

Broward County Public Schools

Discovery Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	19
Budget to Support Goals	20

Discovery Elementary School

8800 NW 54TH CT, Sunrise, FL 33351

[no web address on file]

Demographics

Principal: Julie De Greeff

Start Date for this Principal: 9/20/2016

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	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
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: B (61%) 2017-18: A (67%) 2016-17: A (63%) 2015-16: A (62%) 2014-15: B (56%)
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	TS&I
* 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 Broward 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	Yes	70%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Discovery Elementary is to provide a safe and nurturing environment that enhances learning and ensures the highest quality of education. At Discovery Elementary, we believe the education of a child is the responsibility of the student, the school, the home, and the community.

Provide the school's vision statement.

The vision of Discovery Elementary is to provide a quality education through state of the art technology.

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
De Greeff, Julie	Principal	The role of the principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Thomas, Raylene	Assistant Principal	Assists the school principal in the management of education and teaching programs at Discovery Elementary. The Assistant Principal also coordinates school activities and ensures that budgetary guidelines are met. The Assistant Principal also helps in developing the curriculum, enforces attendance rules, responds to disciplinary issues, meets with parents to discuss student behavioral or learning problems, reviews faculty performance, and creates an atmosphere conducive to scholarly pursuits. Another responsibility of the Assistant Principal is to coordinate the use of school facilities for day-to-day activities and special events, as well as manage subordinate staff in the day-to-day performance of their jobs. Ensures that project/department milestones/goals are met and adhering to approved budgets. Has full authority for personnel actions. Extensive knowledge of department processes.
Ford, Latonya	Teacher, ESE	ESE Support Facilitation and ESE Specialist
De Varona, Dannyelle	Instructional Coach	Coach and model for teachers. Facilitate workshops and support staff in grades k-2nd.
Morrison, Chapperra	Instructional Coach	Coach and model for teachers. Facilitate workshops and support staff in grades 3rd - 5th.
Harley-Gardner, Valerie	School Counselor	Provide guidance services school wide.

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	136	138	168	162	141	184	0	0	0	0	0	0	0	929
Attendance below 90 percent	9	4	7	7	6	10	0	0	0	0	0	0	0	43
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	6	26	53	0	0	0	0	0	0	0	85

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

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

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	1	4	8	4	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

51

Date this data was collected or last updated

Sunday 9/8/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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	61%	59%	57%	62%	55%	55%
ELA Learning Gains	60%	60%	58%	56%	58%	57%
ELA Lowest 25th Percentile	44%	54%	53%	35%	53%	52%
Math Achievement	72%	65%	63%	82%	61%	61%
Math Learning Gains	70%	66%	62%	76%	63%	61%
Math Lowest 25th Percentile	60%	53%	51%	71%	52%	51%
Science Achievement	63%	46%	53%	57%	45%	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	136 (0)	138 (0)	168 (0)	162 (0)	141 (0)	184 (0)	929 (0)
Attendance below 90 percent	9 ()	4 ()	7 ()	7 ()	6 ()	10 ()	43 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	6 (0)	26 (0)	53 (0)	85 (0)

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	67%	60%	7%	58%	9%
	2018	69%	59%	10%	57%	12%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	58%	62%	-4%	58%	0%
	2018	63%	58%	5%	56%	7%
Same Grade Comparison		-5%				
Cohort Comparison		-11%				
05	2019	58%	59%	-1%	56%	2%
	2018	63%	56%	7%	55%	8%
Same Grade Comparison		-5%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	79%	65%	14%	62%	17%
	2018	63%	63%	0%	62%	1%
Same Grade Comparison		16%				
Cohort Comparison						
04	2019	71%	67%	4%	64%	7%
	2018	80%	63%	17%	62%	18%
Same Grade Comparison		-9%				
Cohort Comparison		8%				
05	2019	67%	64%	3%	60%	7%
	2018	84%	62%	22%	61%	23%
Same Grade Comparison		-17%				
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	62%	49%	13%	53%	9%
	2018	69%	51%	18%	55%	14%
Same Grade Comparison		-7%				
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	27	41	36	37	55	47	14				
ELL	60	57	55	79	72	63	52				
ASN	88	61		92	100						
BLK	60	61	49	71	67	60	59				
HSP	61	57	36	76	76	56	68				
MUL	69			69							
WHT	48	51	35	69	64		50				
FRL	55	56	44	68	67	54	60				

