

Orange County Public Schools

# Discovery Middle



## 2020-21 Schoolwide Improvement Plan

---

## **Table of Contents**

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>18</b>
<b>Planning for Improvement</b>	<b>23</b>
<b>Positive Culture &amp; Environment</b>	<b>29</b>
<b>Budget to Support Goals</b>	<b>30</b>

# Discovery Middle

601 WOODBURY RD, Orlando, FL 32828

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

## Demographics

**Principal: Gloria Fernandez**

Start Date for this Principal: 8/10/2007

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	45%
<b>2018-19 ESSA Subgroups Represented</b> (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 <b>Students With Disabilities</b> White Students
<b>School Grades History</b>	2018-19: A (68%) 2017-18: A (63%) 2016-17: A (67%) 2015-16: A (69%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Fernandez, Gloria	Principal	<ul style="list-style-type: none"> <li>• Accountable for Discovery Middle School programs, operations and facilities</li> <li>• Oversee school wide testing</li> <li>• Oversee all 7th grade operations</li> <li>• Responsible for Instructional and Classified Personnel                             <ul style="list-style-type: none"> <li>o Employment</li> <li>o Supervision</li> <li>o Evaluation</li> <li>o Duty assignments and supplements</li> <li>o Teacher certification</li> </ul> </li> <li>• Oversee ESOL                             <ul style="list-style-type: none"> <li>o MPLC Liaison</li> <li>o Soar to Victory</li> <li>o Compliance Requirements</li> </ul> </li> <li>• Oversee School-based budget development and implementation                             <ul style="list-style-type: none"> <li>o Allocations and expenditures</li> <li>o Internal accountants, receipts and expenditures</li> </ul> </li> <li>• Monitor Curriculum, Instruction and Assessment</li> <li>• Monitor Curricular and extracurricular programs and activities</li> <li>• Participate in Push-in</li> <li>• Oversee Awards Program</li> <li>• Oversee attendance policies and procedures</li> <li>• Oversee school clinic and health supervision</li> <li>• Oversee fieldtrips approval</li> <li>• Oversee development of master schedule</li> <li>• Oversee Faculty and Staff Handbook</li> <li>• Articulation, coordination, orientation and registration with feeder elementary and high schools</li> <li>• School community and media spokesperson                             <ul style="list-style-type: none"> <li>o SAC</li> <li>o PTSA</li> <li>o MPLC</li> <li>o YMCA</li> <li>o School Resource Officer</li> </ul> </li> <li>• Oversee Staff Development</li> <li>• Implement and upgrade Technology Plan</li> <li>• Conduct afternoon announcements</li> <li>• School Supervision                             <ul style="list-style-type: none"> <li>o AM - Rover</li> <li>o Lunch - Cafeteria</li> <li>o PM - Courtyard</li> <li>o Class changes - Downstairs Building B</li> <li>o Extracurricular activities</li> </ul> </li> <li>• OTHER DUTIES AS ASSIGNED BY SCHOOLS OF INNOVATION</li> </ul>
Shank, Melanie	Guidance Counselor	<ul style="list-style-type: none"> <li>• Member of School Leadership Team</li> <li>• Participate in grade level department meetings as necessary</li> <li>• Orientation of new students</li> </ul>

