

The School District of Palm Beach County

Discovery Key Elementary School



2019-20 Schoolwide Improvement Plan

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Discovery Key Elementary School

3550 LYONS RD, Lake Worth, FL 33467

<https://dkes.palmbeachschools.org>

Demographics

Principal: Julie Walker

Start Date for this Principal: 7/1/2007

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	53%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: A (66%) 2016-17: A (65%) 2015-16: A (69%) 2014-15: A (73%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

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

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	41%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

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

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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 Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Lewis, Catherine	Principal	<p data-bbox="487 191 959 222">Vision of Academic Success for All</p> <ol style="list-style-type: none"> <li data-bbox="487 260 1529 363">1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. <li data-bbox="487 401 1529 541">2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. <li data-bbox="487 579 1529 646">3. Establishes and communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. <li data-bbox="487 684 1529 716">4. Challenges beliefs and practices that interfere with achieving the vision. <li data-bbox="487 753 1529 821">5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. <li data-bbox="487 858 1529 890">6. Serves as the cheerleader, coach, and standard bearer for the vision. <li data-bbox="487 928 1529 1068">7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals. <li data-bbox="487 1106 1529 1173">8. Monitors the implementation of effective instruction to meet the needs of all students. <li data-bbox="487 1211 1529 1278">9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. <p data-bbox="487 1381 607 1413">Climate</p> <ol style="list-style-type: none"> <li data-bbox="487 1451 1529 1591">10. Creates time within the school day for professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. <li data-bbox="487 1629 1529 1732">11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs. <li data-bbox="487 1770 1529 1837">12. Creates school-wide and team norms and expectations for collective responsibility for student success. <li data-bbox="487 1875 1529 1942">13. Develops staff's capacity to collaborate effectively about standards and effective instruction.

Name	Title	Job Duties and Responsibilities
		<p>14. Celebrates success as well as opportunities for growth.</p> <p>15. Eliminates barriers and distractions that interfere with effective teaching and learning.</p> <p>16. Provides a clean, safe and nurturing school environment.</p> <p>17. Builds a culture of pride, trust, and respect.</p> <p>18. Implements and monitors an effective approach to bullying prevention.</p> <p>19. Aligns new and existing community and parent partnerships.</p> <p>Cultivating Leadership</p> <p>20. Focuses the administrative and school leadership teams' work on implementation of standards and reformed instruction.</p> <p>21. Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.</p> <p>22. Provides professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.</p> <p>23. Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.</p> <p>24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.</p> <p>25. Provides ongoing coaching with constructive feedback to teacher leaders.</p> <p>26. Implements a comprehensive performance management system.</p> <p>27. Implements rigorous project management, structures, protocols, and processes.</p> <p>Improving Instruction</p> <p>28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.</p> <p>29. Sets clear goals with individuals, teams, and the whole faculty for student</p>

Name	Title	Job Duties and Responsibilities
		<p>achievement and effective instruction aligned with the vision for academic success aligned to the new standards.</p> <p>30. Provides intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.</p> <p>31. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.</p> <p>32. Quickly and proactively addresses problems in instruction and student learning.</p> <p>33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.</p> <p>34. Monitors and improves instruction.</p> <p>35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.</p> <p>People, Data, and Processes</p> <p>36. Hires and retains highly qualified and effective employees.</p> <p>37. Hires teachers with deep content knowledge, competence in pedagogy, and understanding of pedagogical content knowledge; provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.</p> <p>38. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.</p> <p>39. Uses data to inform decisions and instruction, professional learning, performance, and student learning.</p> <p>40. Analyzes the scope of change required within their school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.</p> <p>41. Reflects on competing priorities and focuses attention on those that will have the greatest leverage in improving instruction and learning while simultaneously working with colleagues and supervisors to eliminate or</p>

