



## Discovery Key Elementary School

3550 LYONS RD, Lake Worth, FL 33467

[www.edline.net/pages/discovery\\_key\\_elementary](http://www.edline.net/pages/discovery_key_elementary)

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	No	42%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	45%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	A*	A	A	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

### SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Discovery Key Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible and productive lives.

##### Provide the school's vision statement

Discovery Key Elementary School envisions a dynamic, collaborative multi-cultural community where education and lifelong learning are valued and supported. All learners reach their highest potential and succeed in the global society.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans
- Health Education
- Character Development Programs
- Florida History

Additionally our school will:

- Ensure that relationship-building is a clear priority;
- Identify and engage school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making).
- Provide and demonstrate to faculty members simple strategies for gaining information about students' cultures;
- Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations;
- Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;
- Encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students;
- Attend District provided Professional Development on multicultural offerings;
- Schedule and plan school wide multicultural projects;
- Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
- Use the morning announcement as a vehicle to welcome students from all cultures by having students teach "hello/goodbye" in their native language.



- Recommend that the PTA increases their outreach to families from various cultures
- Hang flags in the main hallways that represent the countries our families are from

### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

- Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;
  - Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;
  - Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;
  - Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;
  - Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
  - Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
  - Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.
- Continue with the Character Counts program
  - Implement a new ticket system in the cafeteria which will reward positive behavior through the opportunity to be selected to eat at the Oasis Cafe
  - Share our universal matrix for school wide positive behavior with the SACC director so she can continue the behavior expectations in the after school setting.

#### **ESE/BPIE:**

Our school will infuse the content required by Florida Statutes , Section, 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness.

- Our school will use a student 1st language
- All students, including students with disabilities, will be given equal consideration for recognition through honors, awards, and any other school recognitions
- All students with disabilities will have the same opportunities as students without disabilities to participate in school sponsored, non-academic, age appropriate activities including elective, sports, dances, clubs, field trips, school plays, community service activities and moving on activities.

### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

- Maintain the Dolphin Code
- Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.
- SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will

convey and review expectations for each learning activity

- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
  - Class meetings will occur on a frequent basis to include student feedback.
  - School-wide recognition system is in place;
  - Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.
- Establish a school wide voice level system  
-Maintain the Character Counts program  
-Continue the use of the Corrective Behavior Intervention Form

### **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**

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
  - Mentors assigned to students identified with SEL concerns;
  - Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
  - Instruction and various campus activities that address social/emotional needs of students;
  - Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc);
  - Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
  - Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.
- Offer parent classes on various topics that would cover academic, behavioral, and social concerns  
-Continue sending "Good News" postcards home to all students throughout the year

### **Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

### **Describe the school's early warning system and provide a list of the early warning indicators used in the system**

- Utilize data systems to identify students who have attendance, behavioral or academic concerns
- Create data decision rules for number of absences or OSS before referral generated to SBT
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
- Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, college-career planning gaps (FAFSA completion), etc.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	19	16	9	15	10	15	84
One or more suspensions	0	3	2	1	1	3	10
Course failure in ELA or Math	19	31	24	55	32	22	183
Level 1 on statewide assessment	0	0	0	0	0	0	

**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	
Students exhibiting two or more indicators	7	12	5	9	5	6	44

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Suggested response may include:

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- SAI , iii, Tutorials, LLI, Wilson, Foundations
- Planned Discussions, Goal Setting for identified student;
- Notification procedures for parents, agency and community outreach;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
- Create evidence-based interventions to close student need gaps related to earning warning system. For example: Attendance Works National Campaign strategies, targeted solution focused counseling (individual and/or group), parent collaboration/education.

