

Brevard Public Schools

DISCOVERY ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

To develop lifelong learners by engaging students through highly effective instructional practices, complex content, and empowering learning opportunities in an environment that is safe, inclusive, and committed to excellence.

Provide the school's vision statement

An energetic, diverse, and high-performing learning community built upon a foundation of rich collaboration and shared values of safety, responsibility, and respect.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Christine Rosado

rosado.christine@brevardschools.org

Position Title

Principal

Job Duties and Responsibilities

As principal, Mrs. Rosado works with the leadership team to set clear goals for the school based on collaborative analysis of data. She organizes the team to shape a vision of quality instruction and academic success for all students through a clear focus on data-driven strategic goals, instructional priorities, and collaborative planning and professional learning. She supports shared decision-making regarding curriculum, resource allocation, instruction, staffing, and community engagement.

Leadership Team Member #2

Employee's Name

Angela Grandinetti

grandinetti.angela@brevardschools.org

Position Title

Assistant Principal

Job Duties and Responsibilities

As assistant principal, Mrs. Grandinetti leads the implementation of new curriculum/initiatives, collaborative planning efforts, and professional development. She is focused on a vision of shared instructional leadership and academic success for all. She defines and promotes high expectations among the school-based learning community in support of quality instruction and improved student achievement. She identifies the instructional talents and interests of teachers, organizing them to apply those talents as teacher leaders to lead collaborative planning, professional development, and peer coaching efforts.

Leadership Team Member #3

Employee's Name

Jessica Speiser

speiser.jessica@brevardschools.org

Position Title

Literacy Coach

Job Duties and Responsibilities

As the literacy/instructional coach, Mrs. Speiser plays a critical role in gathering both instructional and performance data from a variety of sources for analysis by the leadership team. She mentors and supports teachers, modeling lessons and providing resources to support school-wide best instructional practice. She leads collaborative planning with a focus on strong Tier 1 instruction, standards-aligned learning tasks, and targeted, research-based small group instruction. Mrs. Speiser also facilitates schoolwide and grade level professional development. Mrs. Speiser assists teachers with the MTSS process through data analysis, identification of needs and skills deficits, intervention planning, and data collection

Leadership Team Member #4

Employee's Name

Tracey Rosato

rosato.tracey@brevardschools.org

Position Title

Elementary Specialist/Title I

Job Duties and Responsibilities

Mrs. Rosato serves as Discovery's Elementary Specialist, which supports the compliance of Title I. She provides information to the leadership team regarding available resources, resource and personnel allocation, and instructional needs. She organizes the Title I team to support priorities identified through data analysis and defined in the school improvement plan. Mrs. Rosato assists teachers with the MTSS process through data analysis, identification of needs and skills deficits, intervention planning, and data collection. She communicates timely information to parents and community members regarding school and community-based events. She also engages educational stakeholders, including area businesses and community organizations, in the work of the school to provide additional academic supports. Mrs. Rosato will be supporting the implementation of our school's behavior plan to our Tier 1 and 2 students.

Leadership Team Member #5**Employee's Name**

Jacob Markisen

markisen.jacob@brevardschools.org

Position Title

Social Worker

Job Duties and Responsibilities

As school social worker, Mr. Markisen supports the leadership team by providing critical data regarding attendance and SEL needs as well as available community supports. Mr. Markisen guides the threat/ mental health assessment process and conducts suicide risk inquiries as needed. The information collected from these assessments is utilized to enhance school supports or investigate the need for additional supports. He supports students through SEL counseling groups and also works with families to find available community supports such as housing, food banks, and outside counseling to name a few. The work he does as a member of the leadership team has a positive impact on the ability of students to arrive to school engaged and ready to learn.

