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Discovery Middle

601 WOODBURY RD, Orlando, FL 32828

<https://discoveryms.ocps.net/>

Demographics

Principal: Gloria Fernandez

Start Date for this Principal: 7/23/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	45%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: A (68%) 2017-18: A (63%) 2016-17: A (67%) 2015-16: A (69%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served

(per MSID File)

Middle School
6-8

2018-19 Title I School

No

2018-19 Economically Disadvantaged (FRL) Rate

(as reported on Survey 3)

45%

Primary Service Type

(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate

(Reported as Non-white on Survey 2)

60%

School Grades History

Year

2018-19

2017-18

2016-17

2015-16

Grade

A

A

A

A

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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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Fernandez, Gloria	Principal	
Shank, Melanie	Guidance Counselor	
Rollins, Lou Anne	Guidance Counselor	
Leptz, Kamille	Assistant Principal	
LaSala, Jennifer	Instructional Media	
Wilson, Michael	Assistant Principal	
Bailey, Carey	Teacher, ESE	
Kaufman, Marisa	Instructional Coach	
Staley, Kimberly	Teacher, K-12	
Reynolds, Robert	Dean	
Peters, John	Other	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	287	285	296	0	0	0	0	868
Attendance below 90 percent	0	0	0	0	0	0	14	9	15	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	17	34	38	0	0	0	0	89
Course failure in ELA or Math	0	0	0	0	0	0	28	49	68	0	0	0	0	145
Level 1 on statewide assessment	0	0	0	0	0	0	63	75	64	0	0	0	0	202

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	29	45	60	0	0	0	0	134

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	1	1	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)

64

Date this data was collected or last updated

Tuesday 7/23/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	35	42	20	0	0	0	0	97
One or more suspensions	0	0	0	0	0	0	22	30	27	0	0	0	0	79
Course failure in ELA or Math	0	0	0	0	0	0	27	48	49	0	0	0	0	124
Level 1 on statewide assessment	0	0	0	0	0	0	80	68	82	0	0	0	0	230

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	35	47	54	0	0	0	0	136

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	35	42	20	0	0	0	0	97
One or more suspensions	0	0	0	0	0	0	22	30	27	0	0	0	0	79
Course failure in ELA or Math	0	0	0	0	0	0	27	48	49	0	0	0	0	124
Level 1 on statewide assessment	0	0	0	0	0	0	80	68	82	0	0	0	0	230

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	35	47	54	0	0	0	0	136

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	64%	52%	54%	63%	52%	53%
ELA Learning Gains	58%	52%	54%	51%	50%	54%
ELA Lowest 25th Percentile	44%	45%	47%	37%	42%	47%
Math Achievement	71%	55%	58%	69%	53%	58%
Math Learning Gains	67%	55%	57%	58%	51%	57%
Math Lowest 25th Percentile	62%	50%	51%	42%	44%	51%
Science Achievement	75%	51%	51%	70%	51%	52%
Social Studies Achievement	82%	67%	72%	88%	68%	72%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	287 (0)	285 (0)	296 (0)	868 (0)
Attendance below 90 percent	14 (35)	9 (42)	15 (20)	38 (97)
One or more suspensions	17 (22)	34 (30)	38 (27)	89 (79)
Course failure in ELA or Math	28 (27)	49 (48)	68 (49)	145 (124)
Level 1 on statewide assessment	63 (80)	75 (68)	64 (82)	202 (230)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	57%	52%	5%	54%	3%
	2018	57%	48%	9%	52%	5%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	61%	48%	13%	52%	9%
	2018	62%	48%	14%	51%	11%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-1%				
Cohort Comparison		4%				
08	2019	70%	54%	16%	56%	14%
	2018	64%	55%	9%	58%	6%
Same Grade Comparison		6%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	47%	43%	4%	55%	-8%
	2018	23%	35%	-12%	52%	-29%
Same Grade Comparison		24%				
Cohort Comparison						
07	2019	63%	49%	14%	54%	9%
	2018	71%	51%	20%	54%	17%
Same Grade Comparison		-8%				
Cohort Comparison		40%				
08	2019	47%	36%	11%	46%	1%
	2018	30%	32%	-2%	45%	-15%
Same Grade Comparison		17%				
Cohort Comparison		-24%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	72%	49%	23%	48%	24%
	2018	66%	49%	17%	50%	16%
Same Grade Comparison		6%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	81%	66%	15%	71%	10%
2018	85%	66%	19%	71%	14%
Compare		-4%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	90%	63%	27%	61%	29%
2018	89%	61%	28%	62%	27%
Compare		1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	99%	53%	46%	57%	42%
2018	96%	65%	31%	56%	40%
Compare		3%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	41	37	29	47	47	33	54			
ELL	41	44	37	51	57	54	70	61	81		
ASN	75	65		88	82		94	95	90		
BLK	57	60	55	64	62	64	62	78	89		
HSP	51	50	36	61	62	55	63	73	77		
MUL	77	52		76	70				71		
WHT	76	64	55	80	72	72	84	90	90		
FRL	50	49	39	57	61	59	59	70	78		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	19	40	37	32	45	44	35	61	55		
ELL	37	49	48	41	48	38	35	80	86		
ASN	71	60		92	77		84	87	97		
BLK	49	42	39	62	57	50	52	81	89		
HSP	52	44	37	55	50	42	55	85	86		
MUL	56	41		68	45		62		79		
WHT	75	59	33	80	65	40	85	92	90		
FRL	47	45	40	53	49	40	52	82	82		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	671
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	84
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	66
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	69

