

The School District of Palm Beach County

Discovery Key Elementary School



2017-18 Schoolwide Improvement Plan

Discovery Key Elementary School

3550 LYONS RD, Lake Worth, FL 33467

<https://dkes.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	48%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**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 11/8/2017.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Discovery Key Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

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

Strategic Initiative #1: Pillars of Effective Instruction

Strategic Initiative #2 - Embed cultural competence, equity and access within instructional practices

Strategic Initiative #7 - Ensure a comprehensive "Single School Culture" in every school

Strategic Initiative #9 - Develop an approach for bullying prevention

Academics: Teachers attend bi-weekly PLCs where student work and assessments are analyzed to determine areas of strengths and weaknesses to drive reteach instruction. Teachers also attend weekly collegial planning providing opportunities for teachers to collaborate thereby developing more rigorous lessons. Teachers participate in regular data chats in which they use evidence to show and explain the data about their students, specific ways they are monitoring student progress, analyzing the data, and planning specific next steps to further student growth.

Behavior: The 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. The school updates Action Plans during Leadership and Grade Level Team Meetings. The 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. The school updates Action Plans during Leadership and Grade Level Team Meetings. The staff has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, etc.

Our school instills an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS incentive programs.

Climate:

The Principal ensures that relationship-building is a clear priority and engages community stakeholders (i.e.

parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Our guidance counselor will implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. Brainstorm with faculty members methods we will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher 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

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:

- ? Declaration of Independence
- ? Constitution of the United States and the Bill of Rights
- ? Federalist papers: Republican form of government
- ? Flag education
- ? Civil government: functions and interrelationships
- ? History of the United States
- ? Principles of Agriculture
- ? Effects of alcohol and narcotics
- ? Kindness to animals
- ? Florida history
- ? Conservation of natural resources
- ? Health education
- ? Free enterprise
- ? Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

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).
Identify on-campus "relationship experts" to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps;
- Select a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students;
- 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);
 - Form a representative student task force comprised of representative multicultural groups;
 - Provide professional development to staff on increasing positive interactions with students;
 - Collect data on ratio of positive interactions (RPI) with students;
 - Writing Action Plan goals based on RPI data collected.
 - Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers
- Recommend that the PTA increases their outreach to families from various cultures

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

The 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. The school updates Action Plans during Leadership and Grade Level Team Meetings. The 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. The school updates Action Plans during Leadership and Grade Level Team Meetings. The staff has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, etc.

Our school instills an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS incentive programs.

Single School Culture © for CLIMATE refers to the emotional atmosphere we generate around us, the "context" of school. Climate involves the perception of stakeholders concerning the fairness, openness, friendliness, ethos of caring, and sense of welcome of the school. It also refers to the degree of satisfaction experienced within its organizational structure. In this process, schools identify the problematic practices and their impact on staff/student morale, achievement, and participation. The goals of Single School Culture © for CLIMATE include:

- 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;
- Create or enhance a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into post secondary);
- 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
 - 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.
 - Hold a minimum of two bullying prevention assemblies during the year to review strategies and reporting methods.
 - Continue to support each grade level's specific needs to help foster bullying prevention (friendship, conflict resolution, etc.)

Strategic Plan Alignment: Strategic Initiative #1 (Pillars of Effective Instruction):

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)
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 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.

c. 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.

- Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.
- Universal guidelines and behavior matrix will be sent home to families twice per year (September and January)
- 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.
- Provide teachers with opportunities to attend classroom management trainings offered by the district
- 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.
- 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.
- Continue to use our school wide voice level system
- Continue to use our universal attention signal (fins up)
- Maintain the Character Counts program
- Continue the use of the Corrective Behavior Intervention Form
- Provide a list of interventions and consequences to teachers
- Create a list of major and minor behaviors

d. 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
- Add a "Guidance Corner" in our Dolphin Digest
- Continue sending "Good News" postcards home to all students throughout the year

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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.

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

1. 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	9	7	9	13	10	14	0	0	0	0	0	0	0	62
One or more suspensions	3	3	1	3	2	6	0	0	0	0	0	0	0	18
Course failure in ELA or Math	21	33	45	50	25	36	0	0	0	0	0	0	0	210
Level 1 on statewide assessment	0	0	0	18	17	29	0	0	0	0	0	0	0	64

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	5	4	20	15	26	0	0	0	0	0	0	0	70

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

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- SAI, iii, LLI, Wilson, Foundations, SRA, small group differentiated instruction, iReady in reading and math
- Planned Discussions and 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.