Leadership Team Member #6**Employee's Name**

Jarvis Watson

watson.jarvis@brevardschools.org

Position Title

School Counselor and 504 Coordinator

Job Duties and Responsibilities

As school counselor, Mr. Watson supports the leadership team by providing students and families with counseling services, assistance in SEL needs, and available community supports. Mr. Watson participates in the threat/ mental health assessment process and supports suicide risk inquiries as needed. The information collected from these assessments is utilized to enhance school supports or investigate the need for additional supports. He supports students through SEL counseling groups and also works with families to find available community supports such as housing, food banks, and outside counseling. The work he does as a member of the leadership team has a positive impact on the ability of students to arrive to school engaged and ready to learn.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

The leadership team will continuously collect stakeholder feedback - our faculty and staff, families, community leaders, and students, from all school community members through the use of two-way communication of schoolwide needs, academic goals, and volunteer opportunities via several methods, including FOCUS communications, parent informational events, staff surveys, student surveys, Title I family surveys, monthly parent teacher organization meetings, and monthly school advisory council meetings. All stakeholders were invited to participate in our school's Comprehensive Needs Assessment for the 25-26 school year. The school leadership team collaborated during Ascend to create a draft School Improvement Plan based on the CNA meetings. This is then reviewed by faculty, SAC meeting and students through our Student Congress. All input is reviewed and revisions made to SIP by the CNA leadership team.

The Partner in Education (PIE) Coordinator and administration will work closely with our local community and business partners to meet the needs of the entire school community, including the families and surrounding community we serve. These resources and services will be utilized in a variety of ways to support our parent engagement events, instructional efforts to support SIP goals and academic needs, and provide other learning experiences both in our school and through virtual platforms.

The leadership team and the Title I team members will continue to work together to build relationships with the families we serve, provide resources to support our families, and meet their needs, based on data collected from parent surveys and Title I surveys (T). The Title I team's data collection efforts will also use the feedback and information collected to meet schoolwide needs, such as providing specific resources to teachers and students, to ensure that all students are receiving an inclusive and equitable education in a positive school environment (T).

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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

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

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

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL)* BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: C 2023-24: C 2022-23: C 2021-22: C 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	57	99	93	97	95	68	98			607
Absent 10% or more school days	9	26	15	20	15	17	17			119
One or more suspensions	1	5	7	9	9	5	19			55
Course failure in English Language Arts (ELA)					1	1	4			6
Course failure in Math					1	1	6			8
Level 1 on statewide ELA assessment		21	27	35	29	30	28			170
Level 1 on statewide Math assessment		17	18	36	28	25	25			149
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	6	5	45						60
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	6	10	13	25	14					68

Current Year 2025-26

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		15	11	16	14	13	17			86

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	6	4	13	2	2	1			29
Students retained two or more times				2	4	2	4			12

Prior Year (2024-25) As Last 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 school days	16	26	19	25	9	19	16			130
One or more suspensions	1	3	4	10	6	16	18			58
Course failure in English Language Arts (ELA)				1	1		2			4
Course failure in Math				1	1		1			3
Level 1 on statewide ELA assessment	2	14	26	43	14	33	18			150
Level 1 on statewide Math assessment	2	19	18	39	23	30	16			147
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5	22	22							49
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	5	9	11	11	14					50

Prior Year (2024-25) As Last Reported (pre-populated)

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		4	5	16	2	9	5			41

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	5	3	14		1				25
Students retained two or more times				4	1	4	1			10

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	44	62	59	47	61	57	48	58	53
Grade 3 ELA Achievement	30	58	59	36	59	58	40	57	53
ELA Learning Gains	54	62	60	56	64	60			
ELA Lowest 25th Percentile	44	57	56	60	60	57			
Math Achievement*	47	63	64	44	62	62	46	58	59
Math Learning Gains	66	67	63	59	68	62			
Math Lowest 25th Percentile	57	54	51	48	59	52			
Science Achievement	30	62	58	34	60	57	39	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	48	62	63	33	57	61	27	54	59