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Develop and input student schedules</li> <li>• Ensure all student's schedules (ELL, ESE and 504) are coded accurately for FTE</li> <li>• Responsible for contacting parents after each Progress Report and Report Card distribution for monitoring all students (including ELL, ESE and 504) in danger of failing and high absences</li> <li>• Work closely with Course Recovery Teacher and monitor students in danger of failing</li> <li>• Articulate with FLVS and Acceleration Academy for over age students</li> <li>• Implement school-wide incentives for positive grades</li> <li>• Responsible for all students' monthly (STARS, Kiwanis Terrific Kids Program), quarterly recognition and end-of-year award programs</li> <li>• Meet with students needing individual, group, peer and/or bullying counseling</li> <li>• Ensures implementation of mandated Bullying legislation</li> <li>• Ensures crisis intervention and post intervention</li> <li>• Keep quarterly Academic Intervention Referral/Responses Chart</li> <li>• Keep quarterly High School course changes Chart</li> <li>• Liaison with community resources</li> <li>• Conduct and update 504 plans</li> <li>• Attend subject area PLC meetings</li> <li>• Work closely with Testing Coordinator on the state and district mandated assessments, school-wide testing organization, distribution and accounting of materials</li> <li>• Work closely and meet as many times as necessary with the ESOL Compliance Specialist, Instructional Coach and Staffing Specialist to ensure 504, ESE and ELL students are scheduled appropriately and accurately during state and district mandated assessments</li> <li>• Work closely with the ESOL Compliance Specialist and Staffing Specialist on the evaluation and assessment of student needs and Exceptional Education placement as necessary</li> <li>• Write referrals for MTSS intervention to include the school social worker and to outside agencies</li> <li>• Work closely with administration to ensure the well-being of at-risk (academic, social and emotional) students</li> <li>• Work closely with Summer School Principal in Summer School program coordination</li> <li>• Articulate with Elementary and High feeder schools</li> <li>• Coordinate TIP tests</li> <li>• Assist in High School with career counseling and Summer HS Online courses</li> <li>• Perform other duties as assigned by Principal</li> </ul>

Name	Title	Job Duties and Responsibilities
Rollins, Lou Anne	Guidance Counselor	<ul style="list-style-type: none"> <li>• Member of School Leadership Team</li> <li>• Participate in grade level department meetings as necessary</li> <li>• Orientation of new students</li> <li>• Develop and input student schedules</li> <li>• Ensure all student’s schedules (ELL, ESE and 504) are coded accurately for FTE</li> <li>• Responsible for contacting parents after each Progress Report and Report Card distribution for monitoring all students (including ELL, ESE and 504) in danger of failing and high absences</li> <li>• Work closely with Course Recovery Teacher and monitor students in danger of failing</li> <li>• Articulate with FLVS and Acceleration Academy for over age students</li> <li>• Implement school-wide incentives for positive grades</li> <li>• Responsible for all students’ monthly (STARS, Kiwanis Terrific Kids Program), quarterly recognition and end-of-year award programs</li> <li>• Meet with students needing individual, group, peer and/or bullying counseling</li> <li>• Ensures implementation of mandated Bullying legislation</li> <li>• Ensures crisis intervention and post intervention</li> <li>• Keep quarterly Academic Intervention Referral/Responses Chart</li> <li>• Keep quarterly High School course changes Chart</li> <li>• Liaison with community resources</li> <li>• Conduct and update 504 plans</li> <li>• Attend subject area PLC meetings</li> <li>• Work closely with Testing Coordinator on the state and district mandated assessments, school-wide testing organization, distribution and accounting of materials</li> <li>• Work closely and meet as many times as necessary with the ESOL Compliance Specialist, Instructional Coach and Staffing Specialist to ensure 504, ESE and ELL students are scheduled appropriately and accurately during state and district mandated assessments</li> <li>• Work closely with the ESOL Compliance Specialist and Staffing Specialist on the evaluation and assessment of student needs and Exceptional Education placement as necessary</li> <li>• Write referrals for MTSS intervention to include the school social worker and to outside agencies</li> <li>• Work closely with administration to ensure the well-being of at-risk (academic, social and emotional) students</li> <li>• Work closely with Summer School Principal in Summer School program coordination</li> <li>• Articulate with Elementary and High feeder schools</li> <li>• Coordinate TIP tests</li> <li>• Assist in High School with career counseling and Summer HS</li> </ul>