ESE/BPIE:

- Consider individual student needs and IEP goals when planning for intervention strategies in order to close the achievement gap.
- Run EDW: ESE Educational Benefit Report EDW - RSOOA0444 (found under: families, special programs, EDW-RPSE0577)

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

### **Description**

- Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
  - During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
  - Offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology;
  - Communicate classroom and school news to parents;
  - Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
  - Create the formats for inviting parent participation in the cultural education process;
  - Positive notes, Good News Postcards, letters, phone calls home;
  - Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills, and developing growth mindsets in children.
  - Continued involvement in community events that support our students (Austism Walks, Angel Trees, etc.)
  - Yearly events that parent attend that showcase our students and our school (book fair, field day, Fun Run, performances, field trips, etc.)
  - Bumper Stickers "My kid makes a SPLASH at DKE" to promote a positive school image
- ESE/BPIE:
- Learning opportunities and resources are provided to families of students with disabilities as a result of needs assessments and student data
  - BPIE assessment results, the School Improvement Plan, and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members.

### **Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

- Invitations (mailed, emailed, hand delivered) to local businesses inviting them to be our business partners
- Invite parents that own small business to a resource fair
- Hold business partner socials
- Include business partner information in school newsletters, Facebook, and on Edline
- Recognize business partners throughout the year as they contribute to our schools success
- Display business partner banners on school's fence
- Work toward grade level business partners to support each grades activities
- End of the year "Thank You" dinner with student presenters
- Curriculum Night will ensure that parents receive curriculum, Edline, and school information
- Dolphin Digest mostly newsletter sent home with each child and posted to our school's webpage
- Teachers will participate in professional development training to increase positive parent interactions

### **Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### **School Leadership Team**

#### **Membership:**

Name	Title
Lewis, Catherine	Principal
Walker, Julie	Assistant Principal

## Duties

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

Mrs. Lewis, Principal, provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing Rtl with fidelity, conducts assessment of Rtl skills of school staff, including students who are identified as ELL students, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and designates liaisons to communicate with parents regarding school-based Rtl plans and activities.

General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2 activities.

Exceptional Student Education ESE Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 2 instruction, and collaborate with general education teachers through such activities as co-teaching and consultation.

The School Based Team (SBT) includes, Mrs. Lewis, Principal, Julie Walker, Assistant Principal, Joy Maideni, ESE Coordinator, , School Based Team Leader, Jenny Duesler, Guidance Counselor, April Black, School Psychologist, Carlee Knight, School Nurse, Leanne Franklin, SLP, June Neely-Williams, SAI Teacher, Analida Mortell, CLF and Jacqueline Gersley, SACC Director. The SBT will identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with one another on evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children to be considered "at risk"; assist in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in ways to identify a language delay, assessing and instructing, as well as identifying the appropriate intervention; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Language Facilitator, Analida Mortell, will provide support to students identified as ELL.

### ***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***

The Rtl Leadership Team will discuss the necessity of Rtl with the School Advisory Council (SAC) in an effort to help develop, implement and maintain the SIP. The team will provide generic data on Tier 1, 2 and 3 targets, in an effort to ensure student privacy; academic and social/emotional areas that need to be addressed; will set clear expectations for instruction (Rigor, Relevance, Relationship); will facilitate the development of a systematic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining and Summarizing); and

align processes and procedures.

Our school integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING SwPBS. We update our ACTION PLANS during Learning Team Meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS programs.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Trisha Stenhouse	Teacher
Susan Wallace	Teacher
Janine Coschagno	Education Support Employee
Ruby Allen	Business/Community
Michele Stearns	Parent
Laura Miolla	Parent
Alison Wierenga	Parent
Candace Acosta	Parent
Carlee Knight	Business/Community
Catherine Lewis	Principal
Lisa Kuperman	Parent
Tara Tuozzo	Parent
Veronica Osinga	Parent
April Rodriguez-Grant	Parent

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

Last year's SAC participated in an end of year discussion and survey to evaluate the school improvement plan and the funds related to the plan. Various school stakeholders also participated in the evaluation of last year's plan. The findings showed that student achievement would increase if teachers increased their usage of highly effective instructional strategies.

*Development of this school improvement plan*

The school's faculty was given an opportunity to provide feedback on last year's SIP. Through analyzing the feedback it was determined that student achievement would increase as the highly effective instructional strategies that teachers used increased. Teachers were then given the opportunity to list the effective instructional strategies that they use in each content area. The SAC Chair and Principal went over current assessment data to input in SIP and present to SAC members for approval. The SAC will be given frequent opportunities to review and update the SIP as determined by our data. It is a work in progress and it will be updated as needed throughout the 2015-2016 school year.