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	22	56	64	33	44	37	27				
ELL	56	64	63	71	75	64					
ASN	82	73		91	80						
BLK	63	57	64	72	70	53	67				
HSP	75	66	85	85	79	67	84				
MUL	71	75		86	100						
WHT	66	60		83	74		78				
FRL	63	58	62	74	73	57	69				
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	24	37	26	44	62	65	31				
ELL	49	41	33	73	72	92	25				
ASN	74	42		89	75						
BLK	58	54	39	81	73	66	51				
HSP	69	62	20	83	81	85	68				
MUL	84			84							
WHT	63	60		82	85	70	70				
FRL	59	53	35	79	73	71	53				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	478
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	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	85
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	58
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	60
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	69
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	53
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	56
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.

Discovery Elementary's subgroup SWD showed the lowest performance. Some contributing factors to last year's low performance in this area could be contributed to the lack of comparable data to the FSA to monitor the learning gains with these students. Another contributing factor could be Discovery Elementary has not had a stable Support ESE Facilitator for the last three years. This has resulted in the new facilitators having to build new relationships with the students, which takes time, as well as the students having to gain trust with the new Support Facilitator. The final contributing factor is the classroom teachers are in need of more training on how to use strategies to assist these students in closing the gap and raising their achievement.

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

The data component that showed the greatest decline from the prior year was in the SWD subgroup ELA lowest quartile learning gains. This area dropped 28 percentage points from the previous year. Some of the factors that contributed to this decline could be the lack of comparable data to the FSA to monitor the learning gains with these students. Another contributing factor could be Discovery Elementary has not had a stable Support ESE Facilitator for the last three years. This has resulted in the new facilitators having to build new relationships with the students, which takes time, as well as the students having to gain trust with the new Support Facilitator. The final contributing factor is the classroom teachers are in need of more training on how to use strategies to assist these students in closing the gap and raising their achievement.

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

The data component that had the greatest gap when compared to the state was in the SWD subgroup ELA lowest quartile learning gains. Florida's average was 53% and Discovery's average was 44%. One trend that was noticed was that our SWD subgroup dropped 28 points in the ELA lowest quartile learning gains area. Some contributing factors that led to this decline could be the lack of comparable data to the FSA to monitor the learning gains with these students. Another contributing factor could be Discovery Elementary has not had a stable Support ESE Facilitator for the last three years. This has resulted in the new facilitators having to build new relationships with the students, which takes time, as well as the students having to gain trust with the new Support Facilitator. The final contributing factor is the classroom teachers are in need of more training on how to use strategies to assist these students in closing the gap and raising their achievement.

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

The data component that showed the most improvement was in the Math lowest quartile learning gains. Some new actions our school took that assisted in helping raise the learning gains with these students were: building students fluency using Reflex Math, teachers participating in PLCs, monitoring data on common and formative assessments, FSA Math Saturday camps, mini math sessions before and after school, and using that data to reteach standards that did not reach mastery.

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

The EWS data shows that a potential area of concern is the number of students already showing attendance below 90%

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

1. Subgroups: Students with Disability
2. Improve the ELA Learning Gains
3. Improve ELA Lowest Quartile Learning Gains
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title Students with disabilities (SWD)

Rationale We chose increasing the percentage of SWD scoring level 3 or above based on poor school level 2018-19 3rd -5th grade ELA data. Our school-level data indicates that 27% of our 3rd-5th grade SWD scored a Level 3 or above on the statewide ELA assessment, which is below our district data 29%; our achievement gap in ELA between our SWD and non-SWD is 37, which is higher than our district data; and our ESSA federal index for the subgroup of SWD is 39%, which is below the 41% federal index threshold.

State the measurable outcome the school plans to achieve By June of 2020 SWD students will rate at or above 41% FPPI; through the implementation of evidence-based instructional strategies, professional development for all general education teachers, ESE teachers, and staff to enhance the quality of instructional practices, and parental/community involvement.