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	47%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	420
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
47%	46%	43%	51%	46%		50%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	32%	Yes	6	
English Language Learners	36%	Yes	1	
Black/African American Students	46%	No		
Hispanic Students	46%	No		
Multiracial Students	53%	No		
White Students	48%	No		
Economically Disadvantaged Students	46%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	44%	30%	54%	44%	47%	66%	57%	30%					48%
Students With Disabilities	19%	16%	38%	38%	25%	54%	48%	13%					33%
English Language Learners	29%	23%	37%	27%	23%	63%	67%	7%					48%
Black/African American Students	34%	23%	56%	56%	39%	65%	62%	15%					65%
Hispanic Students	46%	40%	48%		37%	63%	61%	30%					42%
Multiracial Students	50%		64%		47%	72%		33%					
White Students	50%	28%	55%	35%	60%	69%	53%	37%					
Economically Disadvantaged Students	41%	25%	55%	49%	45%	69%	58%	25%					50%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	47%	36%	56%	60%	44%	59%	48%	34%					33%
Students With Disabilities	17%	10%	47%	61%	21%	49%	52%	36%					20%
English Language Learners	35%	31%	61%	67%	23%	61%	63%						33%
Black/African American Students	30%	24%	45%	53%	27%	47%	53%	20%					43%
Hispanic Students	45%	24%	61%	76%	38%	63%	50%	21%					28%
Multiracial Students	52%		65%		58%	73%							
White Students	57%	54%	56%	50%	57%	60%	36%	48%					
Economically Disadvantaged Students	42%	34%	54%	53%	41%	57%	48%	26%					34%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	48%	40%			46%			39%					27%
Students With Disabilities	22%	14%			28%			27%					30%
English Language Learners	26%	10%			31%								42%
Black/African American Students	38%	40%			35%			13%					
Hispanic Students	50%	29%			45%			50%					52%
Multiracial Students	49%	42%			43%			33%					
White Students	51%	43%			52%			48%					
Economically Disadvantaged Students	45%	40%			42%			35%					39%

E. 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	32%	58%	-26%	57%	-25%
ELA	4	33%	58%	-25%	56%	-23%
ELA	5	40%	60%	-20%	56%	-16%
ELA	6	74%	70%	4%	60%	14%
Math	3	36%	59%	-23%	63%	-27%
Math	4	36%	60%	-24%	62%	-26%
Math	5	45%	57%	-12%	57%	-12%
Math	6	71%	72%	-1%	60%	11%
Science	5	30%	60%	-30%	55%	-25%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Math Lowest 25% showed the greatest improvement at Discovery Elementary School, increasing from 48%

in 2023–2024 to 57% in 2024–2025—an increase of 9%. This growth is attributed to the monthly support from our district math coach and the weekly supports with our math coach per teacher's needs and wants. Students were supported during their math intervention time and small group math time. The master schedule was adjusted during the second nine weeks to allow designated mall group time.

Lowest Performance

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

Science was the lowest-performing area in 2024– 2025, with 30% proficiency—a decrease from 36% the previous year. While integration of the STEM teacher on the activity wheel was a plus for our school, effective execution of standards-based instruction remains a key area for growth. The gap between connection of the classroom benchmarks to the STEM teacher expectation from the district highlights the need to improve instructional rigor during the STEM time that aligns and connects back to the learning happening in the classroom, increasing collaboration and planning between the STEM teacher and general education teachers, and enhance the presence in the classroom for support of science vocabulary and experiences.

Greatest Decline

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

ELA Lowest 25% proficiency at Discovery Elementary School declined from 60% in 2023–2024 to 44% in 2024–2025. A key factor has been a lack of focused planning and coaching on the benchmark marks that students are being expected to master at the end of school year. During walkthroughs, teachers were teaching below the benchmark over-scaffolding limiting opportunities for students to engage with content at the full depth of the benchmarks. The ESE resource teachers were not apart of the discussion of what was happening in the classrooms to support where the students were and

where they needed to be to meet the grade level benchmarks.

Greatest Gap

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 greatest gap when compared to the state average is Third Grade Achievement. The team had 4 new teachers to the team with 3 of the teachers being reading endorsed. 3 of the teachers were new to Brevard and new to the grade level content.

EWS Areas of Concern

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

The Early Warning Systems data shows that two or more risk indicators, with the most common being Level 1 scores in ELA and Attendance. Over half of these students also exhibit multiple indicators, highlighting the strong correlation between academic struggles and other risk factors. Targeted interventions in attendance and student support will address these root causes and promote academic growth.

Highest Priorities

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

SWD - Inclusion modeling with all ESE resources supporting students inside the classrooms

ELA - Tier 1 Instruction focusing on building knowledge of the benchmarks and planning for instruction based on weekly data

Behavior - Support students in the classrooms and coaching up teachers to ensure that students are using strategies when they become disruptive.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

SY25 FAST PM3 ELA Proficiency was 43% which was a decrease of 4% from SY24.