Name	Title	Job Duties and Responsibilities
		<p>diminish those that interfere with instructional leadership.</p> <p>42. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.</p> <p>43. Supervises and evaluates all school-based personnel, including conducting performance appraisal sessions which are extensions of a Board-approved personnel assessment system, making reappointment recommendations and providing staff development/training opportunities.</p> <p>44. Manages and supervises the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.</p> <p>45. Maintains appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories and ensures the accuracy and timeliness of all school reports.</p> <p>46. Supervises the school's food, transportation, maintenance, facility and support services.</p> <p>47. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.</p> <p>48. Coordinates community activities relevant to the school within the school area.</p> <p>49. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.</p> <p>50. Implements and monitors career and leadership advancement pathways.</p> <p>51. Monitors systemic customer service.</p> <p>52. Effectively implements resource optimization, including programmatic decisions based on program evaluation or return on investment.</p> <p>Performance Effectiveness Criteria:</p> <p>In addition to the employee being responsible for each of the performance responsibilities listed herein, annual progress will be assessed with respect to support and achievement of the District Strategic Plan and associated applicable scorecards.</p>

Name	Title	Job Duties and Responsibilities
		<p>Additional Job Functions:</p> <ol style="list-style-type: none"> 1. Follows adopted policies and procedures in accordance with School Board priorities. 2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement. 3. Performs other duties as assigned.
Black, Nicole	Assistant Principal	<p>Vision of Academic Success for All</p> <ol style="list-style-type: none"> 1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. 2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. 3. Communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. 4. Challenges beliefs and practices that interfere with achieving the vision. 5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. 6. Serves as the cheerleader, coach, and standard bearer for the vision. 7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals. 8. Monitors the implementation of effective instruction to meet the needs of all students. 9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. <p>Climate</p> <ol style="list-style-type: none"> 10. Supports professional learning and collaboration amongst teachers and

Name	Title	Job Duties and Responsibilities
		<p>resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.</p> <p>11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs.</p> <p>12. Supports school-wide and team norms and expectations for collective responsibility for student success.</p> <p>13. Develops staff's capacity to collaborate effectively about standards and effective instruction.</p> <p>14. Celebrates success as well as opportunities for growth.</p> <p>15. Assists with eliminating barriers and distractions that interfere with effective teaching and learning.</p> <p>16. Ensures the provision of a clean, safe and nurturing school environment.</p> <p>17. Supports the principal in building a culture of pride, trust, and respect.</p> <p>18. Supports the principal in implementing and monitoring an effective approach to bullying prevention.</p> <p>19. Assists the principal in aligning new and existing community and parent partnerships.</p> <p>Cultivating Leadership</p> <p>20. Focuses school leadership teams' work on implementation of standards and reformed instruction.</p> <p>21. Advocates and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.</p> <p>22. Supports professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.</p> <p>23. Carries out the principal's expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.</p> <p>24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.</p> <p>25. Provides ongoing coaching with constructive feedback to teacher leaders.</p>

Name	Title	Job Duties and Responsibilities
		<p>26. Assists the principal in implementing a comprehensive performance management system.</p> <p>27. Assists the principal in implementing rigorous project management, structures, protocols, and processes.</p> <p>Improving Instruction</p> <p>28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.</p> <p>29. Communicates clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.</p> <p>30. Supports intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.</p> <p>31. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.</p> <p>32. Quickly and proactively addresses problems in instruction and student learning.</p> <p>33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.</p> <p>34. Monitors and improves instruction.</p> <p>35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.</p> <p>People, Data, and Processes</p> <p>36. Provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.</p> <p>37. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.</p>

Name	Title	Job Duties and Responsibilities
		<p>38. Uses data to inform decisions and instruction, professional learning, performance, and student learning.</p> <p>39. Analyzes the scope of change required within the school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.</p> <p>40. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.</p> <p>41. Supervises and provides input on evaluations for school-based personnel as part of a Board-approved personnel assessment system, including providing input on staff development/training opportunities.</p> <p>42. Supports the effective, efficient and accurate maintenance of appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories.</p> <p>43. Assists the principal in supervising the school's food, transportation, maintenance, facility and support services.</p> <p>44. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.</p> <p>45. Coordinates community activities relevant to the school within the school area.</p> <p>46. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.</p> <p>47. Assist the principal in implementing and monitoring career and leadership advancement pathways.</p> <p>48. Monitors systemic customer service.</p> <p>Performance Effectiveness Criteria:</p> <p>In addition to the employee being responsible for each of the performance responsibilities listed herein, annual progress will be assessed with respect to support and achievement of the District Strategic Plan and associated applicable scorecards.</p> <p>Additional Job Functions:</p>

Name	Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 1. Follows adopted policies and procedures in accordance with School Board priorities. 2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement. 3. Performs other duties as assigned.

