhibited by their lack of reading and vocabulary skills.

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

- The data component that showed the greatest decline is our Science Achievement. As discussed earlier staffing is the major factor. Since the 8th grade Science assessment tests the entire middle school science curriculum, staffing plays a large role. All science positions in 6th , 7th, and 8th grade affect the 8th grade Science assessment results. Many of our science positions are taught by non-education majors or long term substitutes. Another factor in our low Science performance is that many of our students have a low reading level and do not have the skills to comprehend what they have read or the strategies to work through unknown vocabulary.

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 largest gap is in Science Achievement. As discussed earlier staffing is the major factor. Since the 8th grade Science assessment tests the entire middle school science curriculum, staffing plays a large role. All science positions in 6th , 7th, and 8th grade affect the 8th grade Science assessment results. Many of our science positions are taught by non-education majors or long term substitutes. Another factor in our low Science performance is that many of our students have a low reading level and do not have the skills to comprehend what they have read or the strategies to work through unknown vocabulary.

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

Math learning gains showed the most improvement. We hired a math coach that worked directly with all the math teachers. The math coach modeled lessons, assisted with lesson planning, helped develop common assessments that were aligned with the standards, and met with the grade level math teachers, as a group, at least once a month. The math coach identified the lower 25% of Math students and met with them weekly to support and fill in gaps in their learning. We also implemented a learning platform called Edmentum that identified a learning path for each student and based the path on a challenging curriculum filling in foundational gaps.

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

Reflecting on the EWS data, students that were absent for more that 10% of school days is an area of concern. We are committed to assisting our students that are absent be successful, however, nothing can replace the student sitting in the class being part of all the interactions with the teacher.

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

1. ESE student success.
2. ELL student success.
3. Science achievement school-wide.

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.

Based on the 21-22 data, the SWD subgroup is below the Federal Index threshold of 41%; our SWD population scored at 31%. Our goal is to increase the SWD demographic above the 41% threshold.

Measurable Outcome:

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

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

Monitoring:

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

Students in the SWD subgroups will have their FAST scores, IXL information and their Edmentum scores monitored. Specific areas of challenge will be identified based on those results. A meeting will be held involving the Math and Literacy coach, the ESE Facilitator, the MTSS Coach, the Testing Coordinator, Guidance Counselors and the team teachers. Specific strategies for each area of challenge will be developed and monitored.

Person responsible for monitoring outcome:

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

All teachers must use student data to drive their instruction. Reading data will be given to teachers on a regular basis and will be a topic in the monthly PLC's.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

All students will be more successful by being directly involved in their own learning. If students understand what they are learning, why they are learning, and how they are going to show that they learned the concepts then they will be a more successful learner. Teachers have to ensure that the learning targets for every lesson are aligned with the standards. They also need to be sure they know each SWD student's IEP goals and accommodations.

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.

Schedule training with FDLRS to meet each teachers need. Flexible days and times will help all teachers take advantage of the trainings.

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

By When: FDLRS sessions will be scheduled by the end of the first 9 weeks.

Teachers will document differentiation in their lesson plans.

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

By When: September 25, 2023

Data chats with teachers using data from FAST, Edmentum, Achieve 3000, IXL during our monthly, grade level, subject area, PLC meetings.

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

By When: September 15, 2023, and monthly thereafter.

No description entered

Person Responsible: [no one identified]

By When:

#2. -- Select below -- specifically relating to**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.

Discovery Academy of Lake Alfred will focus on Rachel's Challenge for our positive culture and environment initiative. Rachel's Challenge addresses the root causes of school violence, bullying, prejudice, and self-harm through student wellness programs that build connection, hope and resilience. RC improves school culture so that students are able to reach their full potential academically, socially and emotionally.

Measurable Outcome:

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

Discovery Academy will involve all students in Rachel's Challenge through a school-wide assembly and lessons every Thursday during our advisory class. Discovery will develop four clubs that any student can participate in. AOK (Acts of Kindness) Target Letters, Outreach, and Inreach.

The number of discipline referrals will drop by 7%. Also, the number of teacher given consequences will drop by 7% as well.

Monitoring:

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

Guidance counselors will monitor the formation of the groups and facilitate through the teacher sponsors of the clubs. Feedback from students, parents, and staff will be documented through surveys. The dean of students will monitor discipline referrals and discipline given out by teachers and compare it to last years data.

Person responsible for monitoring outcome:

[no one identified]

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.)

Dr. Robert Marzano, respected education researcher and author states, "Rachel's Challenge is the most powerful intervention I have seen in 40 years of working in education." Rachel's story unlocks the desire for

change. Then, its programs come alongside the existing efforts of the school to sustain a culture where harassment, violence and self-harm are reduced; where teachers are free to teach and students are empowered to learn.