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

No Answer Entered

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

No Answer Entered

Grades K-2: Measurable Outcome(s)

From PM1 to PM2, students will increase proficiency by 7%. From PM2 to PM3, students will increase proficiency by 7%; totaling a 14% increase for the year.

By the end of SY26, 50% of students will show proficiency based on FAST PM3.

Grades 3-5: Measurable Outcome(s)

From PM1 to PM2, students will increase proficiency by 7%. From PM2 to PM3, students will increase proficiency by 7%; totaling a 14% increase for the year.

By the end of SY26, 50% of students will show proficiency based on FAST PM3.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

FAST Data, i-Ready Data, Walk-through Data, Standards Mastery, Monthly Fluency Data, Common Assessments Data

Person responsible for monitoring outcome

Christine Rosado

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Collaborative Planning Strong Tier 1 instruction based on high-quality ELA practices (Benchmark focus) Teach small group instruction with fidelity based on data Inclusive Scheduling WIN Collaborative Conversations

Rationale:

Based on a comprehensive review of student performance data, weekly planning was not consistently implemented across grade levels. The data shows a decrease in achievement levels in 3rd, 4th, and 5th grade. This points to progress being needed in standards-aligned Tier 1 instruction and a need for consistent small group instruction.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Summer Work

Person Monitoring:

Christine Rosado

By When/Frequency:

End of June 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. During Summer 2025, grades 1st, 2nd, 3rd, and 4th will complete a data analysis of SY25 PM3 data and Benchmark training with admin and Literacy Coach to plan beginning of the year instruction to fill in learning gaps. (T) 2. 4th grade teachers, Literacy Coach, and Elementary Specialist have the opportunity to attend an Orton-Gillingham Morphology training during Summer 25.(T) 3. K-2 teachers, admin, Literacy Coach, and Elementary Specialist have the opportunity to attend an Orton-Gillingham Classroom Educator Training during Summer 25. (T)

Action Step #2

Quarter 1

Person Monitoring:

Christine Rosado

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Literacy Coach and Admin will support the building and preparing of Teacher Planning Binders for Facilitated Collaborative Planning. 2. Principal will share data and goals for the year setting the

expectation of year with planning and monitoring for Tier 1 instruction. 2. Starting WIN week 2 based on PM3 data. Teachers and interventionists will be trained on resources and OPM materials during pre-planning. 3. Collaborative planning will begin the 2nd week of school focusing on small groups based on Benchmarks. (Literacy Coach, Admin; every week until end of year) Small group instruction will begin the 3rd week of school. (Literacy Coach, Admin; August 25 - ongoing) 4. Teachers will monitor fluency monthly using a data tracker created by admin team starting August 11. K-2 teachers will complete on-going progress monitoring of phonics skills throughout units to ensure we are intervening the growing students to be strong readers. 5. The Leadership Team created a walk-through schedule and will include Benchmark indicators on the walk-through tool in order to provide specific, targeted feedback to teachers to improve the implementation of instruction and identify professional learning opportunities. Multiple resources will be purchased with Title I funds to support student performance and intervention including Lexia, Magnetic Curriculum and technology resources. Other resources will be purchased based on additional identified needs for intervention and professional development utilizing Title I funds (T).

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

SY25 FAST PM3 Math Proficiency was 47% which was an increase of 3% from SY24.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

From PM1 to PM2, students will increase proficiency by 7%. From PM2 to PM3, students will increase proficiency by 7%; totaling a 14% increase for the year.