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE) ESE/BPIE:

- Consider individual student needs and IEP goals when planning for intervention strategies in order to close the achievement gap.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. 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.)
- Dolphin Digest sent home with articles from administration, guidance, and teachers
- Call outs to invite parents and/or update parents on school events
- Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)
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.

2. 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
- 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 monthly newsletter sent home with each child and posted to our school's webpage
- Teachers will make positive contact with parents each trimester
- Teachers will participate in professional development training to increase positive parent interactions
- Administrative staff attends regular Superintendent Graduation Task Force meetings in an effort to engage our at risk males in activities designed to increase graduation rates.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Lewis, Catherine	Principal
Walker, Julie	Assistant Principal

b. Duties

1. 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 RtI with fidelity, conducts assessment of RtI 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 RtI implementation, and designates liaisons to communicate with parents regarding school-based RtI 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, Rodney Godfrey, 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.

2. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
	Teacher
Alison Wierenga	Parent
Catherine Lewis	Principal
Tara Tuozzo	Parent
Veronica Osinga	Parent
April Rodriguez-Grant	Parent
Janine Coschigano	Education Support Employee
Kelly Thomas	Parent
Tempie Craven	Teacher
Christy Fritz	Parent
Fran Phister	Education Support Employee
Kim Saunders	Parent
Chuck Zielinski	Business/Community
Jan Gonzalez	Parent
Rick Forman	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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 a continued focus on increasing reading achievement in primary grades is a priority and a focus on filling gaps in basic math skills and math vocabulary across grade levels.

b. Development of this school improvement plan

The school's faculty was given an opportunity to provide feedback on creating this year's SIP. Through analyzing student data the teachers identified two areas of growth: the early identification of struggling readers and the need for increased math vocabulary instruction. The faculty also identified the barriers we face and the strategies that we will put in place to overcome the barriers. The school improvement plan was developed with the leadership team as well as from feedback from the SAC. The SIP is a flexible document that will change as our school data is collected and reported.

c. Preparation of the school's annual budget and plan

At this point, we do not have items that need funding as identified in the SIP.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Lewis, Catherine	Principal
Walker, Julie	Assistant Principal
Bruckner, Lynn	Teacher, K-12
Lowrey, Erin	Teacher, K-12
Burger, Kellyann	Teacher, K-12
Siew, Carolyn	Teacher, K-12
Monse, Brenda	Teacher, K-12
Provenzano, Barbara	Teacher, K-12
O'Brien, AnnMarie	Teacher, ESE
Magersuppe, Jovanna	Teacher, K-12
Wallace, Susan	Teacher, ESE
Maiden, Joy	Teacher, ESE
Duesler, Jenny	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Strategic Initiative #1 - Define pillars of effective instruction to increase the academic achievement of all students.

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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Strategic Plan Alignment: Strategic Initiative #1 (Pillars of Effective Instruction):
 The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities. The school calendar has been designed to provide consistent time for teachers to attend PLCs. The PLCs 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
- Scheduled team building events

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)
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 between special education teachers, general education teachers, and related service providers as appropriate.
- 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.

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

Strategic Initiative #12 - Develop and implement a recruitment system that attracts high quality and diversity in candidates by job group category.

Strategic Initiative #13 - Develop and implement rigor in selecting and hiring that effectively identify and screen for high quality, skilled applicants.

- 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.

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)
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.

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

Strategic Initiative #2 - Embed cultural competence, equity and access within instructional practices

Strategic Initiative #6 - Develop the capacity to deliver effective instruction in prekindergarten to grade 2

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 8 new teachers all at various levels of their teaching career. These 8 teachers will be working closely with their mentor teachers and with our lead mentor, Barbara Provenzano. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Strategic Plan Alignment: Strategic Initiative #1 (Pillars of Effective Instruction):

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
 - Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the 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.

b. Instructional Strategies

1. 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.

Strategic Plan Alignment: Strategic Initiative #1 (Pillars of Effective Instruction):

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space

and technology to maximize student potential

Strategic Plan Alignment: Strategic Initiative #1 (Pillars of Effective Instruction):

(Strategic Initiative #2: Embed cultural competence, equity and access within instructional practices)

(Strategic Initiative #6: Develop the capacity to deliver effective instruction in prekindergarten to grade 2)

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
- Foundations program for all students in grade K and 1st as 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
- Standards based rotations in core content areas
- iReady for reading and for math
- Monitoring students in RtI 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
- 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

Strategic Plan Alignment: Strategic Initiative #1 (Pillars of Effective Instruction):

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)

ESE/BPIE:

- Provide specifically designed instruction per student's IEP needs
- Strategic Instructional Model is used in learning strategy classrooms

