

Polk County Public Schools

Discovery Academy Of Lake Alfred



2018-19 Schoolwide Improvement Plan

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Discovery Academy Of Lake Alfred

1000 N. BUENA VISTA DR, Lake Alfred, FL 33850

<http://www.discoveryacademy.org/>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	59%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	B*

School Board Approval

N/A

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.

We are dedicated to actively engaging all individuals in quality learning experiences that will enable them to value themselves and become responsible, productive citizens in a changing world.

Provide the school's vision statement.

Our vision is that every student needs to succeed in the 21st century with an education that is both academically rigorous and "real-world" relevant. We think of academic rigor as students being able to apply their skills and knowledge to real-world problems, to adapt solutions to an ever-changing society, and to solve problems we have yet to recognize. Teaching through application is a very effective way to engage students and ensure they can apply what they have learned.

We believe that the Discovery Academy family works together and shares responsibility for guiding our students' education by:

- *Providing a safe and orderly environment conducive to learning for students,
- *Actively engaging students in the learning process through a variety of teaching strategies and modality styles,
- *Encouraging students to value themselves and have an acceptance of cultural differences of idea and feelings,
- *Providing ongoing technological training for growth in a changing world.

School Leadership Team

Membership

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

Name	Title
Warren, Kevin	Principal

Duties

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

The School Leadership Team is composed of:

Carol Fulks - Executive Director
Kevin Warren - Principal
Sandra Villamar - Asst. Principal
Steve Frabotta - Asst. Principal
Mark Whitehead - Asst. Principal
Tina Steele - Academic Coach
Patricia Miller - Literacy Coach
Jessica Robertson - Academic Coach
Jessica Richardson - School Counselor
Nichole Clark - ESE LEA

The MTSS Leadership Team met with principal to help outline the process for the development of the

SIP. The team identified teacher leaders that facilitated staff groups to identify barriers preventing us from meeting our AMO's. After identifying common barriers, the teams developed an action plan with strategies to overcome the identified barriers. Staff teams also provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

Admin, ESE facilitator, grade level guidance counselors, and resource teacher meet with grade level teacher teams to discuss student successes and challenges. Teachers also meet in subject area groups every three weeks to discuss data from common assessments and collaborate on instructional strategies and lesson planning.

Data from teacher observation, student work, formative assessments, and summative assessments are used to identify students that are being unsuccessful. Tier 2 interventions are discussed and intervention strategies and goals are developed and implemented for students in need. Follow up with the student is done on a weekly basis. If students are not being successful then changes in intervention strategies are developed and implemented. If Tier 2 interventions are not being successful the MTSS Leadership Team will meet to discuss Tier 3 options.

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	65	62	59	0	0	0	0	186
One or more suspensions	0	0	0	0	0	0	86	86	83	0	0	0	0	255
Course failure in ELA or Math	0	0	0	0	0	0	1	2	2	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	0	0	0	54	76	58	0	0	0	0	188

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	47	40	38	0	0	0	0	125

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	2	2	0	0	0	0	5
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Tuesday 7/10/2018

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	14	14	10	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	98	62	76	0	0	0	0	236
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	144	120	76	0	0	0	0	340

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	57	40	38	0	0	0	0	135

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	14	14	10	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	98	62	76	0	0	0	0	236
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	144	120	76	0	0	0	0	340

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	57	40	38	0	0	0	0	135

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?

Our SWD population ELA Ach. performed the lowest with 19%, increasing 2% from the previous year. Our SWD subgroup remains as a challenging area, however, data also indicates a 5% increase with the ELA LG L25% at 52%.

Which data component showed the greatest decline from prior year?

The data comparing the last two years indicates our greatest decline in Science Achievement, with 49%, from previous year of 57%.

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

Comparing to state averages, Math had the biggest gap of -5% in overall achievement and a -5% in the Math Lowest 25th Percentile.

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

Our data from the School Grade Components by Subgroups indicate several gains in our ELL population showed improvement in Math LG by increasing 11% and our SWD population also increased the overall ELA achievement by 2%, with the most improvements of a 5% increase in ELA LG L25% and 5% increase in Math achievement.

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

Discovery Academy’s on going progress monitoring and implementation of professional development throughout the year contribute to improvements made. Teachers received professional development in ESOL and ESE strategies, integration of technology, implementation of UDL strategies, and student engagement. In addition, scheduling adjustments were made to allow the ESE teachers and General teacher the opportunity to plan for their inclusion classes.