By the end of SY26, 50% of students will show proficiency based on FAST PM3.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

FAST Data, i-Ready Data, Walk-through Data, Standards Mastery, Weekly Data Driven Skill, Common Unit Assessment Data

Person responsible for monitoring outcome

Christine Rosado

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Collaborative Planning Strong Tier 1 instruction based on high-quality Math practices (Benchmark focus) Teach small group instruction with fidelity based on data Inclusive Scheduling Math Intervention Collaborative Conversations (Mathematical Discourse)

Rationale:

Based on a comprehensive review of student performance data, targeted small group instruction and use of research-based intervention resources was consistent schoolwide. The data shows an increase in achievement levels in all grade levels. This points to a need in continuing the use of targeted small group instruction and use of research-based intervention resources was consistent schoolwide in SY26.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Quarter 1

Person Monitoring:

Christine Rosado

By When/Frequency:

Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Starting Math Intervention week 2 based on PM3 data. Teachers and interventionists will be trained on resources and OPM materials during Pre-Planning. 2. Facilitated Collaborative planning with administration will begin the 2nd week of school. This will include biweekly planning with the District Math Coach. 3. Teachers will monitor weekly data driven skill through the PMPs and exit tickets. A tracker will be created by admin to share with teams to monitor student learner through the units. 4. The Leadership Team created a walk-through schedule and will include Benchmark indicators on the walk-through tool in order to provide specific, targeted feedback to teachers to improve the implementation of instruction and identify professional learning opportunities. Multiple resources will be purchased with Title I funds to support student performance and intervention including Kickstart, Corrective Math, iReady, and technology resources. Other resources will be purchased based on additional identified needs for intervention and professional development utilizing Title I funds (T).

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

SY25 NGSS Science Proficiency was 30% which was a decrease of 4% from SY24.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Students will increase proficiency by 4% for the year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

PENDA data, District Penda Assessment data, STEM exit tickets data, Walk-through Data

Person responsible for monitoring outcome

Christine Rosado

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Collaborative Planning with STEM teacher and grade level science teachers (AP, ongoing) Strong Tier 1 instruction, including hands on learning opportunities, vocabulary instruction, and reflection of the five E's (Benchmark focus) Teacher observations of high-quality science instruction Inclusive Scheduling Collaborative Conversations

Rationale:

Based on a comprehensive review of student performance data, targeted tier 1 science instruction and use of vocabulary was inconsistent schoolwide. The data shows a decrease in science achievement. This points to a need in continuing the consistent use of targeted tier 1 instruction, including hands-on learning opportunities, vocabulary, and opportunities to reflect on the five E's schoolwide in SY26.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Summer Work

Person Monitoring:

Angela Grandinetti

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration met with content specialist to plan action steps for science instruction in SY26 on June 27th.

Action Step #2

Quarter 1

Person Monitoring:

Angela Grandinetti

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Collaborative planning will begin the 2nd week of school. This will include STEM teacher and grade level science teachers. 2. Teachers will monitor Penda Unit assessment data using a tracker created by admin. 3. Teachers will monitor 3-6 Grade PENDA usage and performance data. Discussions will be discussed weekly. 4. The Leadership Team created a walk-through schedule and will include Benchmark indicators on the walk-through tool in order to provide specific, targeted feedback to teachers to improve the implementation of instruction and identify professional learning opportunities.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

SY25 FAST PM3 SWD Overall Proficiency was 20% which was a decrease of 15% from SY24.

SY26 will be year 6 of ATSI status for SWD. Discovery will implement a new master schedule to support a push-in model for K-6; the previous model was all pull-out resources. We will review data quarterly and adjust goals as needed based on monitoring data.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

From PM1 to PM2, students will increase proficiency by 7%. From PM2 to PM3, students will increase proficiency by 7%; totaling a 14% increase for the year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

FAST Data, i-Ready Data, Walk-through Data, Standards Mastery, Monthly Fluency Data, Common Assessments Data, Lesson Planning PL and Templates, Accommodations Data

Person responsible for monitoring outcome

Christine Rosado

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Collaborative Planning with grade level teams and ESE resource teachers ESE resource teachers to monitor data weekly with admin team Strong Tier 1 co-teach instruction Inclusive Scheduling WIN with fidelity

Rationale:

Based on a comprehensive review of student performance data, weekly planning was not consistently implemented across grade levels with the ESE resource team. The data shows a decrease in achievement levels in 3rd, 4th, and 5th grade. Collaborative teaching model will strengthen the ability to support student needs in standards-aligned Tier 1 instruction. Additionally, using student accommodations in the classroom and consistent small group instruction to close learning gaps.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Summer

Person Monitoring:

Christine Rosado

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. K-2 teachers, admin, Literacy Coach, and Elementary Specialist have the opportunity to attend an Orton-Gillingham Classroom Educator Training during Summer25. (T)

Action Step #2

Quarter 1

Person Monitoring:**By When/Frequency:**

Christine Rosado

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Starting WIN week 2 based on PM3 data. Teachers and interventionists will be trained on resources and OPM materials. (Preplanning, Literacy Coach and Elementary Specialist) 1. Schoolwide Book Study of Your Students, My Students, Our Students for teachers and paraprofessionals will be led by Administration focusing on building the knowledge of Inclusive Classrooms. 2. SWD Accommodations Overview with Resource Teacher will be scheduled so that Gen. Ed can build the relationship for the need for success to work. Expectations of this will be shared with during pre-planning. 3. Professional Learning will focus on SWD accommodations beginning the 2nd week of school to target small groups based on Benchmarks. First planning session will include a focus on SWD Grouping for Small Group Instruction 4. Small group instruction will begin the 3rd week of school with the ELA block reflecting the inclusive co-teach model. 5. The Leadership Team and ESE Support Specialist will conduct walk-throughs with a created schedule and will include Benchmark indicators on the walk-through tool in order to provide specific, targeted feedback to teachers to improve the implementation of instruction using the Tier 1 checklist, Collaborative Teaching Walkthrough Tool and identify professional learning opportunities. Multiple resources will be purchased with Title I funds to support student performance and intervention including Lexia, Magnetic Curriculum and technology resources. Other resources will be purchased based on additional identified needs for intervention and professional development utilizing Title I funds (T).

IV. Positive Learning Environment**Area of Focus #1**

Other: Discipline

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on SY25 referral data, the highest discipline incident rate was Classroom Disruption (Minor).

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Classroom Disruption (Minor) will decrease by 40% for the 25-26 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

-
- Utilize Data Dashboard
 - Walk-through data to ensure use of elements listed on Tier 1 Checklist

Person responsible for monitoring outcome

Christine Rosado

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Professional Learning around BPS Discipline Plan and the Tier 1 Checklist Coaching Cycles
Observations of model classrooms (POD Day)

Rationale:

Utilizing these evidence-based interventions will support our school in reaching our goal of fostering a positive learning environment, resulting in lower referral rates.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Quarter 1

Person Monitoring:

Angela Grandinetti

By When/Frequency:

Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Professional Learning on classroom disruptions (preplanning, ongoing / Admin, Counselor, Social Worker) (T) 2. Professional Learning on Tier 1 Checklist from Administration and Lead ESE teacher. (T) 3. Professional Learning on Discovery Discipline Ladder during Pre-Planning with assistant principal, counselor and social worker. (T) 4. Walk-through tool to monitor use of Tier 1 Checklist elements with leadership team. 5. Weekly discipline referral discussion will be brought to attention to all grade levels during Professional Learning Day. 6. Administration will hold Biweekly Behavior Supports Meeting with Admin, Counselors, Social Workers, Eckerd Connects, Behavior Tech to discuss referrals given and what teachers will need supports to implement Tier 1 supports.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

Here is Discovery's Website to Title I information: Discovery Title I | Discovery Elementary (brevardschools.org)

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

We plan to build positive relationships with our families and community stakeholders through the utilization of feedback provided to us through Title I parent surveys, district parent surveys, SAC/PTO meetings, and family events. Using the feedback we received from these resources, we have planned parent and family engagement events that best fit our school community's needs. Our Partner in Education Coordinator participates in PIE networking events and collaborates with community partners to provide a two-way bridge of support between the school and the community, including parent and student events, spirit nights, fundraising opportunities, and volunteer opportunities. We also have our Title I parent information and Family Engagement Plan available on our school website and utilize multiple different digital platforms (Focus, school social media pages, weekly parent newsletter), two-way communication strategies, and paper flyers for parent and community communications. We translate all communications to families and the community in multiple languages, so all families have access to the information provided to them by their child's school. We

encourage our families to participate in events, volunteer opportunities, and Friday parent lunches each week. We also have the Eckerd Connect program on our campus with a counselor that works with students in grades 3-6 on the activity wheel to focus on life skills.