Person responsible for monitoring outcome Julie De Greeff (julie.degreeff@browardschools.com)

Evidence-based Strategy Our school will focus on the following:
 A support facilitation model within our classrooms, which will be a general education teacher providing instruction for both the Grades K-5 general education and Access courses and an ESE teacher providing services to students with disabilities via support facilitation. Both the general education teacher and the ESE teacher must meet certification requirements for their role per course code directory.
 A multi-tiered system of support that is inclusive of both explicit and differentiated instruction throughout the tiered model of support to address the variance of learning needs of ALL students in an engaging and rigorous learning environment.

Rationale for Evidence-based Strategy The rationale for selecting this strategy is that our school’s annual needs assessment, which is administered to our internal stakeholders (teachers, staff, and families), noted that there was an identified need to increase the quality of our inclusive classrooms by providing an opportunity for general education and exceptional education staff to work collaboratively in a cohesive environment. Our data also indicates that our instructional efforts need to be more efficient in the core instruction (Tier 1) and the instruction in Tier 2 and 3 should support core by addressing the academic needs of the student. Families identified a need for additional resources and guidance on providing academic support to their students.

Action Step

Description

- 1) The school-based leadership team will review the core curriculum and the intervention materials approved for use through the district’s K-12 Reading Plan for areas within the curriculum that need to have a more complex alignment to the standards or that need more opportunities for practice due to complexity. They will also review the vertical alignment across grade levels to identify how to provide a continuum of support for SWD, and scheduled progress monitoring within the core and the interventions provided.
- 2) Teacher observational tools will include evidence of explicit and differentiated instruction in order for administration to provide timely feedback to instructors who are not implementing the strategies with fidelity or who require additional coaching and/or support in the strategy.
- 3) Progress reports, based on progress monitoring tools, on our SWD will be reviewed to evaluate their response to instruction and interventions for instructional decisions to be

made to remediate areas of need or to provide continuous support to sustain and enhance the areas of improvement.

4) The school will provide access to free reading resources that align with academic standards and provide support for families and the community (EPIC, Tumblebooks, CPALMS).

5) ESE Support Facilitator will work with teachers and provide resources or refer teachers to Professional Development courses to ensure all personnel who are responsible for providing tiered models of support to SWD are knowledgeable in research-based practices

Person Responsible Julie De Greeff (julie.degreeff@browardschools.com)

#2	
Title	ELA Lowest Quartile Learning Gains
Rationale	Our school-level data indicates that 44% of our 4th-5th grade Lowest Quartile students made learning gains on the statewide ELA assessment, which is below our district data 54% and state data 53%.
State the measurable outcome the school plans to achieve	Increase the percentage of our school’s lowest quartile fourth-fifth grade students making learning gains on the 2019-2020 ELA FSA from 44% to 55%. We will do this through the implementation of evidence-based instructional strategies; professional development for all teachers to enhance the quality of instructional practices; and parental/community involvement.
Person responsible for monitoring outcome	Julie De Greeff (julie.degreeff@browardschools.com)
Evidence-based Strategy	Our school will focus on the following: A multi-tiered system of support that is inclusive of both explicit and differentiated instruction throughout the tiered model of support to address the variance of learning needs of ALL students in an engaging and rigorous learning environment.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is that our school’s annual needs assessment, which is administered to our internal stakeholders (teachers, staff, and families). The data indicated that our instructional efforts need to be more efficient in the core instruction (Tier 1) and instruction in Tier 2 and 3 should support the core by addressing the academic needs of the student. Families also identified a need for additional resources and guidance on providing academic support to their students.
Action Step	
Description	<p>1) The school-based leadership team will review the core curriculum and the intervention materials approved for use through the district’s K-12 Reading Plan for areas within the curriculum that need to have a more complex alignment to the standards or that need more opportunities for practice due to complexity. They will also review the vertical alignment across grade levels to identify how to provide a continuum of support for the lowest quartile students, and schedule progress monitoring within the core and the interventions provided.</p> <p>2) Teacher observational tools will include evidence of explicit and differentiated instruction in order for administration to provide timely feedback to instructors who are not implementing the strategies with fidelity or who require additional coaching and/or support in the strategy.</p> <p>3) Progress reports, based on progress monitoring tools, on our lowest quartile students will be reviewed to evaluate their response to instruction and interventions for instructional decisions to be made to remediate areas of need or to provide continuous support to sustain and enhance the areas of improvement.</p> <p>4) The school will provide access to free reading resources that align with academic standards and provide support for families and the community (EPIC, Tumblebooks, CPALMS).</p> <p>5) Curriculum Specialists will work with teachers and provide resources or refer teachers to Professional Development courses to ensure all personnel who are responsible for providing tiered models of support to the lowest quartile students are knowledgeable in research-based practices.</p>

