



Polk County Public Schools

DISCOVERY HIGH SCHOOL

A word cloud graphic featuring various educational and improvement-related terms. The words are arranged in a cluster, with some larger and more prominent than others. The colors used are blue and yellow. The words include:

- leadership
- students
- school improvement
- relationships
- teaching
- success
- learning
- areas of focus
- instruction
- growth
- mission
- Florida
- college and career
- ambitious
- analysis
- achievements
- resources
- vision
- collaboration
- supportive environment
- family and community involvement
- needs assessment
- strategic planning
- striving



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

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

Discovery High School shall create a student-centered learning environment that promotes self-confidence, and is sensitive to the needs of the individual child. Therefore, recognizing that students in grades 9-12 have special needs, Discovery High School shall provide unique experiences and understanding for students between childhood and adolescence; help students become proficient in the basic skills; help students develop independent learning; and help meet the special physical, social-cultural, emotional, and character needs of our students.

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

Darryl Jemison

darryl.jemison@polk-fl.net

Position Title

Principal

Job Duties and Responsibilities

Oversee stakeholder progress and satisfaction of Discovery High School. Leads instructional teams and staff committees.

Leadership Team Member #2

Employee's Name

Beth Fontaine

beth.fontaine@polk-fl.net

Position Title

Assistant Principal for Curriculum

Job Duties and Responsibilities

Oversees the development, implementation, and evaluation of the school's curriculum and instructional programs, ensuring alignment with educational standards and student needs. Also supports teachers, monitors student progress, and fosters a positive learning environment.

Leadership Team Member #3

Employee's Name

Erica Hudson

erica.hudson@polk-fl.net

Position Title

Assistant Principal for Administration

Job Duties and Responsibilities

Supports the Principal in managing the daily operations of a school, with a focus on administrative and operational tasks. Oversees various aspects of school management, such as student discipline, curriculum implementation, staff supervision, and facility maintenance. Also ensures a safe and positive learning environment.

Leadership Team Member #4

Employee's Name

Hannah Dekle

hannah.dekle@discoveryfl.org

Position Title

College and Career Coach

Job Duties and Responsibilities

Works with all students to further our mission of making all our students productive citizens. Works with our dual enrollment students as well as those that are aspiring to earn a trade.

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

Juana Tavira

juana.tavira@discoveryfl.org

Position Title

Title 1 Para

Job Duties and Responsibilities

Liaison between school and all stakeholders. Works to keep parents involved in school operations and functions. Assists with setting up parent meetings and engagement events.

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.

We involve stakeholders by presenting our SIP during Title 1 Meetings and our Parent Advisory Council (PAC) meetings. We would ask for input on how to address barriers and goals. We include our staff by presenting the SIP during our Family Meetings and then following up in our Staff Advisory Council (SAC) meetings.

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)).

Progress for the SIP is monitored with our progress monitoring that takes place three times a year.

After the progress monitoring data is back, we sit down with Instructional Coaches and Teachers and develop a plan on how to read and address the data.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	73.8%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
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: C

D. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

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
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

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
	9	10	11	12	
Students with two or more indicators					0

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*	42	50	59	43	45	55	41	38	50
Grade 3 ELA Achievement									
ELA Learning Gains	47	55	58	52	51	57			
ELA Lowest 25th Percentile	51	54	56	57	51	55			
Math Achievement*	18	27	49	25	29	45	24	24	38
Math Learning Gains	21	36	47	31	38	47			
Math Lowest 25th Percentile	40	46	49	49	43	49			
Science Achievement	47	62	72	51	58	68	52	50	64
Social Studies Achievement*	55	67	75	62	59	71	62	50	66
Graduation Rate	97	88	92	92	83	90	93	84	89
Middle School Acceleration									
College and Career Acceleration	37	60	69	24	56	67	30	54	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	35	47	52	50	43	49	28	40	45

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

**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	45%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	490
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	97%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
45%	49%	49%	51%	41%		43%

* 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	35%	Yes	6	
Black/African American Students	44%	No		
Hispanic Students	42%	No		
Multiracial Students	34%	Yes	1	
White Students	51%	No		
Economically Disadvantaged Students	42%	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	42%		47%	51%	18%	21%	40%	47%	55%		97%	37%	35%
Students With Disabilities	26%		35%	31%	6%	13%	31%	41%	28%		94%	18%	
English Language Learners	25%		41%	40%	12%	24%	50%	32%	13%		94%	19%	35%
Black/African American Students	38%		46%	68%	18%	22%	44%	45%	43%		100%	15%	
Hispanic Students	40%		47%	47%	16%	22%	40%	45%	49%		97%	30%	31%
Multiracial Students	42%		50%		10%								
White Students	47%		48%	47%	25%	15%	40%	63%	75%		95%	52%	
Economically Disadvantaged Students	36%		45%	51%	14%	21%	40%	44%	52%		97%	34%	31%