Name	Title	Job Duties and Responsibilities
		<p>Online courses</p> <ul style="list-style-type: none"> <li>• Perform other duties as assigned by Principal</li> </ul>
Leptz, Kamille	Assistant Principal	<ul style="list-style-type: none"> <li>• Assistant Principal of Instruction</li> <li>• Responsible for school in Principal's absence</li> <li>• Develop and oversee master schedule</li> <li>• Oversee FTE process</li> <li>• Assist with personnel hiring process</li> <li>• Oversee all 6th grade office operations</li> <li>• Conduct PLCs and grade level meetings including Phoenix</li> <li>• Monitor curriculum and instruction</li> <li>• Monitor ESOL <ul style="list-style-type: none"> <li>o MPLC Liaison</li> <li>o Soar to Victory</li> <li>o Compliance Requirements</li> </ul> </li> <li>• Oversee parent/teacher 6th grade conference process</li> <li>• Participate in Push-in</li> <li>• Check Lesson plans, oversee they are up to date and on SharePoint</li> <li>• Conduct instructional/classified observations and evaluations for assigned teachers</li> <li>• Conduct data analysis</li> <li>• Monitor Growth Students and achievement of subgroups</li> <li>• Oversee grade level 504 and IEPs with staffing specialist and guidance counselor(s)</li> <li>• Check and sign verification of grades</li> <li>• Oversee 8th grade activities including year-end awards night</li> <li>• Coordinate Back to School Celebration</li> <li>• Coordinate Open House</li> <li>• Oversee Guidance Department <ul style="list-style-type: none"> <li>o Red Ribbon Week and Ghost-Out</li> <li>o End-of-Year Awards Ceremonies</li> </ul> </li> <li>• Oversee all ESE <ul style="list-style-type: none"> <li>o Team Meetings</li> <li>o IEP Meetings</li> <li>o Compliance Requirements</li> </ul> </li> <li>• Oversee School Improvement Plan and AdvancED</li> <li>• Oversee Attendance <ul style="list-style-type: none"> <li>o Oversee Course Recovery</li> <li>o Liaison for SAC</li> </ul> </li> <li>• School Supervision <ul style="list-style-type: none"> <li>o AM - Rover</li> <li>o Lunch - Cafeteria</li> <li>o PM - Courtyard</li> <li>o Class changes - Portables</li> <li>o Extracurricular activities</li> </ul> </li> <li>• Skyward School Contact</li> <li>• OTHER DUTIES ASSIGNED BY THE PRINCIPAL</li> </ul>

Name	Title	Job Duties and Responsibilities
LaSala, Jennifer	Instructional Media	<ul style="list-style-type: none"> <li>• Member of School Leadership Team</li> <li>• Coordinate DTV</li> <li>• Organize and update resource materials</li> <li>• Supervise the collection and distribution of textbooks</li> <li>• Work closely with the Digital Instructional Coach to support the implementation of digital curriculum</li> <li>• Coordinate and implement staff development opportunities on a continuous basis to encourage ongoing digital professional growth for the entire school staff through activities such as: coaching/mentoring, facilitation of information/resources, teaching strategies, presentations and classroom research</li> <li>• Assist the administration and teachers in supporting programs, activities, and functions consistent with school procedures and priorities</li> <li>• Work with teachers and staff to identify problems and issues for which they may need expertise and support services for their training and development</li> <li>• Conduct or facilitate efforts in grant writing</li> <li>• Assist in asset inventory of resources</li> <li>• Update School website, Facebook, and Twitter</li> <li>• Work with administration and support team to coordinate, prepare, and administer school-wide testing including FSA, NGSS Science and EOC.</li> <li>• Battle of the Books Club Sponsor</li> <li>• Coordinate Partners in Education and Spirit Nights</li> <li>• Perform other duties as assigned by Principal</li> </ul>
Wilson, Michael	Assistant Principal	<ul style="list-style-type: none"> <li>• Assist with personnel hiring process</li> <li>• Oversee digital team</li> <li>• Oversee all 8th grade office operations</li> <li>• Conduct PLCs and grade level meetings</li> <li>• Monitor curriculum and instruction</li> <li>• Oversee parent/teacher 8th grade conference process</li> <li>• Check Lesson plans</li> <li>• Conduct instructional/classified observations and evaluations for assigned teachers</li> <li>• Conduct data analysis</li> <li>• Monitor Growth Students and achievement of subgroups</li> <li>• Coordinate and implement Boots on the Ground</li> <li>• Coordinate Push-in</li> <li>• Oversee grade level 504 and IEPs with staffing specialist and guidance counselor(s)</li> <li>• Check and sign verification of grades</li> <li>• Oversee 8th grade activities including year-end awards night</li> <li>• Oversee Custodial, Facilities and Security</li> <li>• Custodial staff supervision</li> <li>• Oversee Energy management</li> <li>• Oversee Rentals</li> </ul>