Essential Functions:

Provides technical assistance with federal laws, state statutes and state board rules regarding students who are disabled as identified under Individuals with Disabilities Education Act (IDEA) or Section 504. This includes attending meetings and answering questions from school administrators, ESE Contacts and parents.

Investigates parent concerns at the school level; Assists and monitors the allocation of resources to schools for the provision of ESE services, including services in inclusive settings, and works collaboratively with the other ESE Area Coordinators

Acts as area designee/representative providing direct liaison between school centers and the area office concerning issues regarding students with disabilities who have accommodations delineated on a "504" Plan.

Wallace, Susan	Teacher, ESE	Directs the planning of resources for the Extended School Year program for students with disabilities at the school level.
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Performance Effectiveness Criteria:

In addition to the employee being responsible for each of the performance responsibilities listed herein, periodic and special reports to the Board and other entities will be provided regarding the impact of this position with respect to progress toward annually established District and department goals and objectives for, but not necessarily limited to, the following areas: 1) Student Performance, 2) Customer Service, 3) Fiscal Accountability and Responsibility, 4) Process Efficiencies and Improvements, and 5) Employee Learning and Growth.

Additional Job Functions:

1. Follows adopted policies and procedures in accordance with School Board

Name	Title	Job Duties and Responsibilities
		<p>priorities.</p> <p>2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement.</p> <p>3. Performs other duties as assigned.</p>
Hebert, Olivia	School Counselor	<p>Vision of Academic Success for All</p> <p>1. Designs and implements a data driven, comprehensive school counseling program for all students to address barriers to student learning and to close the achievement/opportunity gap.</p> <p>2. Provides direct services for students including, but not limited to, school counseling core curriculum, individual counseling and student planning, large and small group counseling, and preventative and responsive services.</p> <p>3. Provides indirect services on behalf of students including, but not limited to, referrals for additional assistance and consultation/collaboration with parents, teachers, administrators, and other key stakeholders to create learning environments that promote educational equity, access and success for every student.</p> <p>4. Delivers programs that promote students' development of essential mindsets and behavior standards including, but not limited to, learning skills, social skills, self-management skills, and college/career readiness skills.</p> <p>5. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college/career readiness.</p> <p>6. Advocates for student equity and access to a world-class education that leads to high school graduation and fosters post-graduate success.</p> <p>7. Uses the skills of leadership, advocacy and collaboration to create systemic change to improve the academic, social/emotional, and post-graduate success for all students.</p> <p>8. Supports school staff in analysis of student performance data, rigorous goal-setting and the sub-group levels, and development of effective action plans for improving academic, social/ emotional, and post-graduate outcomes for all students.</p> <p>Promoting Positive School Climate</p> <p>9. Acts as a systems change agent to ensure a safe and supportive school</p>

Name	Title	Job Duties and Responsibilities
		<p>climate that promotes the social/emotional and academic development and success of all students.</p> <p>10. Fosters parent and community partnerships to support the social/emotional and academic development of all students.</p> <p>11. Infuses cultural competence and ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program.</p> <p>12. Supports a comprehensive 'Single School Culture' that addresses the social/emotional development and well-being of all students.</p> <p>13. Aids in the development and implementation of a multi-tiered system of supports (MTSS) including, but not limited to, response to intervention (RtI) and School-Wide Positive Behavior Support (SwPBS).</p> <p>14. Builds a school-wide culture of pride, trust and respect, including the development of preventative approaches against all forms of mistreatment and bullying.</p> <p>15. Provides counseling for students during times of transition, separation, heightened stress and critical change.</p> <p>16. Uses appropriate responses and a variety of intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response.</p> <p>17. Supports the continuum of mental health services, including prevention and intervention strategies, and identifies best practices for collaborating with both school-based and community mental health providers to enhance student success.</p> <p>People, Data, and Processes</p> <p>18. Develops and communicates a school counseling mission statement that is specific, concise, clear and comprehensive, describing a school counseling program's purpose and vision of the program's benefits for every student and alignment with the school, District and state missions.</p> <p>19. Uses student data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps.</p> <p>20. Reviews and disaggregates student achievement, attendance, and behavior data to identify and implement interventions as needed.</p> <p>21. Uses school data to identify and assist individual students who do not</p>