An independent study conducted by Multi-Dimensional Education, LLC, a nationally recognized educational program evaluator, found that, "Schools implementing Rachel's Challenge with fidelity achieved statistically significant gains in community engagement, faculty/student relationships, leadership potential, and school climate; along with a reduction in bullying behavior."

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Rachel's Challenge was born out of the horrible tragedy at Columbine High School.

RC fosters kindness and compassion throughout campus. While Rachel reached out to 3 specific groups of people at her school disabled, to those new at her school, and those who were picked on, or put down by others. The focus is a chain reaction of kindness. Dala's commitment to RC:

Weekly Rachel's Challenge Advisory Lessons on Thursday

Kick-off assembly - Rachel's Challenge

Friends of Rachel (FOR Club)

This club insures that the impact of the assembly and the kindness and compassion it fostered will continue indefinitely in the school.

Rachel's Challenge Celebration to culminate the year and continue the chain reaction over summer.

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.

Schedule the beginning of the year Rachel's Challenge Kick-Off assembly.

Person Responsible: Steve Frabotta (steve.frabotta@discoveryacademy.org)

By When: By August 1st, 2023

Meet with staff to get buy-in and sponsors for each club.

Person Responsible: Steve Frabotta (steve.frabotta@discoveryacademy.org)

By When: August 9th, 2023

Sponsors will create and develop their clubs and get approval from admin.

Person Responsible: Steve Frabotta (steve.frabotta@discoveryacademy.org)

By When: September 15th, 2023

Monitor the number of referrals and teacher issued consequences to monitor the reduction of misbehavior.

Person Responsible: Mark Whitehead (mark.whitehead@discoveryacadmy.org)

By When: End of the school year.

No description entered

Person Responsible: [no one identified]

By When:

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).

The process began with the leadership team analyzing the student's data from the FAST and longitudinal data from previous statewide assessments. Based on the identified areas and looking at our needs assessment, the group brainstormed on areas of greatest need. The areas were prioritized and the decision was made to focus on our ESE students and our ELL students. The leadership group knows that many of the bottom 25% of low achieving students come from these populations. Various strategies and costs were discussed to identify the most feasible choices. The administration then met to talk about the possibilities discussed by our leadership team and make a decision to increase staff that serves our ESE and ELL populations.

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 is housed on our website: discoveryacademy.org, under the "Parent" tab. All communication home goes out in dual languages.

*The SIP will be posted on social media along with avenues of input if stakeholders want to be involved and a process to provide feedback

*A Stakeholder Survey will be distributed in March to get feedback from those that want to be involved in the future and how we can improve the process and get more stakeholders involved

*During individual conferences involving our Parent Liaison, parents are given a direct invite to participate in the SIP

*An Annual Title One meeting is held at flexible times and modes, explaining the process and inviting stakeholders to participate in the SIP process and providing feedback from the previous years SIP

*At the beginning of the year an invite goes out to all parents asking them to get involved and provides feedback on the previous years plan

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))

Discovery Academy of Lake Alfred's Family Engagement Plan is located on our website (discoveryacademy.org) under the "Parents" tab:

Discovery Academy of Lake Alfred (DALA) will 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. DALA will:

? Involve an adequate representation of parents, or establish a parent advisory board to represent families, in developing and evaluating the "School Parent and Family Engagement Plan" that describes how the school will carry out its required family engagement activities.

? Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved. Offer other meetings/workshops at flexible times.

? Use a portion of Title I funds to support parent and family engagement and involve parents in deciding how these funds are to be used.

? Involve parents in the planning, review, and improvement of the Title I program.

? Develop a school-parent compact that outlines how parents, students, and school staff will share the responsibility for improving student achievement and describes how parents and teachers will communicate.

? Offer assistance to parents in understanding the education system and the state standards, and how to support their children's achievement.

- ? Provide materials and training to help parents support their child's learning at home.
- ? Provide staff development to educate teachers and other school staff, including school leaders, on how to engage families effectively.
- ? Provide information in a format and language parents can understand and offer information in other languages as feasible.

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 last 45 minutes of each day is devoted to HELM (Helping): Differentiated learning paths will provide students the opportunity to practice math and reading skills at their current level of understanding while expecting them to deepen their level of understanding. This model puts students at the center of the instruction, and gives them ample time to problem solve, learn with their peers and be deeply engaged in learning math and reading concepts.

Subject Area Meetings (PLC):

Utilize the common planning and collaboration to map curriculum, unpack standards for instruction, develop common assessments, and design lessons;

Plan common lessons consistent Florida BEST Standards

Analyze common assessments and plan intervention and enrichment for students.

Promote a weekly content grade level meetings run by teachers, supported by coach;

Use grade level common assessments including those collaboratively created by teachers, as well as IXL, Edmentum, Discovery Education diagnostics, and FAST progress monitoring.