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Oversee Maintenance and work orders</li> <li>• Oversee School SAFE plan</li> <li>• Implement Evacuation routes, plans, drills and reporting</li> <li>• Oversee Gym/Cafeteria setup for all programs</li> <li>• Oversee Fire and safety checklist and fire extinguisher reports</li> <li>• Oversee Weather watches shelter coordinator</li> <li>• Oversee Fixed Assets</li> <li>• Oversee School Pictures</li> <li>• Summer School Principal</li> <li>• Oversee DMS Website</li> <li>• Oversee Partners in Education</li> <li>• Liaison for PTSA</li> <li>• Oversee all Elective courses</li> <li>• Create duty schedules for AM and PM supervision</li> <li>• School Supervision                         <ul style="list-style-type: none"> <li>o AM – Rover</li> <li>o Lunch – Cafeteria</li> <li>o PM –Bus loop, Courtyard/Bench</li> <li>o Class changes – Downstairs Building B</li> <li>o Extracurricular activities</li> </ul> </li> <li>• OTHER DUTIES ASSIGNED BY PRINCIPAL</li> </ul>

Discovery's Staffing Specialist seeks to identify and address the appropriate academic, psycho-educational and social needs of our students through a comprehensive plan incorporating individual, group, classroom services, activities and programs.

Bailey, Carey	Teacher, ESE	<ul style="list-style-type: none"> <li>• Member of School Leadership Team</li> <li>• Assist with the orientation of new students</li> <li>• Ensures ESE compliance for the school by conducting all meetings related to a student's IEP (Individualized Education Plan)</li> <li>• Meet monthly with ESE District Compliance Representative for audit purposes</li> <li>• Ensures appropriate placement for all ESE students</li> <li>• Meet weekly with the School Psychologist</li> <li>• Work closely with MTSS Intervention Team</li> <li>• Provide Guidance Counselors and Resource teachers information pertaining to ESE services</li> <li>• Conduct Spring gifted screenings</li> <li>• Participate in the Gifted Year-End reviews</li> <li>• Ensures implementation of all mandated ESE legislation</li> <li>• Communicate to teachers of students' accommodations</li> <li>• Ensure IEP, Gifted EP, Matrices are current and accurate for FTE</li> <li>• Provide parent education and resources</li> <li>• Provide McKay information for parents</li> <li>• Disseminate and communicate district ESE information to administrators and counselors</li> </ul>
------------------	-----------------	--

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Monitor and work closely with Facilitative Teachers in updating IEP plans on SharePoint</li> <li>• Coordinate Alternate Assessment</li> <li>• Participate in Level 4 Discipline Meetings for ESE students</li> <li>• Assist with crisis intervention and post intervention</li> <li>• Contact for Hospital Homebound</li> <li>• Contact for SEDNET</li> <li>• Complete referrals to outside agencies (like SEDNET)</li> <li>• Work closely with Reading Coach in completing Good Cause Exemption for ESE students</li> <li>• Monitor ESE students in danger of failing</li> <li>• Coordinate transportation for FALL, ESY and new ESE students</li> <li>• Articulate with feeder schools</li> <li>• Attend IEP Meetings at referring schools</li> <li>• Coordinate ESY with Summer School Principal</li> <li>• Perform other duties as assigned by Principal</li> </ul>
<p>Staley, Kimberly</p>	<p>Teacher, K-12</p>	<p>The Testing Coordinator/ESOL Compliance Teacher will be primarily responsible for providing professional development, identifying and addressing the appropriate academic programs, assisting teachers in the implementation of district-wide and state mandated assessments.</p> <ul style="list-style-type: none"> <li>• Member of School Leadership Team</li> <li>• Work closely with Instructional Coach and Counselors in ensuring all students are scheduled appropriately and accurately during state and district mandated assessments</li> <li>• Create schedule for Bilingual Aide to assist ELLs in classrooms</li> <li>• Work with Registrar, Guidance to ensure proper documentation placements and scheduling of ELL students</li> <li>• Orient staff and Administration to changes and revision in procedures for testing</li> <li>• Orient staff and Administration to changes and revision in procedures for servicing ELL students</li> <li>• Review and maintain students' cumulative folder and LEP folder for programmatic assessment</li> <li>• Conduct and complete all forms required by District LEP Plan.</li> <li>• Coordinate and conduct MPLC meetings</li> <li>• Inform staff of available ESOL training through Instructional Development Services.</li> <li>• Ensure that 130 FTE code is reflected in student schedule for accurate funding and works with registrar to update computer records</li> <li>• Participate in conferences with teachers to review testing procedures</li> <li>• Participate in conferences with teachers to review student progress and complete LEP committee forms</li> <li>• Ensure equal access to all programs for ELL and compliance</li> </ul>