Name	Title	Job Duties and Responsibilities
		<p>perform at grade level and do not have opportunities and resources to be successful in school.</p> <p>22. Creates a yearly, data-driven Student Development Plan (SDP) that advances student outcomes in areas of academic, social/emotional, and college/career development as a result of the comprehensive school counseling program.</p> <p>23. Analyzes and reports outcomes of the school counseling program, which are presented in the context of the overall school and District performance.</p> <p>24. Utilizes technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program.</p> <p>25. Uses legal and ethical decision-making based on standards and principles of the school counseling profession and educational systems, including District and building policies.</p> <p>Performance Effectiveness Criteria:</p> <p>In addition to the employee being responsible for each of the performance responsibilities listed herein, annual progress will be assessed with respect to support and achievement of the District Strategic Plan and associated applicable scorecards.</p> <p>Additional Job Functions:</p> <p>1. Follows adopted policies and procedures in accordance with School Board priorities.</p> <p>2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement.</p> <p>3. Performs other duties as assigned.</p>

Essential Functions:

Craven,
Tempie

Instructional
Media

1. Performs clerical or record-keeping functions, e.g. completing forms, maintaining established records and preparing new media center reports, assembling and recording circulation data and preparing overdue notices.
2. Prepares materials, e.g. processing new items, bar-coding and entering and deleting item information in the media system database.

Name	Title	Job Duties and Responsibilities
		<p>3. Assists with production work, e.g. in-house television, video-recording, sound recording and computer-generated materials.</p> <p>4. Maintains circulation routines, including charging and discharging items, maintains the media center database of users and assists with inventory procedures and inter-library loans.</p> <p>5. Responds to information requests, providing assistance with retrieval and location of information, including online database searching and other user assistance.</p> <p>6. Organizes documents and periodicals.</p> <p>7. Maintains confidentiality regarding departmental and business matters.</p> <p>Additional Job Functions:</p> <p>1. Follows adopted policies and procedures in accordance with School Board priorities.</p> <p>2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement.</p> <p>3. Performs other duties as assigned.</p>

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	157	154	175	162	144	166	0	0	0	0	0	0	0	958
Attendance below 90 percent	12	12	11	8	12	14	0	0	0	0	0	0	0	69
One or more suspensions	1	3	1	1	2	6	0	0	0	0	0	0	0	14
Course failure in ELA or Math	27	60	31	55	41	26	0	0	0	0	0	0	0	240
Level 1 on statewide assessment	0	0	0	25	21	31	0	0	0	0	0	0	0	77

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	9	4	28	22	20	0	0	0	0	0	0	0	88

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	0	10	1	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

71

Date this data was collected or last updated

Thursday 8/15/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	13	13	10	13	17	0	0	0	0	0	0	0	83
One or more suspensions	1	1	1	0	1	8	0	0	0	0	0	0	0	12
Course failure in ELA or Math	38	30	38	56	43	20	0	0	0	0	0	0	0	225
Level 1 on statewide assessment	0	0	0	12	19	24	0	0	0	0	0	0	0	55

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	10	5	4	14	22	18	0	0	0	0	0	0	0	73

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	13	13	10	13	17	0	0	0	0	0	0	0	83
One or more suspensions	1	1	1	0	1	8	0	0	0	0	0	0	0	12
Course failure in ELA or Math	38	30	38	56	43	20	0	0	0	0	0	0	0	225
Level 1 on statewide assessment	0	0	0	12	19	24	0	0	0	0	0	0	0	55

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	10	5	4	14	22	18	0	0	0	0	0	0	0	73