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	76
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Sixth grade ELA proficiency performed lowest at 57%. Contributing factors are due to a teacher taking an extended leave of absence and then retired as well as re-assigning a teacher to teach 6th grade who had no prior experience teaching that grade level.

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

Social Studies Achievement showed a 4% decline to 81% compared to the prior year (85%). Contributing factors include: 7th grade having the highest number of students who had below 90% attendance, one or more suspensions, and the second highest number of course failures in ELA or Math.

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

Discovery Middle outperformed the State average in all areas tested.

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

Math learning gains of the bottom quartile increased by 20 percentage points, from 42% in 2018 to 62% in 2019. Contributing factors were re-assigning a teacher to teach 7th grade math and hiring tutors who pushed into classrooms and pulled students out to work in small groups, targeting areas of deficiency.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Upon reflection of the EWS data, an area of concern is that 40% of our students on the EWS list are ESE. The second area of concern is that 50.4% of our students on the EWS report have more than one indicator.

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

1. Increase learning gains of Students with Disabilities in ELA.
2. Increase learning gains of the lowest 25% in ELA.
3. Increase overall student learning gains in ELA.
4. Close the achievement gap for Hispanic students in ELA.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase learning gains of the lowest 25% in ELA.
Rationale	Though learning gains in the lowest 25% increased to 44% in 2019, we realize that we still have a large number of students who are yet to become proficient or experience learning gains in ELA.
State the measurable outcome the school plans to achieve	Discovery Middle seeks to increase learning gains of students in the lowest 25% FSA ELA from 44% to 60%.
Person responsible for monitoring outcome	Kamille Leptz (kamille.leptz@ocps.net)
Evidence-based Strategy	The evidence-based strategy that we intend to use is arts integration across all curriculum areas.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is that according to research, arts integration increases student engagement, particularly for struggling learners.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teacher professional development focused on implementing research-based arts integration strategies. 2. Classroom observations to follow up on strategies taught. 3. Observation of PLCs with an emphasis on lesson planning, classroom activities, and assessment planning. 4. Instructional coaching to increase teacher capacity. 5. Monitor iReady data.
Person Responsible	Kamille Leptz (kamille.leptz@ocps.net)

#2	
Title	Close the achievement gap in ELA proficiency for Hispanic students.
Rationale	According to Discovery Middle's ESSA data, there is an achievement gap between the aforementioned subgroups.
State the measureable outcome the school plans to achieve	Discovery Middle seeks to increase ELA proficiency of Hispanic students from 51% to 60%.
Person responsible for monitoring outcome	Kamille Leptz (kamille.leptz@ocps.net)
Evidence-based Strategy	<p>The evidence-based strategy that we intend to use is arts integration across all curriculum areas.</p> <p>The rationale for this particular evidence-based strategy is that research shows arts integration is a key component to help increase student engagement and proficiency in English Language Arts. Furthermore, research states that curricula that integrate the arts is particularly beneficial for English Language Learners and Hispanic students. If we were to increase student engagement and utilize new approaches to teaching and student learning, we can have an impact upon student attendance, likelihood of passing ELA and Math courses, as well as experience learning gains in the aforementioned subject areas.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Teacher professional development focused on implementing research-based arts integration strategies. 2. Classroom observations to follow up on strategies taught. 3. Observation of PLCs with an emphasis on lesson planning, classroom activities, and assessment planning. 4. Instructional coaching to increase teacher capacity. 5. Monitor iReady data to monitor student growth and to determine areas needing improvement.
Person Responsible	[no one identified]