Name	Title	Job Duties and Responsibilities
		<p>with Federal, State and District requirements.</p> <ul style="list-style-type: none"> <li>• Attend District Curriculum Compliance Teacher meetings</li> <li>• Responsible of contacting parents after each Progress Report and Report Card distribution for monitoring LY and LF students in danger of failing and high absences</li> <li>• Prepare LEP folders for transfer to high school</li> <li>• Work with teachers and staff to help the school achieve its desired curriculum priorities</li> <li>• Assist the administration and teachers in supporting programs, activities, and functions consistent with school procedures and priorities</li> <li>• Work with teachers and staff to identify problems and issues for which they may need expertise and support services for their training and development</li> <li>• Work with Administration and Support Team to coordinate, prepare, train and administer school-wide testing including FSA, NGSS Science, EOC, WIDA and CELLA testing</li> <li>• Assist with Literacy Council</li> <li>• Perform other duties as assigned by Principal</li> </ul>
<p>Reynolds, Robert</p>	<p>Dean</p>	<ul style="list-style-type: none"> <li>• Member of the School Leadership Team</li> <li>• Oversee and implement school Discipline Action Plan</li> <li>• Designee as Digital Dean</li> <li>• Monitor PASS Program</li> <li>• Oversee and implement monthly mandated drills</li> <li>• Attend parent-teacher conferences</li> <li>• Conduct Bus Evacuation Drills</li> <li>• Responsible for Radio maintenance</li> <li>• Coordinate school pictures</li> <li>• Supervise and print progress reports and report cards</li> <li>• Supervise and coordinate bus transportation and Crossing Guard recognition</li> <li>• Perform other duties as assigned by Principal</li> </ul>
<p>Peters, John</p>	<p>Other</p>	<ul style="list-style-type: none"> <li>• Member of the School Leadership Team</li> <li>• Oversee the SAFE (The Student Assistance and Family Empowerment Program)</li> <li>• Mental Health Designee</li> <li>• Oversee and implement Safe Plan</li> <li>• Ensures implementation of mandated Bullying legislation</li> <li>• Conducts Monthly Threat Assessment Team Meetings</li> <li>• Title IX Coordinator</li> <li>• Attend parent-teacher conferences</li> <li>• Update School Emergency Kits</li> <li>• Work closely with Guidance Counselors and Dean to implement school-wide incentives for good behavior</li> <li>• Participate in Push-In</li> </ul>

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Update Fixed Assets</li> <li>• Liaison with Course Recovery Teacher</li> <li>• Contact for the Homeless Advocacy</li> <li>• Contact for the Foster Care</li> <li>• Implement and promote prevention programs for alcohol, tobacco and other drugs (ATOD), Red Ribbon Week and Ghost-Out</li> <li>• Perform other duties as assigned by Principal</li> </ul>