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	71%	58%	57%	72%	53%	55%
ELA Learning Gains	64%	63%	58%	65%	59%	57%
ELA Lowest 25th Percentile	54%	56%	53%	60%	55%	52%
Math Achievement	78%	68%	63%	78%	62%	61%
Math Learning Gains	66%	68%	62%	71%	62%	61%
Math Lowest 25th Percentile	58%	59%	51%	43%	53%	51%
Science Achievement	60%	51%	53%	67%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	157 (0)	154 (0)	175 (0)	162 (0)	144 (0)	166 (0)	958 (0)
Attendance below 90 percent	12 (17)	12 (13)	11 (13)	8 (10)	12 (13)	14 (17)	69 (83)
One or more suspensions	1 (1)	3 (1)	1 (1)	1 (0)	2 (1)	6 (8)	14 (12)
Course failure in ELA or Math	27 (38)	60 (30)	31 (38)	55 (56)	41 (43)	26 (20)	240 (225)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	25 (12)	21 (19)	31 (24)	77 (55)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	66%	54%	12%	58%	8%
	2018	77%	56%	21%	57%	20%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2019	73%	62%	11%	58%	15%
	2018	73%	58%	15%	56%	17%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		-4%				
05	2019	71%	59%	12%	56%	15%
	2018	70%	59%	11%	55%	15%
Same Grade Comparison		1%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	80%	65%	15%	62%	18%
	2018	83%	63%	20%	62%	21%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	76%	67%	9%	64%	12%
	2018	76%	63%	13%	62%	14%
Same Grade Comparison		0%				
Cohort Comparison		-7%				
05	2019	68%	65%	3%	60%	8%
	2018	73%	66%	7%	61%	12%
Same Grade Comparison		-5%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	58%	51%	7%	53%	5%
	2018	69%	56%	13%	55%	14%
Same Grade Comparison		-11%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	45	51	49	54	60	46	34				
ELL	56	57	63	67	63	50	44				
ASN	67	53		89	58		67				
BLK	77	87		66	57		72				
HSP	70	61	53	75	65	50	50				
MUL	60	36		80	73						
WHT	73	66	53	80	68	63	63				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
FRL	65	57	55	72	61	47	56				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	37	38	38	49	42	29	33				
ELL	52	64	67	73	76	70					
ASN	75	78		96	78						
BLK	65	57		74	61						
HSP	68	62	54	74	63	44	69				
MUL	80			100							
WHT	78	65	45	83	76	56	75				
FRL	64	63	52	73	66	51	61				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	39	52	55	42	46	26	34				
ELL	48	56	58	68	61						
ASN	65	73		88	93						
BLK	59	50	50	88	76		55				
HSP	69	58	61	73	68	40	60				
MUL	75			92							
WHT	76	70	61	78	69	39	74				
FRL	61	58	59	70	63	41	59				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	84
Total Points Earned for the Federal Index	535
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	67
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	72
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

When looking at the subgroup data our learning gains of the lowest 25% had the lowest achievement in ELA with 54% of students in the lowest 25% making learning gains. The contributing factors were increased enrollment in Controlled Open Enrollment, increase in student population by over 100 students, tardies (missing academic instruction) and filling teacher vacancies.

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

When looking at our grade level data, our school had a 9% decline in Science proficiency from 2018 to 2019. We went from 69% to 60%. This was due to 5th grade teacher-student ratios that resulted in hiring an additional teacher for 5th grade science later in the year as well as teacher capacity and lack of training in the new science curriculum.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Across the board, our school performed above the state average in every category. However, Our ELA learning gains of the lowest 25% was only one percent above the state average at 54% and the state was at 53%. The contributing factors were increased enrollment in Controlled Open Enrollment, increase in student population by over 100 students, and filling teacher vacancies.

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

Our 5th grade ELA proficiency had the greatest gap with an increase of 1%. This was attributed to an increase in satisfactory scores at the 5th grade level. All reading teachers utilized closed reading strategies and followed the gradual release instructional model, differentiating instruction.

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

The two areas of concern are science proficiency that dropped 9% and overall ELA achievement including learning gains.