*Preparation of the school's annual budget and plan*

In order to prepare the school's annual budget and plan school stakeholders identified that one area of need is the increased usage of highly effective instructional strategies in all content areas. In order to support this need the stakeholders suggested appropriate funding of \$2,000 for substitutes for teachers so they can attend district level professional development in literacy, math, and science.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
  - Monies may be expended only on programs or projects selected by the School Advisory Council.
  - Neither School District staff nor principals may override the recommendations of the School Advisory Council.
  - The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.
- School improvement funds (\$2,000) will be used for the following:
- Substitute teachers so instructional staff can attend district based literacy, math and science professional development.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Lewis, Catherine	Principal
Walker, Julie	Assistant Principal
Bruckner, Lynn	Teacher, K-12
Gaumont, Christine	Teacher, K-12
Siew, Carolyn	Teacher, K-12
Provenzano, Barbara	Teacher, K-12
Magersuppe, Jovanna	Teacher, K-12
Wallace, Susan	Teacher, ESE
O'Brien, AnnMarie	Teacher, ESE
Maiden, Joy	Teacher, ESE
Lowrey, Erin	Teacher, K-12
Simon, Erica	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

This group of professionals is comprised of leaders in literacy. This team includes a literacy leader from each grade level, a representative from ESOL, a representative from ESE, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The school calendar has been designed to provide consistent time for teachers to attend the LTMs. The LTMs will be used for teachers to make connections to data in order to increase student achievement. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Additionally our school will use the following strategies:

- Collaboration with content area teachers and fine arts teachers to infuse academics into fine arts lessons
- Predetermined team meetings/team planning
- Needs based professional development
- Half day brunch days
- Scheduled team building events

ESE/BPIE:

- Research based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.
- Collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans are monitored regularly by administration and the ESE contact.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

- Utilize the Department of Recruitment and Retention to provide advice on hiring and placement procedures
- Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
- Monitor and assist all applicants in the hiring process in an effort to reduce the length of the hiring process and increase instructional time
- Establish and maintain relationships with colleges and officials in the field of education to promote the District
- Maintain regular contact with designated recruiter to improve talent acquisition effectiveness

The school uses the district strategies of the Educator Support Program for new teachers. Also clinical education training is available to teachers who aspire to be teacher leaders. Teachers are also extended professional development for inservice points.

ESE/BPIE:



- School administrators use job interview questions to praise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

All first year teachers are participating in the Educator Support Program (ESP). ESP is the school district of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

Discovery Key has two new teachers who are at level 1 of the ESP program and one teacher who is at level 3 of the program. The responsibilities of the mentors are introducing new staff, working on team planning, communication, model lessons plans and answering any and all questions for the new personnel.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

- Alignment of curriculum and instructional materials to the Florida Standards
- Use of small learning communities; problem solving, inquiry-driven research and analytical approaches for student; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Our school utilizes various sources of data (including but not limited to class assessments, Pre and Post tests, Reading Readiness scales, AIMS Web, RRRs, Diagnostics, and common assessments) to provide and differentiate instruction:

- Small group instruction with the purpose of reteaching and enriching
- Tutorials for grades 3,4, and 5 to help support their math and reading achievement
- Foundations program for all students in grade K and 1as part of their whole group instruction and additionally for a double dose during iii or Tier 2
- Specific skill groups in math and reading to target unmastered standards
- iii groups in the areas of reading and math
- Monitoring students in Rtl through SBT meetings and LTMs

#### Various

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school.
  - Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
  - Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
  - Creating a schedule with an uninterrupted 90 minute reading block
  - Creating a schedule with an additional 60 minute reading block (option for extended day)
  - Creating a schedule with an uninterrupted 45-60 minute writing block
  - Providing iii instruction based on student needs
  - Providing instruction aligned with the Language Arts Florida Standards for their grade level
  - Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
  - Administering assessments which measure instructed standards
  - Monitoring progress at the class and grade level during Learning Team Meetings
  - Conducting data chats with students
  - Creating units of study based on current data
  - Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
  - Students self-selecting texts based on RRR levels
  - Students receiving push-in/pull out services for ESE/ELL
  - Providing LLI (Leveled Literacy Intervention) instruction
  - Providing Process and Strategy charts for reminders of teaching
- ESE/BPIE:
- Strategic Instructional Model is used in learning strategy classrooms
  - Integrating accommodations into lesson plans
  - Universal Design for learning