Schmidt, Patrick	Teacher, ESE	<p>The Behavior Specialist will provide behavioral support to all students throughout the school environment.</p> <ul style="list-style-type: none"> <li>• Member of School Leadership Team</li> <li>• Support in classroom management strategies, individual behavior intervention plans, data collection techniques and positive behavior support for students with emotional/behavioral disabilities</li> <li>• Provide specific behavioral services to students with emotional/behavioral disabilities</li> <li>• Provide assistance to all teachers in the development of sound, academic instructional practices to students with emotional/behavioral disabilities</li> <li>• Coordinate CBI (Community Based Instruction) for students in exceptional education</li> <li>• Monitor proper implementation of BIP (Behavior Intervention Plans) and the implementation of accommodations for students in the classroom setting</li> <li>• Focus on academic instruction and positive behavioral supports so students are more likely to make progress in all areas</li> <li>• Serve as liaison between the home/family and the school</li> <li>• Oversee IEP and Behavioral Intervention Plans for ASD (Autistic Spectrum Disorder) students</li> <li>• Assist Summer School Principal with the implementation of all District mandated programs and school based initiatives</li> <li>• Perform other duties as assigned by Principal</li> </ul>
------------------	--------------	---

**Demographic Information**

**Principal start date**

Friday 8/10/2007, Gloria Fernandez

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

**Total number of teacher positions allocated to the school**

53

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	45%
<b>2018-19 ESSA Subgroups Represented</b> (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 <b>Students With Disabilities</b> White Students
<b>School Grades History</b>	2018-19: A (68%) 2017-18: A (63%) 2016-17: A (67%) 2015-16: A (69%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

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

**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	1	257	283	269	0	0	0	0	810
Attendance below 90 percent	0	0	0	0	0	0	28	25	18	0	0	0	0	71
One or more suspensions	0	0	0	0	0	1	9	6	6	0	0	0	0	22
Course failure in ELA	0	0	0	0	0	1	31	43	18	0	0	0	0	93
Course failure in Math	0	0	0	0	0	0	27	36	42	0	0	0	0	105
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	1	44	43	42	0	0	0	0	130
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	44	49	36	0	0	0	0	129

**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	1	47	59	44	0	0	0	0	151

**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	0	2	1	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

**Date this data was collected or last updated**

Monday 7/20/2020

**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	
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

**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	
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

## 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	
	(0)	(0)	(0)	0 (0)

### 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	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%
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%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
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%				

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

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

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

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	90%	63%	27%	61%	29%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
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

<b>ESSA Federal Index</b>	
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%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
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
<b>English Language Learners</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
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
<b>Hispanic Students</b>	
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
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	69
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?**

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
5. Increase social-emotional awareness in both students and staff.

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus** Increase learning gains of the lowest 25% in ELA.  
**Description and Rationale:** 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 yetto become proficient or experience learning gains in ELA.

**Measureable Outcome:** 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 Steps to Implement**

1. Teacher professional development focused on implementing research-based arts integration strategies.

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

2. Classroom observations to follow up on strategies taught.

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

3. Observation of PLCs with an emphasis on lesson planning, classroom activities, and assessment planning.

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

4. Instructional coaching to increase teacher capacity.

**Person Responsible** Kimberly Staley (kimberly.staley@ocps.net)

5. Monitor iReady data.

**Person Responsible** Kimberly Staley (kimberly.staley@ocps.net)



**#2. ESSA Subgroup specifically relating to Hispanic**

**Area of Focus Description and Rationale:** According to Discovery Middle's ESSA data, there is an achievement gap between the aforementioned subgroups.

**Measureable Outcome:** 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:** The evidence-based strategy that we intend to use is arts integration across all curriculum areas.