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

1. ELA Overall Achievement
2. ELA Overall Learning Gains
3. TardiesELA
4. Science Proficiency
5. Learning Gains L25

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	If we deliver effective and relevant instruction to meet the needs of all students, then we will have an increase in overall achievement in English Language Arts; which will ensure high school readiness.
Rationale	By using high-yield reading strategies and data-driven differentiated instruction, students will be able to receive the specific skills necessary to help them fill gaps in knowledge and therefore make learning gains and improve their academic achievement.
State the measurable outcome the school plans to achieve	Improve overall achievement in ELA by 4% in order to support the long-term outcome of ensuring high school readiness.
Person responsible for monitoring outcome	Catherine Lewis (catherine.lewis@palmbeachschools.org)
Evidence-based Strategy	<p>1 .Administration will monitor the core reading and writing instruction through walkthroughs, observations, and planning for instruction- PLC evidence, to include collaborating with ESE teachers (if applicable). They will monitor the unit assessments through the assessment calendar (FSQ and USA). Diagnostics, RRR, iReady, SRI, Foundations, and SBT data by conducting data chats with teachers.</p> <p>2. Teachers will analyze various forms of data (RRR, iReady, FastBridge (if they are receiving intensive support, classroom and district assessment data, and state assessments) and Foundations. Students not showing growth will be monitored in PLC discussions, data chats, and SBT.</p> <p>3. Teachers and administration will monitor the monthly usage of iReady to make sure they are getting the minimum of 45 minutes a week. Students will use iReady, minimum 45 min per week.</p> <p>4. Tutors to be used to support grades 3-5 in small group, to slightly mimic double down strategy. Tutorials, pending grant approval, will be provided for 3rd grade ELA students, lowest 30% according to Winter Diagnostics.</p>
Rationale for Evidence-based Strategy	<p>1. Administration monitoring data through observations, assessments, reading programs, SBT, and PLC's, will allow administration to work closely with the teachers in aligning instruction to student needs and increasing teacher capacity which correlates directly to student achievement.</p> <p>2. By teachers using various forms of data, they can effectively make small groups to</p>

make sure students show growth and get the support they need to improve thier academic achievement.

3. iReady is a proven online support program that will help students reach their years growth as well as provide tools for instruction and ample forms of data for the teacher and parent.

4. Tutorials will help student get the extra support they need in class and outside of school hours.

Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will group students based on thier specific needs in ELA by using data 2. ELA teachers will work closely with ESE teachers in ensuring they are meeting with their students in a small group setting, planning intentional standard-aligned lessons, and monitoring student progress. 3. Teachers will analyze ongoing data to determine areas of specific need for each student. 4. Teachers will use various programs to support students, including iReady, Foundations, and LLI (SAI Students). Tutorials will be based off the data from the programs and students will be invitied to tutorials based on their data.
Person Responsible	Nicole Black (nicole.black@palmbeachschools.org)

#2	
Title	If we implement a social-emotional learning program into our daily morning routines, then student tardies will decrease.
Rationale	By using SEL at the beginning of each school day, students will feel motivated to come to school and tardies will decrease.
State the measurable outcome the school plans to achieve	Improve school tardies by 5% in order to support the long-term outcome of ensuring high school readiness.
Person responsible for monitoring outcome	Nicole Black (nicole.black@palmbeachschools.org)
Evidence-based Strategy	1. Social-Emotional Learning- Morning Meetings held at the onset of the school day at 8:00 am to motivate students to come to school on time.
Rationale for Evidence-based Strategy	1. Research shows that chronically absent or tardy students are at-risk of academic failure. A growing body of evidence shows that improving a school's climate and culture can reduce tardies and improve attendance. SEL plays an integral part in improving school climate and culture, which in turn can reduce the amount of truant students at our school.
Action Step	
Description	1. Training for SEL for teachers and staff Monitor students who are consistently tardy Contact parent or guardian Create a plan of action to support students Monitor that the plans are effective and that SEL is done with fidelity
Person Responsible	Olivia Hebert (olivia.hebert@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

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

In alignment with the District's Strategic Plan and with the goal to increase the academic instruction of all students- Students are immersed in rigorous task encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in Academics, Behavior, and climate with an appreciation of multicultural diversity in alignment of S.B. policy 2.09 with a focus on the instruction of the

*History of Holocaust;

*History of African Americans;

*Study of contributions of Hispanics to the US

* Study of the contributions of Women to the US, and

*Sacrifices of Veterans in serving our country.

Within our school, teachers will articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS universal guidelines of students practicing being responsible,

respectful, safe, and being a learner. Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures for a single school culture of excellence.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Not Applicable

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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.

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

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.

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.

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

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

Not Applicable

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: If we deliver effective and relevant instruction to meet the needs of all students, then we will have an increase in overall achievement in English Language Arts; which will ensure high school readiness.				\$3,553.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	500-Materials and Supplies	2721 - Discovery Key Elementary Schl	School Improvement Funds	952.59	\$1,000.00
	3336	120-Classroom Teachers	2721 - Discovery Key Elementary Schl	School Improvement Funds	952.59	\$500.00
	5000	100-Salaries	2721 - Discovery Key Elementary Schl	School Improvement Funds	952.59	\$2,053.00
2	III.A.	Areas of Focus: If we implement a social-emotional learning program into our daily morning routines, then student tardies will decrease.				\$0.00
Total:						\$3,553.00