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	50%	46%	53%	51%	48%	52%
ELA Learning Gains	51%	47%	54%	54%	51%	53%
ELA Lowest 25th Percentile	50%	42%	47%	45%	46%	45%
Math Achievement	53%	49%	58%	55%	47%	55%
Math Learning Gains	58%	51%	57%	56%	49%	55%
Math Lowest 25th Percentile	46%	51%	51%	50%	45%	47%
Science Achievement	49%	47%	52%	50%	44%	50%
Social Studies Achievement	74%	86%	72%	74%	61%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	65 (14)	62 (14)	59 (10)	186 (38)
One or more suspensions	86 (98)	86 (62)	83 (76)	255 (236)
Course failure in ELA or Math	1 (0)	2 (0)	2 (0)	5 (0)
Level 1 on statewide assessment	54 (144)	76 (120)	58 (76)	188 (340)

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	55%	41%	14%	52%	3%
	2017	52%	45%	7%	52%	0%
Same Grade Comparison		3%				
Cohort Comparison						
07	2018	42%	42%	0%	51%	-9%
	2017	47%	45%	2%	52%	-5%
Same Grade Comparison		-5%				
Cohort Comparison		-10%				
08	2018	50%	49%	1%	58%	-8%
	2017	61%	46%	15%	55%	6%
Same Grade Comparison		-11%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	49%	40%	9%	52%	-3%
	2017	41%	39%	2%	51%	-10%
Same Grade Comparison		8%				
Cohort Comparison						
07	2018	41%	40%	1%	54%	-13%
	2017	45%	40%	5%	53%	-8%
Same Grade Comparison		-4%				
Cohort Comparison		0%				
08	2018	52%	34%	18%	45%	7%
	2017	67%	36%	31%	46%	21%
Same Grade Comparison		-15%				
Cohort Comparison		7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	47%	42%	5%	50%	-3%
	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	71%	84%	-13%	71%	0%
2017	72%	62%	10%	69%	3%
Compare		-1%			
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	97%	60%	37%	62%	35%
2017	97%	43%	54%	60%	37%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	95%	41%	54%	56%	39%
2017	92%	34%	58%	53%	39%
Compare		3%			

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	45	52	28	47	37	17	50			
ELL	24	46	51	33	55	48	18	57	33		
ASN	62	69		77	69						
BLK	43	48	45	39	53	57	44	63	38		
HSP	44	50	50	49	57	46	39	69	44		
MUL	58	42		58	53						
WHT	57	54	53	63	62	44	63	80	62		
FRL	46	51	48	49	57	46	45	71	45		
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	17	45	47	23	51	46	12	39			
ELL	25	48	50	28	44	45	14	44	50		
ASN	57	38		62	58						
BLK	43	47	33	42	52	48	48	76	32		
HSP	45	52	55	52	56	46	49	65	43		

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
MUL	77	63		76	72		67				
WHT	61	55	59	62	60	50	68	79	53		
FRL	49	52	51	51	56	45	52	68	45		

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	Effective implementation of high quality teaching standards with high effect instructional strategies.
Rationale	Aligned implementation of content standards and focus on student mastery through various levels of support will provide the teacher with development of skills that will lead the pathway to increasing student achievement.
Intended Outcome	Increase knowledge of their content standards, understand what the students need to know, understand, and do. Teachers will also expand their skills with the depth of their instructional methods. In addition, the collaboration will increase consistency with clear defined curricular objectives. Teachers will be able to design, plan, and analyze data where teachers will be able to evaluate their instruction to understand how to improve student learning
Point Person	Kevin Warren (kevin.warren@polk-fl.net)

Action Step

Description	<ul style="list-style-type: none"> *Each grade level core academic subject area holds subject area meetings every three weeks. *Monthly professional development for tiered faculty facilitated by our instructional coaches; KUD, Unpacking the standards, Vocabulary, and Best Practices *New teachers to the field of education will also receive mentorship and additional support from our New Teacher Instructional Coach. *Teachers will receive vocabulary training in break out content specific groups. *Intensive Reading teachers will receive implementation training of Achieve 3000. *Teachers will attend Kagan Cooperative Learning weeklong initial training, as well as staff training during our “Family Meetings” throughout the year. *Teachers will use approved PD methods to view and select strategies for improvement relating to their growth needs. *Evaluating Administrator will review lesson plans and provide feedback on the use of the strategies learned through the growth goal.
Person Responsible	Kevin Warren (kevin.warren@polk-fl.net)

Plan to Monitor Effectiveness

Description	<ul style="list-style-type: none"> *Administration will monitor lesson plans for documentation of PD learning and implementation in classrooms. *Demonstration of professional learning through classroom observations and lesson plans. *Teacher Coaches will provide feedback from observations completed relating to the professional development. *Evaluators will monitor quality of instruction using the evaluation rubric to track quality of instruction and student achievement, providing teacher with valuable feedback. *Teachers will provide evidence of their implementation of professional development as a follow up discussion during their PLC. *Teacher will maintain an accurate professional growth reflection guide outlining the
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findings of the observation. Administration and coaches will also maintain a reflection form for each of the teachers.