To achieve this goal, our Parent Family Engagement Plan (PFEP) is in collaboration with our families and community members. Summaries of our school's PFEP are shared with our stakeholders on our school website (Discovery Title I | Discovery Elementary (brevardschools.org)) and a hard copy is kept in the front office. This plan is translated into Haitian Creole and Spanish. The PFEP highlights how our school plans to build positive relationships with all stakeholders to support the needs of our students.

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Our school will strengthen the academic program in our school and increase the amount and quality of learning time through multiple different supports and resources, provided by the leadership team and our instructional coaches. Our master schedule is designed to ensure that all students have a designated intervention time and an uninterrupted reading and math block, that also correlates with our ESE resource schedule to ensure all student academic needs are being met. Teachers, instructional coaches, and leadership team will collaborate and plan effective, high-quality instruction for all students during their weekly PLC meetings and monthly MTSS meetings. Data from multiple resources will be tracked in these meeting by teachers, coaches, and administrators, and these data talks will drive future instruction in all grade levels. We will also offer ASP for all grade levels in both reading and math and will offer multiple session times so all students invited to participate have access to the academic support program. Consistent walkthroughs with the leadership team, coaches, support specialist and district coaches will be conducted and reviewed with teachers in PLC meetings to ensure we are supporting the instructional and classroom needs of teachers. All resources used in the classrooms will be district-approved, research-based curriculum materials, including the utilization of Magnetic Reading program in small groups, interventions, and ASP. The leadership team have created report groups in iReady to data track our students in ESSA subgroups (SWD, AA) and the bottom quartile students to monitor their progress in reading and math. Science instruction has been built into every grade level schedule. STEM is on our activity wheel for 3rd-6th grade. K-2 have our STEM teacher supporting science instruction weekly with a hands-on experiment in the STEM lab. The expectation is that students are engaged with experiments and following the district pacing guides to ensure all students in grade K-6 are receiving high-quality, standards-based science instruction and opportunities to work with the scientific method.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Our social workers, counselor, Eckerd Connect Counselor, and Title I coordinator support our families with the coordination and integration of our plan by provided resources for all avenues of their lives, including academic resources and wrap around services for the entire family. On our campus, we host Head Start and Eckerd Connect. Our cafeteria manager and her team work hard to ensure that our students receive a nutritional meal for breakfast and lunch every day and received a 5-star rating on their 5-Star Inspection in the 23-24 school year. We also provide students with additional meals for the weekend with our Backpack Club program, which is funded through the Children's Hunger Project. Student Services and Florida Diagnostic and Learning Resource Systems (FDLRS) provide instructional support services to students, families and teachers of students with exceptionalities. Title IX/McKinney Vento provides support and services like school supplies, tutoring, counseling and transportation for our families in transition. Title III provides instructional support for our ELL students and translation opportunities for families.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Our social worker, counselors, Eckerd Connect Counselor, and Title I coordinator assist our school in supporting our families by providing numerous resources, including counseling sessions, life skills small group instruction for identified students in need of mental health supports, academic resources for families to utilize at home, and wrap around services for the entire family. On our campus, we host Eckerd Connect, who provides many resources to students, families and home environment. Also, on our campus we have a Head Start Advocate who supports our Head Start families with resources and monthly family meetings. Our cafeteria manager and her team work hard to ensure that our students receive a nutritional meal for breakfast and lunch every day and received a 5-star rating on their 5-Star Inspection in the 24-25 school year. We also provide students with additional meals for the weekend with our backpack club program, which is funded through the Children's Hunger Project. We are also working on getting outside mentors to support our students in motivation and confidence through surround churches and community agencies.

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Not applicable

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

At Discovery, the Multi-Tiered System of Support (MTSS) system is in place. This evidence-based model uses data-based problem solving to integrated academic and behavioral instruction and intervention. The instruction and intervention are delivered to all students in varying tiers based on

student need. Need driven decision making ensures that support and resources reach the appropriate students at the level needed to accelerate student performance and reach proficiency. Once a month, teams meet during MTSS meetings to discuss students and how they are doing within their tiered intervention and make needed adjustments for what is best for the student.