#3	
Title	Increase school-wide learning gains in English Language Arts.
Rationale	In 2018, Discovery Middle had learning gains of 51% in English Language Arts. In 2019, learning gains increased to 58%. Discovery Middle seeks to continue this trajectory by focusing on further increasing our learning gains in the aforementioned area.
State the measureable outcome the school plans to achieve	Discovery Middle will increase in overall learning gains in English Language Arts to from 58% 60%.
Person responsible for monitoring outcome	Kamille Leptz (kamille.leptz@ocps.net)
Evidence-based Strategy	Discovery Middle will utilize arts integration throughout all core content areas to increase student overall learning gains.
Rationale for Evidence-based Strategy	Evidence-based research suggests that infusing the arts throughout all curricular areas increases student achievement in language arts as well as increases student engagement.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teacher professional development focused on implementing research-based arts integration strategies. 2. Classroom observations to follow up on strategies taught. 3. Observation of PLCs with an emphasis on lesson planning, classroom activities, and assessment planning. 4. Instructional coaching to increase teacher capacity. 5. Monitor iReady data.
Person Responsible	[no one identified]

#4	
Title	Increase learning gains of Students with Disabilities in English Language Arts.
Rationale	According to 2019 test data, 41% of Students with Disabilities had learning gains in English Language Arts - a one percent gain compared to 2018 test data. We believe that with increased focus on Students with Disabilities, we can achieve far greater learning gains for this subgroup.
State the measureable outcome the school plans to achieve	Discovery Middle seeks to increase learning gains of Students with Disabilities from 41% to 60% on the FSA ELA exam.
Person responsible for monitoring outcome	Kamille Leptz (kamille.leptz@ocps.net)
Evidence-based Strategy	Discovery Middle plans to utilize arts integration coupled with support facilitation to increase learning gains in ELA for Students with Disabilities.
Rationale for Evidence-based Strategy	Research has demonstrated that arts integration is a powerful resource in helping students learn because it taps into a variety of modes of student learning by engaging students in the learning process. Furthermore, support facilitators provide an integral role in helping student to process and demonstrate their learning in the classroom.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide support facilitation services to Students with Disabilities. 2. Teacher professional development focused on implementing research-based arts integration strategies. 3. Classroom observations to follow up on strategies taught. 4. Observation of PLCs with an emphasis on lesson planning, classroom activities, and assessment planning. 5. Instructional coaching to increase teacher capacity. 6. Monitor iReady data.
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

Discovery Middle School benefits from a low mobility rate among incoming, current, and outgoing students. Additionally, the communication between the elementary, middle, and high schools is enhanced due to many parents being employed as educators in feeder schools. The sense of community in the local area is one aspect that enriches the transition process for Discovery Middle School's students in addition to purposeful collaboration with both elementary and high school cohorts.

Discovery Middle also hosts family nights for our ESE and ELL population to provide information on how to access grades, how students and families can access additional resources and to open the doors of communication between the school and our families. We also provide training on our computer applications, Canvas and Skyward that is open to every parent that we serve.

Family nights, held in the spring, for incoming students and families, are advertised by both the incoming and exiting schools. Curriculum is aligned to reflect vertical alignment to feeder pattern schools as well.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

To address student social-emotional needs, our school employs a full-time SAFE Coordinator, who works closely with our faculty, leadership, and guidance teams and partners with our school social worker and psychologist. Guidance counselors teach both Child Safety Matters and Teen Safety Matters which covers curriculum such as cyber safety, bullying, among other topics that are relevant to serving the needs of our student population. The SAFE Coordinator holds monthly threat-assessment meetings that our School Resource Officer, administrators, dean, guidance counselors, and social worker attend. These meetings entail discussing students who have experienced challenges and potentially need differentiated social-emotional support to ensure their well-being.