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: After School Program**

**Minutes added to school year: 3,600**

3rd, 4th, and 5th grade students will have an opportunity to participate in an after school computer based tutoring program. This will take place over a 3 month period, January to March, two days a week for an hour per day.

**Strategy Rationale**

Lower performing students in grade 3, 4, and 5 will have an opportunity to receive tutorial in reading and math via a computer based program. This will reinforce computer based strategies along with content area remediation.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Walker, Julie, julie.walker@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Students scores on the SRI will serve as a pre and post test for reading. Students scores on the math FSQ and USA will serve as a pre and post test for math.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

**College and Career Readiness**

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

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

**Needs Assessment**

## Problem Identification

### Data to Support Problem Identification

#### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

#### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If teachers incorporate highly effective instructional strategies, then student learning will increase in all content areas.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** If teachers incorporate highly effective instructional strategies, then student learning will increase in all content areas. **1a**

G069875

**Targets Supported** **1b**

Indicator	Annual Target
ELA Achievement District Assessment	75.0
Math Achievement District Assessment	75.0
Science Achievement District Assessment	75.0

**Resources Available to Support the Goal** **2**

- Bi-Monthly Learning Team Meetings
- Cross grade level Learning Team Meetings three times per year
- weekly team meeting
- Bi-Monthly visits from district provide literacy staff developers
- Professional Development with a focus on effective instructional strategies
- Monthly faculty meetings with time for a review of effective instructional strategies
- On site teacher experts

**Targeted Barriers to Achieving the Goal** **3**

- limited training on content area effective instructional strategies

**Plan to Monitor Progress Toward G1.** **8**

Math common assessment data, district math diagnostic data, reading and writing common assessment data, RRR data, Palm Beach Performance Assessment data, district ELA diagnostic data, science common assessment data, and district science diagnostic data will be collected and reviewed by each grade level as well as by administration. Administration will also monitor for progress toward the goal by review the data collected from teacher observations.

**Person Responsible**

Julie Walker

**Schedule**

Biweekly, from 9/1/2015 to 5/31/2016

**Evidence of Completion**

Through reviewing the assessment data and the observations data trends and patterns will be identified to determine what effective instructional strategies are being used and which effective instructional strategies need to be used.

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If teachers incorporate highly effective instructional strategies, then student learning will increase in all content areas. **1**

 G069875

**G1.B8** limited training on content area effective instructional strategies **2**

 B181840

**G1.B8.S1** Math teachers will analyze common assessment data during bi-monthly LTMs. **4**

 S193454

### Strategy Rationale

By conducting data analysis on common assessments teachers will be able to determine what instructional strategies were effective and which ones were not. Teachers will also be able to have dialogue about these strategies.

### Action Step 1 **5**

Math teachers will meet twice a month at Learning Team Meetings to analyze their common assessment data. Teachers will determine which instructional strategies were effective and which were not. Teachers will be encouraged to have open dialogue on the effective instructional strategies that were used to teach that specific unit/chapter. Teachers will also be expected to list next steps on their Learning Team Meeting notes. The next steps should list the effective instructional strategies that will continue to be evident in their classrooms as well as new strategies that they will be trying out.

#### Person Responsible

Julie Walker

#### Schedule

Biweekly, from 9/1/2015 to 5/31/2016

#### Evidence of Completion

Mrs. Walker will collect the Learning Team Meeting notes to identify which strategies will be seen as the administration visits classrooms. Mrs. Walker will also review the common assessment data.

**Plan to Monitor Fidelity of Implementation of G1.B8.S1 6**

A member of administration will attend the bi-weekly math Learning Team Meetings. At the meetings administration will help identify the student strengths and weaknesses, join in the discussion about the strategies that worked and that didn't work, and provide guidance as to the highly effective instructional strategies that would provide an increase of student learning.