*Administration will use teacher evaluations and test data to determine effectiveness of strategies

Person Responsible Kevin Warren (kevin.warren@polk-fl.net)

Activity #2

Title Effective implementation of Differentiation by providing students with learning activities that will assist the understanding of content by providing scaffold instructional practices to reach grade level standards.

Rationale One of the root causes for achievement loss is due to the teachers' inability to differentiate the material. This is caused in part by the teachers not understanding the concept of differentiation and not being able to apply the strategies effectively. Teachers need effective differentiation strategies in order to address the needs of all students, including ESOL and ESE students. After analyzing the school data, deficiencies were evident with lower performing students and the challenge remains to demonstrate significant learning gains. As a result, it was determined that teachers will need additional training in these areas.

Intended Outcome Providing on-going professional development in the large area of differentiation will increase the teachers' skills in meeting the needs of their students, providing content specific strategies in the area of content, process, and product to assist students become more focused, motivated to learn, and overall more successful to bolster resilience and build literacy skills.

Point Person Kevin Warren (kevin.warren@polk-fl.net)

Action Step

Description

- *Teachers will attend an ESE training relating to differentiation.
- *Teachers will attend ESOL training on differentiation.
- *Teachers will attend multiple professional developments regarding the schools use of the early warning system.
- *Teachers will meet bi-weekly with administration to discuss the progress of their EWS students.

Each grade level core academic subject area holds subject area meetings one every three weeks. The instructional coaches will focus with the planning aspects of differentiation to assist teachers with the tools they need to begin implementation.

- *Teachers will observe other teachers with the implementation aspect of differentiation within their content area.
- *Instructional coaches will offer monthly-tiered professional development to model and assist with specific differentiation strategies.

Teachers will attend technology training how technology can assist with differentiation through Google Tools.

- *Intensive Reading teachers will receive additional training with Achieve 3000 BOOST training to expand their skills in differentiation and specific strategies to assist our Level 1 students.
- *Teachers will participate in PLCs to discuss scaffolded instructional practices and student engagement

Person Responsible Kevin Warren (kevin.warren@polk-fl.net)

Plan to Monitor Effectiveness

Description

- *Administration will monitor documentation of strategies within teacher lesson plans.
- *Administration and teacher coaches will look for and observe strategies relating to differentiation; rubrics, scaffolding, etc.
- *All students on the EWS will receive a student success plan complete with intervention strategies and goals for improvement. Teachers will review data as the year moves forward to determine if the goals are being met and if additional interventions are needed.

- *Administration and teachers will review progress-monitoring data during the year, focusing on student improvement.
- *At their PLC meetings, teachers will present their pre and posttest data, will discuss their findings, and determine if improvements have been made.
- *Administration and teachers will monitor common assessment data.
- *Administration will maintain an accurate sign in sheet for the teachers that attend the meeting. The school will also develop and record a training agenda that will be included with the school's professional development folder.
- *Administration will look for and observe EWS intervention strategies in use in teacher's classrooms.
- *Teachers will use qualitative and quantitative data to determine if students' SSP goals have been met.

Person Responsible Kevin Warren (kevin.warren@polk-fl.net)

Activity #3

Title Technology Integration

Rationale Research has shown that students show improvement when real world scenarios are introduced into the classroom. As a result, we will use the integration of technology through the use of Google Tools to increase the relevancy and engagement of our lessons for our 21st century learners.

Intended Outcome The use of integrating technology, teachers will be able to effectively engage the students with increased peer-to-peer collaboration. Integrating technology will also assist teachers with additional differentiation options, and will also increase the students' opportunities to receive immediate feedback from teachers as well as their peers.

Point Person Kevin Warren (kevin.warren@polk-fl.net)

Action Step

Description

- *Teachers will be offered opportunities to obtain Google Certification to expand their use of Google as a learning tool.
- *Teachers will receive training on various Google Tools.
- *Teachers will receive training on implementing UDL using technology.

Person Responsible Kevin Warren (kevin.warren@polk-fl.net)

Plan to Monitor Effectiveness

Description

- *School will keep a copy of all teachers' lesson plans, documenting use of technology. Administration will provide written feedback on lesson plans to ensure proper documentation of technology use.
- *Subject Area coaches and Administration will observe and provide feedback regarding effective use of technology in the classroom.
- *Administration will use data collected through evaluative classroom observations as evidence of effectiveness.
- *Compare Common Assessment Data across Grade Level
- *Teachers will pass Google certification test
- *Administration and coaches will keep updated evaluative and observation data that will reflect findings of the teacher's implementation. Teachers will also document the use of the strategies in their lesson plans.