- Integrating accommodations into lesson plans
- Universal Design for learning

2. 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: 3,000

3rd-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 iReady diagnostics will serve as a pre and post test for reading and math.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Strategic Initiative # 1 - Define pillars of effective instruction to increase the academic achievement of all students

Strategic Initiative # 2 - Embed cultural competence, equity and access within instructional practices

Strategic Initiative # 6 - Develop the capacity to deliver effective instruction in prekindergarten to grade 2

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.

b. College and Career Readiness

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

Strategic Initiative #1 - Define pillars of effective instruction to increase the academic achievement of all students

Strategic Initiative #2 - Embed cultural competence, equity, and access within instructional practices

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

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

4. 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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 we deliver effective and relevant instruction to meet the needs of all students, then we will have an increase of learning gains for our lowest 25% in math; which will ensure high school readiness.

- G2.** If we deliver effective and relevant instruction to meet the needs of all students, then we will continue to increase reading on grade level by 3rd grade.

Strategic Goals Detail

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will have an increase of leaning gains for our lowest 25% in math; which will ensure high school readiness. 1a

G094885

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	70.0
FSA Mathematics Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- weak vocabulary skills
- weak basic math skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional learning communities
- rotations in math to differentiate instruction
- ELL and ESE support
- professional development opportunities
- iReady
- Sadlier vocabulary books for ELL

Plan to Monitor Progress Toward G1. 8

Data from various areas will be collected to determine if progress is being made: math common assessments, iReady data, district diagnostic assessments, and math journals.

Person Responsible

Catherine Lewis

Schedule

Biweekly, from 9/5/2017 to 5/31/2018

Evidence of Completion

In order to demonstrate that the goal is being monitored and that progress is being made toward the goal, grade level teams will analyze math common assessments and district diagnostics.

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will continue to increase reading on grade level by 3rd grade. 1a

G094886

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	95.0
FSA ELA Achievement	81.0

Targeted Barriers to Achieving the Goal 3

- Identifying struggling students and providing them with instruction to fill gaps in knowledge

Resources Available to Help Reduce or Eliminate the Barriers 2

- Bi-Monthly Professional Learning Communities
- Bi-Monthly visits from district provide literacy staff developers
- On site teacher experts
- Daily direct instruction of Foundations in whole group
- Foundations for whole group and iii
- progress monitoring through SBT
- Monitoring RRR in PLC

Plan to Monitor Progress Toward G2. 8

Reading data from a variety of sources will be collected and reviewed throughout the year: RRR data, Foundations probes and weekly unit tests, fluency assessments, SRI, iReady, and district common assessments.

Person Responsible

Julie Walker

Schedule

Biweekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Evidence, in the form of RRR data, SRI levels, and iReady levels, will be used to demonstrate that the goal is being monitored. This data will determine if grade level reading is taking place.

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 we deliver effective and relevant instruction to meet the needs of all students, then we will have an increase of leaning gains for our lowest 25% in math; which will ensure high school readiness. 1

G094885

G1.B4 weak vocabulary skills 2

B255257

G1.B4.S1 Teachers will provide personalized math vocabulary instruction in grades K to 5. 4

S269743

Strategy Rationale

Teaching content area vocabulary will help student's understanding of math. Math standards place emphasis on learning new content based words.

Action Step 1 5

Teachers will analyze data to identify students math vocabulary knowledge

Person Responsible

Catherine Lewis

Schedule

Weekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

The evidence of this step will be seen through discussions at math and science content area PLCs and through data collection.

Action Step 2 5

Teachers will plan content area vocabulary instruction for Tier 2 and Tier 3 words in math.

Person Responsible

Catherine Lewis

Schedule

Biweekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Evidence will be observed during PLCs and PLC documentation and lesson plans will be collected.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administration will collect and review math lesson plans, administration will monitor the explicit math vocabulary instruction through walk-throughs and observations, and planning for vocabulary instruction will be part of each grade level's PLC meetings.

Person Responsible

Catherine Lewis

Schedule

Weekly, from 9/5/2016 to 5/31/2018

Evidence of Completion

Evidence will be collected in the form of lesson plans, notes from planning at PLC meetings, student math data, and data from teacher observations.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Administration and teachers will monitor math and science data to determine the effectiveness of the implementation. Cross grade level discussions will occur to monitor the rigor of the vocabulary instruction.

Person Responsible

Catherine Lewis

Schedule

Biweekly, from 9/1/2016 to 5/31/2017


Evidence of Completion

Student math and science data from common grade level assessments, district diagnostics, and chapter tests will be reviewed and analyzed as evidence.