Discovery Middle understands that when a student transitions to high school, they may still need additional social-emotional services which is why we participate in a transition cohort to provide meeting opportunities for principals of the feeder pattern schools. All schools meet together periodically throughout the year to discuss needs of transitioning students.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Discovery Middle School's leadership team maximizes the school's resources initially by identifying the needs of the students through rigorous data analysis. Decisions are driven by the student data and grounded in research-based best practices. The careful implementation of programs and classes begins with the development of the master schedule each spring. Leadership team analyzes data to identify students needing Tier 2 and Tier 3 student supports becomes priority. Students who scored a level one on either FSA ELA, will be placed in an intensive reading course, while those who score a level one or

two on the FSA Math or level one or two on the FSA ELA will receive remediation as part of the iReady rotational model.

Discovery Middle School provides students an opportunity to participate in high school level classes, including Algebra 1, Geometry, Physical Science Honors, Earth Space Science Honors, Digital Info Tech, Spanish 1 and Spanish 2, and Introduction to Engineering Design. Gifted-certified teachers provide instruction in a homogeneous course each grade level. Students have opportunity to participate in S.T.E.M. and computer classes were integrated to prepare students for college and career.

Discovery Middle participates in transition meetings for our feeder elementary and high schools. The purpose of these meetings is to discuss any needs that our incoming and outgoing students may have, based upon anecdotal records, iReady data, student grades, student discipline, and/or State assessments. The goal of our meetings is to ensure that schools are equipped to support students with extraordinary needs from the start of the school year.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Guidance counselors introduce students to the college and career plan, Naviance, beginning in 6th, 7th and 8th grades. Presentations are made through the Social Studies' classes related to the selection process of a career. Information is then discussed regarding specific learning and work styles. Post-secondary options are explored by using technology. Students are then taken to the computer lab where they log onto Launch to complete an interest inventory. This interest inventory links them to careers that match their interests. Students then can explore all career clusters and colleges that offer the degree program.

Guidance counselors continue this exploration for careers and college readiness in 8th grade. Students then review requirements for middle school promotion as well as the most recent high school requirements for graduation. Students locate and interpret career information which can include available OCPS Magnet Programs, Advanced Placement and International Baccalaureate courses and programs, and Dual Enrollment.

Discovery Middle School also engages community professionals in the annual Teach-In event held in the fall each year. This is an opportunity for students to orient themselves to a variety of professions through community visitors sharing their path to their specific career. This year Discovery Middle School has incorporated a computer technology elective class which allows students to sit for industry certification in specific technology-focused skills.

Our school also utilizes financial and human capital resources to have a tutoring program before and after school, and during the school day. Tutors who are on campus during the school day are a part of a partnership with the University of Central Florida, called Boots on the Ground. These college students work with selected student populations to help support classroom instruction by providing tutoring services through the pull-out and push-in support models.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Recognizing that college and career awareness are integral components to our students' education, Discovery Middle incorporates college and career awareness via Naviance, a program that focuses on career exploration. Guidance counselors are trained to help students utilize Naviance as a tool to learn about careers and pre-requisite skills and/or education needed to obtain employment. Discovery Middle also hosts Teach-In, which is an annual event where stakeholders who represent a myriad of organizations speak to students about their respective occupations. Furthermore, selected groups of students visit local colleges and universities throughout the school year.

Part V: Budget

1	III.A.	Areas of Focus: Increase learning gains of the lowest 25% in ELA.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2230	239-Other	1121 - Discovery Middle	Other		\$0.00
			<i>Notes: Discovery Middle is partnering with an outside organization to provide professional development in arts integration throughout the 2019-2020 school year.</i>			
2	III.A.	Areas of Focus: Close the achievement gap in ELA proficiency for Hispanic students.				\$0.00
3	III.A.	Areas of Focus: Increase school-wide learning gains in English Language Arts.				\$0.00
4	III.A.	Areas of Focus: Increase learning gains of Students with Disabilities in English Language Arts.				\$0.00
Total:						\$0.00