

Orange County Public Schools

Discovery Middle



2018-19 Schoolwide Improvement Plan

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Discovery Middle

601 WOODBURY RD, Orlando, FL 32828

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

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
Grade

2017-18
A

2016-17
A

2015-16
A

2014-15
A*

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

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
Fernandez, Gloria	Principal
Ramery-Gelpi, Eileen	Teacher, K-12
Shank, Melanie	Guidance Counselor
Rollins, Lou Anne	Guidance Counselor
Doane, Bilyn	Teacher, ESE
Leptz, Kamille	Assistant Principal
Holman, Ann	Instructional Coach
LaSala, Jennifer	Instructional Media

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Dr. Gloria Fernandez, School Principal, is responsible for articulation of the school's mission, vision, and goals. As the instructional leader of the school, it is Dr. Fernandez' responsibility to ensure that the learning environment is rigorous, engaging, and accessible to all students that are served at Discovery Middle School. Maintaining an intense focus on student achievement requires continuous progress monitoring of student academic growth, data-based decision making, timely feedback to teachers regarding classroom observations, and a focused approach to lesson plan writing. Dr. Fernandez ensures that the vision of the school is communicated through facilitation of weekly professional learning communities, staff professional development opportunities, as well as on-going conversations to staff, parents, and the community. As an instructional leader, Dr. Fernandez ensures that both Kamille Leptz and Michael Wilson, Assistant Principals, are communicating the school's mission, vision, and goals in the same capacity that she does. The school administrators act in collaboration to ensure that the academic environment is rigorous and relevant, replicating Dr. Fernandez' example.

Robert Reynolds serves on the school leadership team as the Administrative Dean, responsible for discipline and student safety.

Marisa Kauffman provides instructional leadership in the capacity Instructional Coach. The role of the Instructional Coach is to ensure that the research-based teaching strategies are implemented with fidelity. Ms. Kauffman works closely with all core subject area teachers to provide professional development, focusing on reading strategies that enhance cross-curricular literacy.

Kim Staley serves as the school's Resource Teacher, MTSS Coordinator, facilitating monthly meetings with all teachers to collect data and provide necessary supports for student success. Mrs. Staley also serves as the Testing Coordinator.

Eileen Ramery-Gelpi acts as the school's ESOL Compliance Specialist (ECS). Dr. Gelpi also works closely to assist all new teachers' completion of the induction process for the county.

Mrs. La Sala, our media specialist also serves in the capacity as textbook manager and digital specialist. She plays a role in literacy and as our resource on literature. She facilitates and meets with teachers to enhance recreational reading to help students develop a love for literature. She will also help to lead Discovery Middle into the digital era, as a primary digital resource for staff and students.

Discovery Middle School's guidance counselors, Melanie Shank and LouAnne Rollins, provide instructional leadership by ensuring that each student is scheduled in a capacity that guarantees college and career readiness. Both guidance counselors provide instruction to the student body on planning for the future. Guidance counselors continuously monitor student academic progress.

John Peters is the school SAFE Coordinator. He will work with the leadership team, guidance counselors and the community to ensure student well-being and success.

Cheryl Romaine serves as part of the instructional leadership team as the school's Staffing Specialist. Mrs. Romaine guarantees that all students requiring special education services are scheduled in an appropriate placement and receiving the services required for individual success. Mrs. Romaine also facilitates 504 Plan services.

Bilyn Doane serves as the school's lead Support Facilitator who will work with exceptional education students who require behavioral intervention plans. She will partner with the other support facilitators to discuss student data and strategies to help struggling students.

All members of Discovery Middle School's instructional leadership team meet weekly to collaborate, debrief, and further implement Dr. Fernandez' mission, vision, and goals for the school year.

Early Warning Systems

Year 2017-18

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 identified by the system as exhibiting two or more early warning indicators:

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

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	0	2	0	0	0	0	0	2
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Wednesday 7/25/2018

Year 2016-17 - 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	28	44	30	0	0	0	0	102
One or more suspensions	0	0	0	0	0	0	0	3	1	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	32	66	62	0	0	0	0	160
Level 1 on statewide assessment	0	0	0	0	0	0	57	63	64	0	0	0	0	184

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	40	61	44	0	0	0	0	145

Year 2016-17 - 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	28	44	30	0	0	0	0	102
One or more suspensions	0	0	0	0	0	0	0	3	1	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	32	66	62	0	0	0	0	160
Level 1 on statewide assessment	0	0	0	0	0	0	57	63	64	0	0	0	0	184

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	40	61	44	0	0	0	0	145

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The lowest performing area according to results of the Spring 2018 assessments was the lowest quartile's performance on the FSA ELA at 37%

Which data component showed the greatest decline from prior year?