**Person Responsible**

Julie Walker

**Schedule**

Biweekly, from 9/1/2015 to 5/31/2016

***Evidence of Completion***

The evidence will be in the data analysis and in the conversations about the highly effective instructional strategies that were used. This information will be listed on the Learning Team Meeting notes and provided to Mrs. Walker no more than one day after the meeting day.

**Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7**

A member of administration will attend the bi-weekly math Learning Team Meetings. At the Learning Team Meetings administration will help to identify the instructional strengths and weaknesses through data analysis. When necessary administration will provide highly effective instructional strategies for the math teams to use for upcoming chapters/units.

**Person Responsible**

Julie Walker

**Schedule**

Biweekly, from 9/1/2015 to 5/31/2016

***Evidence of Completion***

The evidence will be documented on the Learning Team Meeting notes. These notes will be provided to Mrs. Walker no later than one day after the Learning Team Meetings. Additional evidence will be identified as classroom visits are conducted.



**G1.B8.S2** Reading and Writing teachers will attend site based professional development provided by district literacy staff developers. 4

 S193455

### **Strategy Rationale**

The district literacy staff developers will focus their professional development on increasing the use of effective instructional strategies.

### **Action Step 1** 5

Literacy teachers will attend grade level specific professional development which will be provided by district staff developers on a bi-weekly basis. During this professional development the staff developers will focus on increasing student achievement through the use of highly effective instructional strategies.

#### **Person Responsible**

Catherine Lewis

#### **Schedule**

On 5/31/2016

#### **Evidence of Completion**

After the bi-weekly professional development the staff developers will meet with administration to review the content of each grade levels training. Additionally, a member of administration will join the professional development sessions on a monthly basis.

### **Plan to Monitor Fidelity of Implementation of G1.B8.S2** 6

A member of administration will attend at least one literacy training per month. Administration will also monitor for the literacy based effective instructional strategies during their classroom visits and observations.

#### **Person Responsible**

Catherine Lewis

#### **Schedule**

Monthly, from 9/1/2015 to 5/31/2016

#### **Evidence of Completion**

The evidence will be in the notes taken at each professional development and in the data collected during classroom visits and observations.

**Plan to Monitor Effectiveness of Implementation of G1.B8.S2 7**

Administration will review the data collected from Running Reading Records, Palm Beach Performance Assessments, reading common assessments, writing common assessments, and county diagnostics. Administration will also review the data collected from literacy teacher observations.

**Person Responsible**

Catherine Lewis

**Schedule**

Monthly, from 9/1/2015 to 5/31/2016

**Evidence of Completion**

The evidence will be in the scores from literacy based assessments and from the data collected on teacher observations.

**G1.B8.S3** Science teachers will increase the amount of hands- on opportunities in science for students in their classroom. 4

 S193456

**Strategy Rationale**

Students who are engaged in hands on lessons will be more likely to be working with in Design Question 4.

**Action Step 1 5**

In order to move students into Design Question 4, Science teachers will increase the amount of hands- on opportunities in science for students in their classroom.

**Person Responsible**

Julie Walker

**Schedule**

Biweekly, from 9/1/2015 to 5/31/2016

**Evidence of Completion**

Administration will look for evidence in lesson plans, during science based Learning Team Meetings, and during teacher observations.

**Plan to Monitor Fidelity of Implementation of G1.B8.S3 6**

Administration will monitor for fidelity in a variety of ways: attend Science Learning Team Meetings, verify hands on opportunities in lesson plans, provide teachers opportunities to attend science based professional development, and teacher observations.

**Person Responsible**

Julie Walker

**Schedule**

Monthly, from 9/1/2015 to 5/31/2016

**Evidence of Completion**

Administration will collect documentation from the following sources: Learning Team Meeting notes, lesson plans, agendas from science based professional development, and from teacher observation data.

**Plan to Monitor Effectiveness of Implementation of G1.B8.S3 7**

Administration and teams will analyze data from science common assessments and from district diagnostics.