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	43%		52%	57%	25%	31%	49%	51%	62%		92%	24%	50%
Students With Disabilities	22%		42%	39%	13%	35%	57%	36%			100%	0%	
English Language Learners	21%		44%	49%	12%	32%	55%	21%	27%		85%	9%	50%
Black/African American Students	36%		44%	60%	21%	31%	63%	37%	58%		94%	24%	
Hispanic Students	41%		51%	51%	19%	31%	48%	48%	53%		92%	19%	55%
White Students	53%		56%	64%	41%	33%	35%	63%	80%		91%	27%	
Economically Disadvantaged Students	38%		48%	54%	23%	31%	50%	47%	58%		91%	20%	55%

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	41%				24%			52%	62%		93%	30%	28%
Students With Disabilities	23%				16%			33%	42%		100%	13%	
English Language Learners	11%				8%			14%	36%		81%	0%	43%
Black/African American Students	40%				16%			32%	42%		97%	30%	
Hispanic Students	36%				19%			50%	54%		90%	23%	43%
Multiracial Students	18%				0%								
White Students	50%				37%			68%	77%		95%	41%	
Economically Disadvantaged Students	38%				21%			47%	58%		92%	24%	45%

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	10	45%	49%	-4%	58%	-13%
ELA	9	37%	48%	-11%	56%	-19%
Biology		47%	62%	-15%	71%	-24%
Algebra		15%	33%	-18%	54%	-39%
Geometry		20%	38%	-18%	54%	-34%
History		55%	65%	-10%	71%	-16%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		5%	10%	-5%	16%	-11%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		15%	16%	-1%	18%	-3%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

We were able to show an 8% growth in our ELA LG Achievement of our Lowest 25% in the Black/African American subgroup

Lowest Performance

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

Our lowest performing area was our Achievement level for our Algebra students. The biggest contributor to the low performance was our teacher retention and consistency in addressing progress monitoring data.

Greatest Decline

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

Our lowest performing area was our Achievement level for our Algebra students. The biggest contributor to the low performance was our teacher retention and consistency in addressing progress monitoring data.

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.

Our lowest performing area was our Achievement level for our Algebra students. The biggest contributor to the low performance was our teacher retention and consistency in addressing progress monitoring data.

EWS Areas of Concern

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

No Answer Entered

Highest Priorities

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

No Answer Entered

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 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.

Our Algebra 1 data shows that we are 15% below the district average and 28% below the state.. This is a huge focus for the school because forces students into intensive math which has a huge impact on student motivation.

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.

Our goal is to improve our Math Achievement by 5% this upcoming year. We will use our progress monitoring to measure and determine instruction in classes. We will use our EOC data to determine if we have met the goal.

Monitoring

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

Area of Focus will be monitored through Progress Monitoring data. Progress monitoring will happen three times during the year. We will then focus on that data during Subject Area Meetings and Early Release Days.

Person responsible for monitoring outcome

Darryl Jemison

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:

We will use our progress monitoring as well as common assessments created by our Math Coach to monitor progress and identify areas of weakness that need to be addressed.

Rationale:

By closely monitoring student progress and then meeting to develop a plan, we will be able to address weaknesses of our students. Coaching cycles will increase the instructional strategies used in classes.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

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

Progress Monitoring

Person Monitoring:

Beth Fontaine

By When/Frequency:

3 times per year

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

Progress monitoring will be given to students three times a year. Staff will then develop a plan to address the concerns and data

Action Step #2

Coaching Cycle

Person Monitoring:

Beth Fontaine

By When/Frequency:

When needed/based on walkthroughs, etc.

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

Leadership team and coaches will use a specific coaching cycle when concerns or needs are presented for instructional staff. The goal is to help them successfully work through the challenges with help.

Area of Focus #2

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

Instructional Practice specifically relating to ELA

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.

Our ELA data shows that we are 6% below the district averages. These scores have a direct impact on school achievement and student placement as students must then be scheduled into Intensive

Reading and require more remediation.

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.

Our goal is to improve our ELA Achievement by 5% this upcoming year. We will use our progress monitoring to measure and determine instruction in classes. We will use our EOC data to determine if we have met the goal.

Monitoring

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

Area of Focus will be monitored through Progress Monitoring data. Progress monitoring will happen three times during the year.

Person responsible for monitoring outcome

Beth Fontaine

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:

We will use our progress monitoring as well as common assessments created by our Literacy Coach to monitor progress and identify areas of weakness that need to be addressed.