**Rationale for Evidence-based Strategy:** 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.

**Action Steps to Implement**

1. Teacher professional development focused on implementing researchbased arts integration strategies.

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

2. Classroom observations to follow up on strategies taught.

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

3. Observation of PLCs with an emphasis on lesson planning, classroom activities, and assessment planning.

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

4. Instructional coaching to increase teacher capacity

**Person Responsible** Kimberly Staley (kimberly.staley@ocps.net)

5. Monitor iReady data to monitor student growth and to determine areas needing improvement.

**Person Responsible** Kimberly Staley (kimberly.staley@ocps.net)

**#3. Instructional Practice specifically relating to ELA**

**Area of Focus Description and 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.

**Measureable Outcome:** 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 Steps to Implement**

1. Teacher professional development focused on implementing researchbased arts integration strategies.

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

2. Classroom observations to follow up on strategies taught.

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

3. Observation of PLCs with an emphasis on lesson planning, classroom activities, and assessment planning.

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

4. Instructional coaching to increase teacher capacity.

**Person Responsible** Kimberly Staley (kimberly.staley@ocps.net)

5. Monitor iReady data.

**Person Responsible** Kimberly Staley (kimberly.staley@ocps.net)

**#4. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and 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.

**Measureable Outcome:** 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:** Michael Wilson (michael.wilson@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 Steps to Implement**

1. Provide support facilitation services to Students with Disabilities.

**Person Responsible** Michael Wilson (michael.wilson@ocps.net)

2. Teacher professional development focused on implementing research based arts integration strategies.

**Person Responsible** Michael Wilson (michael.wilson@ocps.net)

3. Classroom observations to follow up on strategies taught.

**Person Responsible** Michael Wilson (michael.wilson@ocps.net)

4. Observation of PLCs with an emphasis on lesson planning, classroom activities, and assessment planning.

**Person Responsible** Michael Wilson (michael.wilson@ocps.net)

5. Instructional coaching to increase teacher capacity.

**Person Responsible** Kimberly Staley (kimberly.staley@ocps.net)

6. Monitor iReady data.

**Person Responsible** [no one identified]

**#5. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:**

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for school stakeholders, based on school and community needs. School leadership teams collaborate with stakeholders, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through district programs such as the Parent Academy. Schools utilize staff such as Parent Engagement Liaisons to bridge the community and school culture.

**Measureable Outcome:**

There will be a 3% reduction in student disciplinary referrals in the 2019-2020 school year.

**Person responsible for monitoring outcome:**

John Peters (john.peters@ocps.net)

The CASEL Core Competencies will be implemented for the 2020-2021 school year. Those competencies include:

**Evidence-based Strategy:**

1. Identifying emotions
2. Accurate self-perception
3. Recognizing strengths
4. Self-confidence
5. Self-efficacy

**Rationale for Evidence-based Strategy:**

Research has demonstrated that emphasis on these competencies improves student high school graduation rates, increases the likelihood of students attending college and obtaining a full-time job by the age of 25.

**Action Steps to Implement**

1. The principal and teacher leaders will learn about the CASEL Core Competencies through the District Professional Learning Community (DPLC) model.

**Person Responsible**

Gloria Fernandez (gloria.fernandez@ocps.net)

2. Teacher leaders and school leadership team will provide professional development to teachers during monthly meetings.

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

3. Leadership team will analyze school-wide discipline data such as referrals throughout the year.

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

4. Continued instructional coaching to focus on the crosswalk between CASEL Core Competencies and the instructional framework utilized by the district.

**Person Responsible** Kimberly Staley (kimberly.staley@ocps.net)

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**Discovery Middle School has identified the performance of our Students with Disabilities as a priority area in need of improvement. The school leadership will continue to monitor those students and provide support through continued professional development and providing tools to our classroom teachers, support facilitators, behavioral specialist, and staffing specialist.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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.

The Discovery Middle PTSA and SAC actively participate in maintaining a positive school climate. Participation includes monthly meetings, participation in school-wide initiatives such as fundraisers, campus beautification events, meetings with incoming sixth grade parents, "Coffee Talk" a monthly morning event where the community attends to discuss the programs and initiatives that Discovery Middle engages in.

**Parent Family and Engagement Plan (PFEP) Link**

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

<b>Part V: Budget</b>			
<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>	<b>\$0.00</b>
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Hispanic</b>	<b>\$0.00</b>
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>	<b>\$0.00</b>
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Students with Disabilities</b>	<b>\$0.00</b>
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Social Emotional Learning</b>	<b>\$0.00</b>
			<b>Total: \$0.00</b>