Discovery has instilled best practices (Discovery Way) in all our classrooms that provide teachers and students opportunities to deescalate, receive support and resources for a wide variety of social emotional needs, and foster a schoolwide and classroom family. Our schoolwide expectations are posted in every classroom and students review these expectations daily (Be safe, Be responsible, Be respectful). Non-negotiables at Discovery include greeting students at the door, using a calming area in the classroom, and teacher discipline buddies to support classroom manageable behaviors. Students receive a dolphin bucks for positive behaviors and use a dolphin buck system to pay for items at the Dolphin Depot each month. We also use positive referrals to celebrate students and teachers who are caught doing something safe, responsible, and respectful. Teachers are trained on the BPS Discipline plan as well as our school's Discipline Flowchart during preplanning and follow a system of procedures to submit a referral and communicate with families and administration on how the behavior was corrected using the corrective strategies.

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

We provide teachers with all district-offered professional development opportunities in our weekly employee newsletter and discuss them in our weekly PLC meetings. We plan our Early Release Professional Development based off of the input we receive from both staff and student surveys, indicating what teachers feel they need the most support in. We also offer other weekly and monthly professional development opportunities, including MTSS Open Hours, Mentor/Mentee Monthly Meetings, District Mentors and collaborative planning sessions for grade levels with reading and math instructional coaches. Our coaches are available to all teachers throughout the week and afterschool to support instruction and engagement strategies. We also offer inclusion trainings and ESE/IPST/ESOL supports for teachers through our Support Specialist.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

We include our Head Start and Pre-K VE students in many schoolwide initiatives and programs, including after school events and Parent Lunch Fridays, so they gain the experiences they need to be

successful in Kindergarten. We collaborate with our Head Start Program leaders and our family advocate to facilitate Head Start events for families and students and provide any resources the families need. Our Head Start teachers conduct home visits throughout the year and work with families to create and reach goals within their homes or academically. Our Pre-K VE and Blended VPK teachers work with our Primary VE teacher, on supporting the transition from their classroom to the Kindergarten room. We also host a Kindergarten orientation each year so all potential future Kindergarten students and families can meet our Kindergarten team and receive a tour of the school. In this event, families get a firsthand look at what a day in the life of a Kindergarten student at Discovery.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

To review the use of resources at DISCOVERY to meet the needs of underperforming ESSA subgroups, SWD and ELL the process included the following steps:

Data Collection: Gather data on student performance, resource allocation, and support services from IEPs, assessments, and classroom observations.

Needs Assessment: Identify specific needs by analyzing the data to determine gaps in achievement and resource utilization. **Resource Evaluation:** Review current resources (staff, materials, technology) and their effectiveness in addressing identified needs.

Stakeholder Collaboration: Engage teachers, special education staff, and administrators in discussions to assess the alignment of resources with student needs.

Action Plan Development: Create a targeted plan to optimize resources, ensuring they are effectively meeting the needs of students with disabilities.

Ongoing Monitoring: Implement the plan and regularly monitor its impact, adjusting resources as needed based on continuous data review.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

1. Specific Resources

- Instructional Materials: Magnetic Reading, Benchmark Advance, Reading intervention materials as listed on the BPS decision trees
- Specialized Software: Programs like iReady, Imagine Learning, and Lexia for ELA instruction and support students in closing their learning gaps.
- Increased ESE Staffing: Hiring additional ESE and title I instructional assistants to support classrooms and reading intervention.
- Professional Development: Training for teachers on differentiated instruction, effective small group instruction, engagement and the Mighty Moves.
- Parent and family Engagement - ESE Family nights where students can meet with their child's teacher and discuss student progress and resources provided by the school.

2. Rationale

- Data: State assessment scores show Students with Disabilities (SWD) and Black (BLK)

student subgroup are underperforming in reading, science and math, with proficiency rates below district and state averages

3. Plan to Address Needs

- Timeline:
 - Immediate: Begin professional development and acquire instructional materials (0-3 months).
 - Short-term: Implement small group instruction, interventions, resource push-in and pull-out support (3-6 months).
 - Ongoing: Conduct regular classroom walkthroughs and data meetings to monitor student progress and adjust strategies based on data (6 months - 1 year).

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00