Rationale:

By closely monitoring student progress and then meeting to develop a plan, we will be able to address weaknesses of our students. Coaching cycles will increase the instructional strategies used in classes.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

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

Progress Monitoring

Person Monitoring:

By When/Frequency:

Beth Fontaine

3 times per year

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

Progress monitoring will be given to students three times a year. Staff will then develop a plan to address the concerns and data

Action Step #2

Coaching Cycle

Person Monitoring:

Beth Fontaine

By When/Frequency:

When needed/based on walkthroughs, etc.

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

Leadership team and coaches will use a specific coaching cycle when concerns or needs are presented for instructional staff. The goal is to help them successfully work through the challenges with help.

IV. Positive Learning Environment

Area of Focus #1

Teacher Retention and Recruitment

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.

There is a consistent struggle to retain qualified teachers. This presents a huge barrier as we try to provide the quality instruction for students needed to help increase achievement scores.

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.

We would like to retain 95% of our staff this year. We would like to go into the summer with no more than 5 openings.

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.

We want to implement a walkthrough and check in schedule with all staff. This will allow us to check in with staff during the year to see how they are doing and if assistance is needed in any areas.

Person responsible for monitoring outcome

Darryl Jemison

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:

We will schedule check ups with staff on a bi-monthly basis.

Rationale:

These check ups will allow us to personally check on staff but also allow us to identify issues that arise that may cause them to leave the profession or our school. We want to be proactive in addressing these issues and concerns.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

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

Meet with teachers for check-ins to see what issues they may need assistance with.

Person Monitoring:

Leadership Team

By When/Frequency:

Quarterly

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

These check ups will allow us to personally check on staff but also allow us to identify issues that arise that may cause them to leave the profession or our school. We want to be proactive in addressing these issues and concerns. Check-ins will be documented to keep track of staff results.

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.

www.discoveryhighschool.org

We meet with our staff to discuss our SIP plan during Family Meetings and our Subject Area Meetings to discuss the barriers and goals that we face. We use our PAC(Parent Advisory Council) meetings and Title 1 Parent Meetings to discuss the SIP plan with families and get feedback.

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 continue our meetings with parents to assist with everything from understanding graduation requirements to completing FAFSA applications. These meetings are run through Title 1 as a way to maintain consistent contact with our parents and continually provide them with information needed to help their child be successful. We also have a Parent Advisory Council that meets every other month to discuss issues that parents may see and help monitor school progress.
www.discoveryhighschool.org

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)).

We plan to use a combination of progress monitoring and coaching cycles to strengthen the academic program. The progress monitoring will be used for the student progress and the coaching cycle will be used for instructional staff.

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 plans for our SIP mirror the challenges and barriers that were included in our Needs Assessment for Title 1. Our Parent Involvement Para works in helping complete the plans as well as assists with presenting the information to our parents and receiving feedback. We use our Parent Advisory Council and Parent Meetings to disseminate the information.

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)).

We follow all district and state protocol in order to assist any student in need. We have a mental health facilitator employed by Discovery Schools that meets with identified students. Our guidance counselors monitor and meet with any student that is either referred by staff or parents to ensure that we have the proper things in place to assist in case of an emergency situation. Our staff is trained to work with students and complete the necessary paperwork and then refer students to next step in help (Peace River, etc.) if needed.

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)).

Discovery offers a variety of courses for students that want progress academically. We offer AP courses, Dual Enrollment opportunities, and industry certification opportunities. We also have a College and Career Coach that helps students find the correct path for them. She works with students that attend Ridge Tech to those attending 4 year colleges. We host a College and Career Fair on campus every year. We have both career and college representatives on campus to speak with students about options and how to get started.

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)).

Discovery High is built on a relationship plan with its students. We use the relationship plan for everything from counseling to discipline. We have a Dean that helps address any discipline concerns or issues. Discipline may begin with a lunch detention, then a work detail. If discipline issues continue, the student could be issued a 1, 3, or 5 day suspension based on the severity of the

behavior. If a student is caught vaping, depending on the contents of the vape, they will be suspended and possibly offered the ability to participate in the Phoenix Program and return to campus on behavior probation.

Additionally, we have a Student Success Coach that works with students throughout the school year. They will meet with students who are not doing well academically on a regular basis. They will create a plan to get the student back on track and set them up for success.

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 hold Subject Area Meetings once a month where we meet with departments to discuss progress and concerns of students. Our Academic coaches and administration are present during these meetings to make sure that teachers are on track with planning and standards. We also discuss progress monitoring with teachers.

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)).

N/A

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.

No Answer Entered

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).

No Answer Entered

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