The area that showed the greatest decline compared to the prior year is the bottom quartile on the FSA Math. There was a 13 point drop to 42% of the aforementioned subgroup making learning gains.

Which data component had the biggest gap when compared to the state average?

The component that showed the biggest gap when compared to the State average was the lowest quartile on FSA Math. Thirty-seven percent of the aforementioned group achieved learning gains compared to 47% of the State. However, our students' Science achievement (70%) was 18% higher than the State average.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement is Science achievement. This is not a trend, as our Science achievement was 66% in the Spring of 2017, which was a 6% drop from the prior assessment year.

Describe the actions or changes that led to the improvement in this area

Actions or changes that led to improvement in this area are:

- Increased monitoring of teacher lesson plans
- Increased monitoring of PLCs
- Saturday School offerings that focused on standards-based activities to gain student interest and to encourage student application of what was taught
- We hired a seasoned Science teacher who had high expectations of all students, particularly those who were in the bottom 25%

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	63%	52%	53%	68%	52%	52%
ELA Learning Gains	51%	50%	54%	59%	53%	54%
ELA Lowest 25th Percentile	37%	42%	47%	41%	42%	44%
Math Achievement	69%	53%	58%	73%	53%	56%
Math Learning Gains	58%	51%	57%	64%	55%	57%
Math Lowest 25th Percentile	42%	44%	51%	55%	48%	50%
Science Achievement	70%	51%	52%	66%	49%	50%
Social Studies Achievement	88%	68%	72%	88%	67%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	35 (28)	42 (44)	20 (30)	97 (102)
One or more suspensions	22 (0)	30 (3)	27 (1)	79 (4)
Course failure in ELA or Math	27 (32)	48 (66)	49 (62)	124 (160)
Level 1 on statewide assessment	80 (57)	68 (63)	82 (64)	230 (184)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	57%	48%	9%	52%	5%
	2017	68%	52%	16%	52%	16%
Same Grade Comparison		-11%				
Cohort Comparison						
07	2018	62%	48%	14%	51%	11%
	2017	66%	52%	14%	52%	14%
Same Grade Comparison		-4%				
Cohort Comparison		-6%				
08	2018	64%	55%	9%	58%	6%
	2017	64%	52%	12%	55%	9%
Same Grade Comparison		0%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	23%	35%	-12%	52%	-29%
	2017	65%	43%	22%	51%	14%
Same Grade Comparison		-42%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2018	71%	51%	20%	54%	17%
	2017	67%	52%	15%	53%	14%
Same Grade Comparison		4%				
Cohort Comparison		6%				
08	2018	30%	32%	-2%	45%	-15%
	2017	32%	30%	2%	46%	-14%
Same Grade Comparison		-2%				
Cohort Comparison		-37%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	66%	49%	17%	50%	16%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	85%	66%	19%	71%	14%
2017	85%	67%	18%	69%	16%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	89%	61%	28%	62%	27%
2017	88%	53%	35%	60%	28%
Compare		1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	96%	65%	31%	56%	40%
2017	96%	43%	53%	53%	43%
Compare		0%			

Subgroup Data

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 2016-17	C & C Accel 2016-17
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		

2017 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	11	34	25	24	44	41	13	47			
ELL	28	48	38	36	52	49	16	63	69		
ASN	82	59		88	76		83	100	93		
BLK	60	58	32	54	50	46	50	87	81		
HSP	56	52	39	61	58	49	55	81	80		
MUL	75	73		79	78			90	85		
WHT	77	63	43	83	68	63	74	92	91		
FRL	51	47	38	55	53	48	46	77	76		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Close the Math Achievement Gap between Hispanic and White Students
Rationale	There is an achievement gap between Hispanic and White students in terms of math achievement. During the 2016-2017 school year, 56% of Hispanic students scored at or above proficiency in math, compared to 77% of White students. During the 2017-2018 school year, 52% of Hispanic students scored at or above proficiency in math, compared to 75% of White students.
Intended Outcome	We intend to decrease the math achievement gap between Hispanic and White students by 2%.
Point Person	Kamille Leptz (kamille.leptz@ocps.net)