Person Responsible Kevin Warren (kevin.warren@polk-fl.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, Â§ 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 Academy continuously strives to build relationships with all stakeholders. Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

At Discovery we have chosen to stay the course in providing proven middle school practices, such as teaming, which establishes small community of learners. ?Discovery provides support services for our students based upon their needs. We have guidance counselors for each grade level that meet frequently with teachers and administrators to determine services needed for our students. Some students need referrals for counseling, further testing, and family support services.

Discovery Academy utilizes our distinct Advisory/Advisee Program to build relationships with both the teacher/student and student/student relationships. This program is an effective educational program that focuses on assisting middle school students to maximize their social, emotional, and academic potential in a diverse learning environment. Each grade level has structured curriculum where students interact with their peers, as well as their advisory teacher, sharing opportunities to communicate experiences and viewpoints while exhibiting the life skills being taught. The Advisor/Advisee Program helps to provide this transition by ensuring that every student has an advocate --a teacher who has a special concern for the student as an individual. Our Advisory teachers serve as a support network for each one of their students. The Advisory curriculum including Lifeskills and Lifelong Guidelines, Skills for Adolescence and The 7 Habits of Highly Effective Teens provides students with the communication and social skills necessary to work collaboratively. Lifeskills and Lifelong Guidelines are posted in every classroom and are part of our school culture, including before and after school activities. These character-based programs result in a safe and nurturing environment, which values the character and academic achievement of students.

Furthermore, teachers as well as administrators serve as mentors for students, which focus on goal setting for the students' academic, social, and emotional needs.

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

DALA reaches out to Elementary schools in our area to inform and answer student questions. An administrator goes to the site to meet with the 5th grade students. Opportunities for families to tour the school are scheduled to assist in helping parent and students make a decision as to where they want to go to middle school. A 5th grade parent orientation is held in the spring to meet and greet parents and students that are interested in Discovery Academy. Our governing board chair welcomes the group and talks about the boards role in Discovery Academy. Parents and students go to our classrooms for a

presentation by our 6th grade teachers, followed by a school tour.

Discovery Academy educators, support staff and administrators work very closely with our eighth grade students to help prepare them for their transition to high school. To start students on track to success, the eighth grade school counselor meets with students as a grade level to discuss high school graduation requirements, gpas, testing and college and career readiness. Students also receive information regarding college and careers through their Careers class, which is included during their Social Studies instruction. Students take assessments to determine which career paths might be good fit for their future, as well as learn about finances and how to be successful after high school. Near the middle of the school year, students work with the eighth grade counselor to complete their four-year plan. This is a state requirement that helps students choose classes and plan their 4 years of high school. All IEPs and EPs are also revised for transition services for students entering high school.

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.

- Title I, Part A, funds school-wide services to Discovery Academy of Lake Alfred. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.
- Title I, Part C Migrant students enrolled in Discovery Academy of Lake Alfred will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.
- Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.
- Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district.
- Title III ?Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds.
- Title IV - Violence Prevention Programs?Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.
- Title IX- Homeless?The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

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

Discovery Academy offers students accelerated programs including advanced course placement in all grades. High school credit courses are also available to students starting in 7th grade.

Students will create academic plans for high school and graduation, and will also track planning for post-secondary education and training. Students also receive information regarding college and careers through their Careers class, which is included during their Social Studies instruction. Students take career inventories to assist identify skills and interest for college and career planning.

Students currently have a technology classes during their exploratory wheel time: that emphasizes the college and career aspects of various technologies. Discovery has also begun its implementation process to allow students to earn digital learning and industry certifications.

The Leadership Discovery Team, comprised of 8th grade students, has developed several partnerships. The Lake Alfred City Commission welcomed 8th graders to speak with the city manager and conduct a mock city commission meeting. Our students visited the Auburndale Police and Fire Departments to hear about the services they offer to the community as well as introduce them to public service careers. Legoland in Winter Haven provided another opportunity for students to investigate career opportunities in the tourism industry. Polk County Sports and Tourist Marketing located at Lake Myrtle Park in Auburndale invited our students to tour the facilities and learn about careers in the area of sports and recreation. Other important partnerships that have contributed to the study of careers include the Ridge Art Center and Theatre of Winter Haven. Upon visiting these businesses, students discovered numerous career opportunities in theatre production and the performing arts.

Part V: Budget

Total:

\$0.00