**Person Responsible**

Julie Walker

**Schedule**

Monthly, from 9/1/2015 to 5/31/2016

**Evidence of Completion**

Evidence will include scores from science common assessments and from district diagnostics. Administration will also gather evidence through the data collected during teacher observations.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B8.S1.A1	Math teachers will meet twice a month at Learning Team Meetings to analyze their common assessment data. Teachers will determine which instructional strategies were effective and which were not. Teachers will be encouraged to have open dialogue on the effective instructional strategies that were used to teach that specific unit/	Walker, Julie	9/1/2015	Mrs. Walker will collect the Learning Team Meeting notes to identify which strategies will be seen as the administration visits classrooms. Mrs. Walker will also review the common assessment data.	5/31/2016 biweekly

**Palm Beach - 2721 - Discovery Key Elementary Schl - 2015-16 SIP**  
*Discovery Key Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	chapter. Teachers will also be expected to list next steps on their Learning Team Meeting notes. The next steps should list the effective instructional strategies that will continue to be evident in their classrooms as well as new strategies that they will be trying out.				
G1.B8.S2.A1	Literacy teachers will attend grade level specific professional development which will be provided by district staff developers on a bi-weekly basis. During this professional development the staff developers will focus on increasing student achievement through the use of highly effective instructional strategies.	Lewis, Catherine	9/1/2015	After the bi-weekly professional development the staff developers will meet with administration to review the content of each grade levels training. Additionally, a member of administration will join the professional development sessions on a monthly basis.	5/31/2016 one-time
G1.B8.S3.A1	In order to move students into Design Question 4, Science teachers will increase the amount of hands- on opportunities in science for students in their classroom.	Walker, Julie	9/1/2015	Administration will look for evidence in lesson plans, during science based Learning Team Meetings, and during teacher observations.	5/31/2016 biweekly
G1.MA1	Math common assessment data, district math diagnostic data, reading and writing common assessment data, RRR data, Palm Beach Performance Assessment data, district ELA diagnostic data, science common assessment data, and district science diagnostic data will be collected and reviewed by each grade level as well as by administration. Administration will also monitor for progress toward the goal by review the data collected from teacher observations.	Walker, Julie	9/1/2015	Through reviewing the assessment data and the observations data trends and patterns will be identified to determine what effective instructional strategies are being used and which effective instructional strategies need to be used.	5/31/2016 biweekly
G1.B8.S1.MA1	A member of administration will attend the bi-weekly math Learning Team Meetings. At the Learning Team Meetings administration will help to identify the instructional strengths and weaknesses through data analysis. When necessary administration will provide highly effective instructional strategies for the math teams to use for upcoming chapters/units.	Walker, Julie	9/1/2015	The evidence will be documented on the Learning Team Meeting notes. These notes will be provided to Mrs. Walker no later than one day after the Learning Team Meetings. Additional evidence will be identified as classroom visits are conducted.	5/31/2016 biweekly
G1.B8.S1.MA1	A member of administration will attend the bi-weekly math Learning Team Meetings. At the meetings administration will help identify the student strengths and weaknesses, join in the discussion about the strategies that worked and that didn't work, and provide guidance as to the highly effective instructional strategies that would provide an increase of student learning.	Walker, Julie	9/1/2015	The evidence will be in the data analysis and in the conversations about the highly effective instructional strategies that were used. This information will be listed on the Learning Team Meeting notes and provided to Mrs. Walker no more than one day after the meeting day.	5/31/2016 biweekly
G1.B8.S2.MA1	Administration will review the data collected from Running Reading Records, Palm Beach Performance Assessments, reading common assessments, writing common assessments, and county diagnostics. Administration will also review the data collected from literacy teacher observations.	Lewis, Catherine	9/1/2015	The evidence will be in the scores from literacy based assessments and from the data collected on teacher observations.	5/31/2016 monthly
G1.B8.S2.MA1	A member of administration will attend at least one literacy training per month.	Lewis, Catherine	9/1/2015	The evidence will be in the notes taken at each professional development and	5/31/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Administration will also monitor for the literacy based effective instructional strategies during their classroom visits and observations.			in the data collected during classroom visits and observations.	
G1.B8.S3.MA1	Administration and teams will analyze data from science common assessments and from district diagnostics.	Walker, Julie	9/1/2015	Evidence will include scores from science common assessments and from district diagnostics. Administration will also gather evidence through the data collected during teacher observations.	5/31/2016 monthly
G1.B8.S3.MA1	Administration will monitor for fidelity in a variety of ways: attend Science Learning Team Meetings, verify hands on opportunities in lesson plans, provide teachers opportunities to attend science based professional development, and teacher observations.	Walker, Julie	9/1/2015	Administration will collect documentation from the following sources: Learning Team Meeting notes, lesson plans, agendas from science based professional development, and from teacher observation data.	5/31/2016 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If teachers incorporate highly effective instructional strategies, then student learning will increase in all content areas.