G1.B7 weak basic math skills **2**

 B255260

G1.B7.S1 Teachers will provide students with 45 minutes of Math iReady per week. **4**

 S269744

Strategy Rationale

Math iReady will support students math knowledge at their current level, while helping them increase their math skills.

Action Step 1 **5**

Teachers will monitor students usage of iReady to make sure they are getting in 45 minutes per week. Teachers will review the iReady data to support small group instruction.

Person Responsible

Catherine Lewis

Schedule

Weekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B7.S1 **6**

Teachers and administration will monitor the monthly usage of iReady. Teachers will also monitor iReady math data.

Person Responsible

Catherine Lewis

Schedule

Weekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

iReady usage reports, iReady data analysis at PLC meetings, and small group lessons from teacher toolbox.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

iReady usage reports will be monitored by the administration and iReady math data will be reviewed at PLC meetings.

Person Responsible

Catherine Lewis

Schedule

Weekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

PLC agendas, small group lesson plans, and iReady usage reports.


G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will continue to increase reading on grade level by 3rd grade. **1**

 G094886

G2.B5 Identifying struggling students and providing them with instruction to fill gaps in knowledge **2**

 B255265

G2.B5.S1 Provide personalized reading instruction focused on foundational reading skills in the areas of phonemic awareness, phonics-word study, high frequency words, fluency, and vocabulary. **4**

 S269747

Strategy Rationale

By providing personalized reading instruction each student will be able to receive the specific skills necessary to help them fill gaps in knowledge and therefore move forward to on grade level reading.

Action Step 1 **5**

K-2 teachers will analyze reading data to determine areas of specific need for each student.

Person Responsible

Julie Walker

Schedule

Biweekly, from 9/5/2017 to 5/31/2018

Evidence of Completion

The evidence of this action step will be visible in discussions at PLC meetings and in small group lesson plan.

Action Step 2 **5**

K-2 teachers will provide standards based core instruction using data to inform their planning.

Person Responsible

Julie Walker

Schedule

Daily, from 9/4/2017 to 5/31/2018

Evidence of Completion

Evidence will be collected during administrative walk throughs and observations. Evidence will also be visible in data analysis during PLC meetings.

Action Step 3 5

Deliver Foundations lessons using information from data analysis for core instruction

Person Responsible

Julie Walker

Schedule

Daily, from 9/4/2017 to 5/31/2018

Evidence of Completion

Foundations weekly unit tests and RRR data will be used as evidence of this step.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Administration will collect and review reading and iii lesson plans for teachers K-2, administration will monitor Foundations being taught during the 90 minute reading block and during iii through walk-throughs and observations, and effective reading instructional practices will be part of the grade level discussions at PLC meetings

Person Responsible

Julie Walker

Schedule

Biweekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Student reading data (foundations probes, foundations weekly unit tests, and RRR) will be collected, reviewed, and analyzed at PLC meetings. Students not making reading gains will be identified and monitored in PLC discussions, data chats, and SBT

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Administration and teachers will monitor student reading data to determine the effectiveness of the implementation.