Action Step

Description	Partner with the "Boots on the Ground" program to provide additional one-on-one and small group support systems in math classes. We also plan to hire math tutors who will be available before, during, and after school hours. The school leadership team will push into math classrooms to provide additional one-to-one and small group support.
Person Responsible	Kamille Leptz (kamille.leptz@ocps.net)

Plan to Monitor Effectiveness

Description	The administrative team will utilize both student grades and progress monitoring data to determine the effectiveness of tutoring, "Boots on the Ground", and the leadership team classroom push-in model.
Person Responsible	Gloria Fernandez (gloria.fernandez@ocps.net)

Activity #2

Title Further implement the DPLC model to provide instructional support to close the achievement gap between Hispanic and White students in math

Rationale Professional development is needed to help teachers in planning for instruction. It is imperative that teachers have research-based instructional best practices to help students learn.

Intended Outcome As a result of professional development and instructional support provided by the DPLC model, we expect to see a 2% decrease in the achievement gap between Hispanic and White students in math.

Point Person Kamille Leptz (kamille.leptz@ocps.net)

Action Step

Description DPLC team members attend monthly meetings and share information with instructional leadership team and faculty.

Person Responsible Gloria Fernandez (gloria.fernandez@ocps.net)

Plan to Monitor Effectiveness

Description Leadership team will visit classrooms to ensure that instructional strategies shared by DPLC team are implemented in each classroom.

Person Responsible Kamille Leptz (kamille.leptz@ocps.net)

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 Pilot SIP 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

Family support is essential to the continued level of academic excellence that is demanded of the Discovery Middle School student. Positive relationships between families and the school are fostered with weekly communication from the school principal and/or the PTSA through Connect Orange calls and emails. Additionally, teachers all maintain up-to-date grade book information on the school's online grade book, ProgressBook. Teachers also communicate through emails to parents, Edmodo to parents and students, and via other electronic venues. The school website is maintained as another area for articulation of the school's mission and vision. Parent conferences are scheduled as needed to meet the needs of each family. All teachers, the grade-level guidance counselor, and the grade-level administrator attend parent conferences. Parents are also invited to be a part of the school's ADDitions Volunteer Program, helping with morning tutoring, the media center, or in the STEM classroom. Discovery Middle School's staff take pride in serving all stakeholders. Our school will host parent nights so that parents become intrinsically involved and invested in the work our school does and the product their children produce.

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

The social-emotional needs of all students at Discovery Middle School are met through a variety of measures, all initiating with an articulation from either a parent, a student, a classroom teacher, administrator, or support staff member of a social-emotional demand. Triage begins with the introduction of the need to the guidance department. The two guidance counselors work to identify the specific social-emotional needs of the given student. Once identified, the guidance counselors work with the student, their family, and periodically their teachers, to provide required supports within the school day. Should outside counseling services be something that is identified by the guidance counselors as a benefit to the child, the counselors' partner with the families to arrange those services through SEDNET or a private provider of the family's choosing.

Discovery Middle School also has an identified Homeless Coordinator. This individual works closely with the school's registrar, guidance department, school social worker, and school resource officer to meet the needs of the student, their family, and ensure compliance with the McKinney Vento Homeless Education Assistance Act.

There is also an identified Title IX Coordinator on Discovery's campus, should any student need to report, or have been victim to, a sexual discrimination or harassment.

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 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.

A transition cohort has been established in order 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. Additionally, a reading cohort has also been established to communicate literacy program implementation and needs for transitioning students.

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.

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

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, or FSA Math will be placed in a Research course, which incorporates State standards of the four core content areas. Students will create projects to demonstrate learning.

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, and Spanish 1. 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. Highly qualified, certified teachers are hired to meet the needs of students. Faculty members serving each grade level have acquired the gifted endorsement. Language Arts and reading teachers are ESOL endorsed. Many teachers hold Special Education certifications as well.

Decisions for funding is primarily driven by the needs of the students. Priority funding is given to students needing extra supports throughout the school day, such as ESE and ELL students. Research-based curriculum is purchased to assist all students in academic growth. The S.T.E.M. elective receives funding through Project Lead the Way. Dr. Fernandez and the leadership team conducts monthly MTSS progress-monitoring meetings which review student achievement, identify needs, and allocates resources as needed. Weekly participation in Professional Learning Community meetings also affords for articulation of student academic progress and needs-based decision making.

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

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. Postsecondary 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. After the review, students complete high school plans through the use of Edmodo. 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.

Part V: Budget

Orange - 1121 - Discovery Middle - 2018-19 SIP
Discovery Middle

Total:	\$0.00
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