

Polk County Public Schools

Discovery Academy Of Lake Alfred



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	15
Title I Requirements	17
Budget to Support Goals	0

Discovery Academy Of Lake Alfred

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

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

Demographics

Principal: Kevin Warren

Start Date for this Principal: 7/1/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	78%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: B (54%) 2016-17: B (55%) 2015-16: B (54%) 2014-15: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

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

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	B

School Board Approval

N/A

SIP Authority

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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	Job Duties and Responsibilities
Warren, Kevin	Principal	
FULKS, CAROL	Other	Supervises principals and other admin

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	316	325	310	0	0	0	0	951
Attendance below 90 percent	0	0	0	0	0	0	37	33	35	0	0	0	0	105
One or more suspensions	0	0	0	0	0	0	69	88	76	0	0	0	0	233
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	100	95	109	0	0	0	0	304

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	21	28	22	0	0	0	0	71

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	60	46	36	0	0	0	0	142
Students retained two or more times	0	0	0	0	0	0	1	3	2	0	0	0	0	6

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

60

Date this data was collected or last updated

Friday 8/23/2019

Prior Year - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	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 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	47	40	38	0	0	0	0	125

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	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	79	99	101	0	0	0	0	279

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	47	40	38	0	0	0	0	125

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	56%	48%	54%	53%	48%	52%
ELA Learning Gains	57%	52%	54%	53%	51%	54%
ELA Lowest 25th Percentile	53%	48%	47%	52%	43%	44%
Math Achievement	52%	50%	58%	55%	47%	56%
Math Learning Gains	52%	50%	57%	58%	50%	57%
Math Lowest 25th Percentile	42%	48%	51%	48%	46%	50%
Science Achievement	57%	44%	51%	57%	44%	50%
Social Studies Achievement	77%	72%	72%	72%	64%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	316 (0)	325 (0)	310 (0)	951 (0)
Attendance below 90 percent	37 (65)	33 (62)	35 (59)	105 (186)
One or more suspensions	69 (86)	88 (86)	76 (83)	233 (255)
Course failure in ELA or Math	0 (1)	0 (2)	0 (2)	0 (5)
Level 1 on statewide assessment	100 (54)	95 (76)	109 (58)	304 (188)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	55%	48%	7%	54%	1%
	2018	55%	41%	14%	52%	3%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	52%	42%	10%	52%	0%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	42%	42%	0%	51%	-9%
Same Grade Comparison		10%				
Cohort Comparison		-3%				
08	2019	56%	48%	8%	56%	0%
	2018	50%	49%	1%	58%	-8%
Same Grade Comparison		6%				
Cohort Comparison		14%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	50%	47%	3%	55%	-5%
	2018	49%	40%	9%	52%	-3%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	43%	39%	4%	54%	-11%
	2018	41%	40%	1%	54%	-13%
Same Grade Comparison		2%				
Cohort Comparison		-6%				
08	2019	49%	35%	14%	46%	3%
	2018	52%	34%	18%	45%	7%
Same Grade Comparison		-3%				
Cohort Comparison		8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	56%	41%	15%	48%	8%
	2018	47%	42%	5%	50%	-3%
Same Grade Comparison		9%				
Cohort Comparison						

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

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	77%	70%	7%	71%	6%
2018	71%	84%	-13%	71%	0%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		6%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	50%	50%	61%	39%
2018	97%	60%	37%	62%	35%
Compare		3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	53%	47%	57%	43%
2018	95%	41%	54%	56%	39%
Compare		5%			

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 2017-18	C & C Accel 2017-18
SWD	19	43	39	25	43	38	5	54			
ELL	31	48	46	29	46	41	28	53			
BLK	41	51	62	35	44	36	33	74	25		
HSP	56	57	46	50	53	40	51	70	42		
MUL	68	59		52	62						
WHT	61	59	53	61	55	50	72	84	54		
FRL	52	56	54	47	50	39	52	73	39		
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		
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		

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	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	559
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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.

The lowest performing data component was the learning gains for the lowest 25th percentile in Math. After analyzing the data, 55% of the students with disabilities (SWD) scored a level one. Of that group, only 13% made gains from the 17/18 FSA to the 18/19 FSA.

The contributing factor was that the vast majority of our ESE students are not being successful. Our staff need training in differentiating instruction.

The majority of our SWD's continually score in achievement level one in Math and very few make gains from one year to the next.

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

The data component showing the greatest decline is the SWD group in the lowest 25th percentile for ELA. There was a 12% point decline from the 17/18 school year to the 18/19 school year.