Person Responsible

Julie Walker

Schedule

Biweekly, from 9/4/2017 to 5/31/2018


Evidence of Completion

Student reading data (foundations probes, foundations weekly unit tests, and RRR) will be collected and used as evidence to assist with early identification of struggling student.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B4.S1.MA1 M385189	Administration and teachers will monitor math and science data to determine the effectiveness of...	Lewis, Catherine	9/1/2016	Student math and science data from common grade level assessments, district diagnostics, and chapter tests will be reviewed and analyzed as evidence.	5/31/2017 biweekly
G1.MA1 M385193	Data from various areas will be collected to determine if progress is being made: math common...	Lewis, Catherine	9/5/2017	In order to demonstrate that the goal is being monitored and that progress is being made toward the goal, grade level teams will analyze math common assessments and district diagnostics.	5/31/2018 biweekly
G2.MA1 M385198	Reading data from a variety of sources will be collected and reviewed throughout the year: RRR...	Walker, Julie	9/4/2017	Evidence, in the form of RRR data, SRI levels, and iReady levels, will be used to demonstrate that the goal is being monitored. This data will determine if grade level reading is taking place.	5/31/2018 biweekly
G1.B4.S1.MA1 M385190	Administration will collect and review math lesson plans, administration will monitor the explicit...	Lewis, Catherine	9/5/2016	Evidence will be collected in the form of lesson plans, notes from planning at PLC meetings, student math data, and data from teacher observations.	5/31/2018 weekly
G1.B4.S1.A1 A360486	Teachers will analyze data to identify students math vocabulary knowledge	Lewis, Catherine	9/4/2017	The evidence of this step will be seen through discussions at math and science content area PLCs and through data collection.	5/31/2018 weekly
G1.B4.S1.A2 A360487	Teachers will plan content area vocabulary instruction for Tier 2 and Tier 3 words in math.	Lewis, Catherine	9/4/2017	Evidence will be observed during PLCs and PLC documentation and lesson plans will be collected.	5/31/2018 biweekly
G1.B7.S1.MA1 M385191	iReady usage reports will be monitored by the administration and iReady math data will be reviewed...	Lewis, Catherine	9/4/2017	PLC agendas, small group lesson plans, and iReady usage reports.	5/31/2018 weekly
G1.B7.S1.MA1 M385192	Teachers and administration will monitor the monthly usage of iReady. Teachers will also monitor...	Lewis, Catherine	9/4/2017	iReady usage reports, iReady data analysis at PLC meetings, and small group lessons from teacher toolbox.	5/31/2018 weekly
G1.B7.S1.A1 A360488	Teachers will monitor students usage of iReady to make sure they are getting in 45 minutes per...	Lewis, Catherine	9/4/2017		5/31/2018 weekly
G2.B5.S1.MA1 M385196	Administration and teachers will monitor student reading data to determine the effectiveness of the...	Walker, Julie	9/4/2017	Student reading data (foundations probes, foundations weekly unit tests, and RRR) will be collected and used as evidence to assist with early identification of struggling student.	5/31/2018 biweekly
G2.B5.S1.MA1 M385197	Administration will collect and review reading and iii lesson plans for teachers K-2,...	Walker, Julie	9/4/2017	Student reading data (foundations probes, foundations weekly unit tests, and RRR) will be collected, reviewed, and analyzed at PLC meetings. Students not making reading gains will be identified and monitored in PLC discussions, data chats, and SBT	5/31/2018 biweekly
G2.B5.S1.A1 A360491	K-2 teachers will analyze reading data to determine areas of specific need for each student.	Walker, Julie	9/5/2017	The evidence of this action step will be visible in discussions at PLC meetings and in small group lesson plan.	5/31/2018 biweekly
G2.B5.S1.A2 A360492	K-2 teachers will provide standards based core instruction using data to inform their planning.	Walker, Julie	9/4/2017	Evidence will be collected during administrative walk throughs and observations. Evidence will also be visible in data analysis during PLC meetings.	5/31/2018 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B5.S1.A3  A360493	Deliver Foundations lessons using information from data analysis for core instruction	Walker, Julie	9/4/2017	Foundations weekly unit tests and RRR data will be used as evidence of this step.	5/31/2018 daily

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will have an increase of leaning gains for our lowest 25% in math; which will ensure high school readiness.

G1.B4 weak vocabulary skills

G1.B4.S1 Teachers will provide personalized math vocabulary instruction in grades K to 5.

PD Opportunity 1

Teachers will plan content area vocabulary instruction for Tier 2 and Tier 3 words in math.

Facilitator

literacy professional staff developers at PLCs

Participants

K-5 math teachers

Schedule

Biweekly, from 9/4/2017 to 5/31/2018

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will continue to increase reading on grade level by 3rd grade.

G2.B5 Identifying struggling students and providing them with instruction to fill gaps in knowledge

G2.B5.S1 Provide personalized reading instruction focused on foundational reading skills in the areas of phonemic awareness, phonics-word study, high frequency words, fluency, and vocabulary.

PD Opportunity 1

K-2 teachers will analyze reading data to determine areas of specific need for each student.

Facilitator

Literacy professional developers

Participants

Grades K-2 in PLCs

Schedule

Biweekly, from 9/5/2017 to 5/31/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	Teachers will analyze data to identify students math vocabulary knowledge	\$0.00
2	G1.B4.S1.A2	Teachers will plan content area vocabulary instruction for Tier 2 and Tier 3 words in math.	\$0.00
3	G1.B7.S1.A1	Teachers will monitor students usage of iReady to make sure they are getting in 45 minutes per week. Teachers will review the iReady data to support small group instruction.	\$0.00
4	G2.B5.S1.A1	K-2 teachers will analyze reading data to determine areas of specific need for each student.	\$0.00
5	G2.B5.S1.A2	K-2 teachers will provide standards based core instruction using data to inform their planning.	\$0.00
6	G2.B5.S1.A3	Deliver Foundations lessons using information from data analysis for core instruction	\$0.00
Total:			\$0.00