Use state resources within the state managed website, CPALMs, including pacing guides, extended scope and sequence, as well as print and digital resources.

Professional Development:

*Selected teachers will engage in IXL math and reading for workshop professional development

*All teachers will participate in effective lesson planning training with Common Curriculum

*Job embedded content pd will occur weekly at SAMs and weekly PLC meetings

*Workshop style sessions will be offered to staff on School Planning days

*Selected teachers will participate in a differentiated reading workshop with Achieve 3000 to provide students the opportunity to practice reading skills at their current level of understanding while expecting them to deepen their level of comprehension and word attack skills

*Utilize support from the instructional coach and reading teachers to improve instruction and to facilitate PLC work

*Continue and deepen current practices by PLC in analysis of data to determine each student's strengths and needs to inform instructional practices.

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))

N/A

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))

Discovery Academy ensures the well-being and holistic development of middle school students involving a multifaceted approach that goes beyond academic subjects.

1. School-Based Mental Health Services:

- School Counselors: Full-time school counselors are employed one for each grade level who work with students individually and in groups to address personal, social, and emotional issues.
- Mental Health Facilitator: provide therapy and support for students with emotional and mental health needs.

2. Specialized Support Services:

- MTSS Coordinator: Develops and implements an RTI and multi-tier support system framework to identify and support students who may be struggling academically or behaviorally.
- Behavioral Intervention Plans (BIPs): Develop BIPs for students with challenging behaviors, outlining strategies to improve behavior and provide necessary support.

3. Mentoring Services:

- Peer Mentoring: Establish peer mentoring programs where students are paired with positive role models, fostering positive relationships.
- Adult Mentoring: Encourage staff members to mentor students who may benefit from additional adult support and guidance.

4. Social-Emotional Learning (SEL):

- SEL Curriculum: Incorporate SEL programs into the school curriculum to teach students skills such as self-awareness, self-regulation, empathy, and responsible decision-making.
- Character Education: Implement character education programs to promote positive values and behaviors among students. Discovery Academy uses The Rachel's Challenge Foundation initiative to spread and give students an opportunity to develop positive character traits while giving back to their peers and community.
- Conflict Resolution: Provide training in conflict resolution and problem-solving skills to help students manage interpersonal conflicts effectively. Conflict resolution skills are taught during Advisory in combination with SEL skills.

5. Parent and Community Involvement:

- Parent Workshops: Opportunities are provided for parents to participate and collaborate with teachers to promote students academic and emotional wellbeing through open house type events and parent/ teacher conferences.
- Community Partnerships: Collaborate with local mental health organizations and community resources to extend support services beyond the school.

6. Regular Assessment and Monitoring:

- Assessment Tools: Use assessment tools and surveys to monitor students' well-being and identify areas that need improvement. Discovery Academy uses The Colombia Suicide Severity Rating Scale; Bright Futures Developmental, Behavioral, Psychosocial, Screening and Assessment Form and the BASE Education Mental Health Platform.
- Data-Driven Decision Making: Use data to inform the development of targeted interventions and improvements in support services.

7. Staff Training:

- Professional Development: Provide ongoing training for teachers and staff to recognize signs of distress, respond effectively, and foster a supportive environment.

8. Student Engagement and Inclusion:

- Extracurricular Activities: Encourage students to participate in extracurricular activities that align with their interests and passions. Discovery Academy has a comprehensive extracurricular sports program. Our Leadership Team is a venue whereby students are taken on field experiences to learn about our community, local colleges and outreach opportunities to help the less fortunate.
- Inclusive Practices: Promote inclusivity to ensure that all students feel valued and included within the school community. Kagan practices and the Rachel's Challenge initiative are both strong tools used by Discovery to promote inclusivity.

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))

During their middle school years, Discovery Academy students are offered a variety of experiences regarding careers and planning for the future. Through a standards-based career planning program offered in 8th grade, students are given the opportunity to learn about different career clusters and the jobs that exist in those clusters. Concomitantly, students gain experience with employment through practice job interviews, prepped with common interview questions by their teachers. Simultaneously, students are given the knowledge of career options extending from college and on-the-job training to other vocational options and the pathways to get there. They get familiarized with high schools that fit their future needs such as IB or Performing Arts in Polk County.

Throughout the year, students get to go on field experiences and see guest speakers. The latter allows them to see the education and experience that got those speakers their jobs, but additionally what their jobs entail. This real world focus is essential to preparing them to be active participants in an ever-changing world.

Finally, students, as part of the Career Program here, begin to decide and plan out their future goals.

The program is a great start for preparing students to be adults and to be confident in their future and career choices.

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).

N/A

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))

N/A

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

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: -- Select below --:	\$0.00

	Total: \$0.00
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Budget Approval

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

No