The factors that contributed to the decline are the same as they are in math; the bulk of the SWD students continue to make less than a years worth of growth. Teacher need training in using instructional strategies to assist SWD's.

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.

The greatest gap compared to the state was the data component of learning gains for the lowest 25th percentile in Math. There was a 9 percentage point gap during the 18/19 school year, but only a 5 percentage point gap the year before. The contributing factor was the scores of our SWD's. Our teachers need training in differentiating instruction. Being a middle school, we have teachers to replace each year so our teachers are at different levels of readiness for training.

The majority of our SWD's continually score in achievement level one in Math and very few make gains from one year to the next.

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

Student success of Black students in the lowest quartile for ELA gains was the data component that showed the most improvement. Our strength is our school climate and building relationships with all of our students. When students feel safe and know what to expect in our classrooms they are much more likely to take a risk and not be afraid of failing which leads to success.

During the 2018-2019 school year, DALA implemented a new opportunity to meet the needs of our lowest quartile. A designated resource room, called The M.I.N.T. (Meeting Individual Needs Together), was made available to students for 25 minutes for each grade per day. In this room, students had access to a variety of assistance such as: a resource teacher certified in math and special education, a resource teacher certified in in ELA, reading and special education, laptop computers and math manipulatives. Students also had access to tools such as: multiplication tables, grammar quick reference sheets, calculators, writing outlines, graphic organizers, etc. Based on needs, students were also instructed on organizational assistance and study skills.

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

When looking at trends, one of the biggest issue we have is students absent 20 days or more during the school year. We are a Title One school and we have students from all over Polk County. There are many reasons students do not make it to school when they are not sick, but the fact that many families do not have reliable transportation impacts our student's attendance.

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

1. SWD achievement in ELA
2. SWD achievement in Math
3. SWD achievement in Science
4. SWD achievement in Civics
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Our area of focus will be the student with disabilities (SWD) demographic. SWD's scored below the 41% bar in the Federal Index.
Rationale	The SWD demographic has not made much progress for the FSA in Math or Reading at any grade level. The teachers need more knowledge and have more skills to be able to meet each students need.
State the measurable outcome the school plans to achieve	The SWD demographic will increase 4 percentage points in learning gains on the Math FSA from 18/19 to 19/20.
Person responsible for monitoring outcome	Kevin Warren (kevin.warren@polk-fl.net)
Evidence-based Strategy	Mentoring Program - Activities are those that are designed to: improve academic achievement, it will also improve interpersonal relationships with peers, teachers, other adults and family members; increase personal responsibility; and teach academic and social skills to SWD students. Our focus of the mentoring program will be to provide individual or small group tutoring using direct instruction, data collection, developing and monitoring interventions based on data, communication with teachers and parents, social and emotional learning, and professional development for staff.
Rationale for Evidence-based Strategy	The data shows that SWD have made very little if any learning gains in FSA Math. We feel that the Mentoring Program will increase supports to the SWD. Administration and support staff will make the time to work with these students on a regular basis.
Action Step	
Description	<ol style="list-style-type: none"> 1. Mentoring - Success Coach, Academic Coaches - The coaches will identify SWD students that have had issues over their recent school years, in the area of grades, attendance, test scores, trauma outside of school, and discipline. Once identified the mentor will begin building a rapport with the student(s) and opening the lines of communication with parents and school staff. Documentation will be kept for each student that is being mentored. 2. CASEL (Collaboration for Academic, Social and Emotional Learning) - Guidance Counselor - The Guidance Counselor will communicate with the mentors and get involved with students with past trauma and other issues that can be positively affected with CASEL. Documentation will be forwarded to the Success Coach. 3. Data Tracking - Success Coach - Data will be coordinated so that any mentor can get information on any mentored student at a central location. 4. Communication with teachers and parents - Success Coach, Academic Coaches, Guidance Counselor - Parental involvement will be key to the success of the mentored student and will be documented. 5. Professional Development (PD) for Staff - Academic Coaches, Success Coach - They will develop and provide PD for all of the staff for follow-up on the Differentiated Instruction workshop and the Universal Design training.

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

Additional Schoolwide Improvement Priorities (optional)

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

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, 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 an affective advisory program and teaming which establishes a small community of learners.

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 adult 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 Lifelong Guidelines and Lifeskills, Skills for Adolescence, and The 7 Habits of Highly Effective Teens provides students with the communication and social skills necessary to work collaboratively. Lifelong Guidelines and Lifeskills 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.

Teachers as well as administrators serve as mentors for students, which focus on goal setting for the students' academic, social, and emotional needs. Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor or can be met through the classroom staff

on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students.

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 and stakeholder 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.