**G1.B8** limited training on content area effective instructional strategies

**G1.B8.S1** Math teachers will analyze common assessment data during bi-monthly LTMs.

### PD Opportunity 1

Math teachers will meet twice a month at Learning Team Meetings to analyze their common assessment data. Teachers will determine which instructional strategies were effective and which were not. Teachers will be encouraged to have open dialogue on the effective instructional strategies that were used to teach that specific unit/chapter. Teachers will also be expected to list next steps on their Learning Team Meeting notes. The next steps should list the effective instructional strategies that will continue to be evident in their classrooms as well as new strategies that they will be trying out.

#### Facilitator

Learning Team Facilitors, District training personnel, and Mrs. Walker

#### Participants

School wide math content area teachers

#### Schedule

Biweekly, from 9/1/2015 to 5/31/2016

**G1.B8.S2** Reading and Writing teachers will attend site based professional development provided by district literacy staff developers.

### PD Opportunity 1

Literacy teachers will attend grade level specific professional development which will be provided by district staff developers on a bi-weekly basis. During this professional development the staff developers will focus on increasing student achievement through the use of highly effective instructional strategies.

#### Facilitator

Learning Team Facilitators and District literacy staff developers

#### Participants

School wide literacy teachers

#### Schedule

On 5/31/2016

**G1.B8.S3** Science teachers will increase the amount of hands- on opportunities in science for students in their classroom.

**PD Opportunity 1**

In order to move students into Design Question 4, Science teachers will increase the amount of hands- on opportunities in science for students in their classroom.

**Facilitator**

Learning Team Facilitators and District science trainers

**Participants**

school wide science teachers

**Schedule**

Biweekly, from 9/1/2015 to 5/31/2016

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

<b>1</b>	<b>G1.B8.S1.A1</b>	<b>Math teachers will meet twice a month at Learning Team Meetings to analyze their common assessment data. Teachers will determine which instructional strategies were effective and which were not. Teachers will be encouraged to have open dialogue on the effective instructional strategies that were used to teach that specific unit/chapter. Teachers will also be expected to list next steps on their Learning Team Meeting notes. The next steps should list the effective instructional strategies that will continue to be evident in their classrooms as well as new strategies that they will be trying out.</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		140-Substitute Teachers	2721 - Discovery Key Elementary Schl	School Improvement Funds		\$500.00
<i>Notes: Substitutes for Math based professional development</i>						
<b>2</b>	<b>G1.B8.S2.A1</b>	<b>Literacy teachers will attend grade level specific professional development which will be provided by district staff developers on a bi-weekly basis. During this professional development the staff developers will focus on increasing student achievement through the use of highly effective instructional strategies.</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		140-Substitute Teachers	2721 - Discovery Key Elementary Schl			\$1,000.00
<i>Notes: Substitutes for literacy trainings</i>						
<b>3</b>	<b>G1.B8.S3.A1</b>	<b>In order to move students into Design Question 4, Science teachers will increase the amount of hands- on opportunities in science for students in their classroom.</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		140-Substitute Teachers	2721 - Discovery Key Elementary Schl			\$500.00
<i>Notes: Substitutes for science trainings</i>						
<b>Total:</b>						<b>\$2,000.00</b>