Person Responsible Julie De Greeff (julie.degreeff@browardschools.com)

Additional Schoolwide Improvement Priorities (optional)

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

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Discovery Elementary provides a positive and warm culture where families and community stakeholders feel welcomed, valued, and respected by all staff. Two-way communication and relationship building with families are adapted to meet family and community circumstances. Parents, families, and other community stakeholders will be invited and encouraged to become active members of the School Advisory Council (SAC). At the SAC meetings, parents and other stakeholders will be provided information regarding the school's Title1 allocation (inclusive of professional development and parent involvement allotments). Parents will be allowed to provide input on the development and decision-making process of all Title 1 activities related to the school. An annual evaluation will be conducted using surveys completed by parents. The results will be analyzed to evaluate the effectiveness of the school's parental involvement program.

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.

Discovery Elementary School promotes a positive school climate, where our students are supported, engaged and recognized. Students are held to high academic and behavioral expectations and feel a sense of belonging because they are connected to adults, with whom they develop supportive and trusting relationships. In this climate of inclusivity, students feel safe, secure and readily able to engage with their peers.

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

Discovery Elementary School services an AM and PM of Specialized PreK. The teacher conducts vertical planning and articulation meetings during the school year to ensure that the transition from the early childhood programs to kindergarten program is smooth. Discovery Elementary also holds a Kindergarten roundup prior to the beginning of the school year. This gives the incoming kindergarten students and parents an opportunity to see Discovery Elementary's Program in action and parents are given an overview of the kindergarten curriculum and expectations. Discovery Elementary also takes the

5th graders on a field trip to the middle school so they can get information on curriculum and extra-curricular activities that are available to them.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Title I, Part A

Title I funds provide additional teachers to assist students, particularly low performing students.

Funds for Title I Part A will be used for professional development materials, student agendas, parent workshops, and refreshments for parent trainings.

Title I, Part C- Migrant

N/A

Title I, Part D Neglected and Delinquent

Students identified as neglected and/ or delinquent will be connected to a school social worker who will provide support and community resources.

Title II (District professional development)

Teachers participate in district-developed workshops in Florida State Standards training.

Title III (ESOL)

English Language Learners receive reading and developmental language arts instruction by certified ESOL teachers. The Multicultural department provides funding for ESOL materials.

Title X- Homeless

Teachers and staff identify homeless and refer students to the Homeless Education program offered by the district. Homeless Education Program removes barriers to their education, including supplemental academic and counseling case management services as well as linkages to their school social worker while maintaining the school as the students' stable environment.

Supplemental Academic Instruction (SAI) are used to fund an instructional support staff person, who provides academic support to students during the school day.

Violence Prevention Programs

Discovery implements Broward County Student Code of Conduct and follows the District Discipline Matrix. Our school enforces the District's Anti-Bullying Policy and has a zero-tolerance for bullying and violence. Bullying prevention programs are supported through Gang Resistance and Drug Education Curriculum, Silence Hurts Campaign, Peer Counseling/Conflict Mediation Programs, Guest Speakers and Student Assemblies.

Nutrition Programs

Nutritional programs a part of our school through the federal initiatives of the Broward County Public Schools Food & Nutrition Department.

Housing Programs

Staff refer families to the school social worker. Additionally, the front office staff take expressing a need and passes this information on to administration and/or the guidance counselor.

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

Career Day is a strategy that Discovery Elementary uses to advance college and career awareness. On Career Day Discovery partners with many businesses and community organizations that come in and present their careers to students. This is an amazing opportunity for students to be exposed to and learn about many careers that they may not have come across or heard about before.

Part V: Budget

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

1	III.A.	Areas of Focus: Students with disabilities (SWD)				\$15,455.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		369-Technology-Related Rentals	3962 - Discovery Elementary School	Other		\$8,855.00
			<i>Notes: IReady Reading program</i>			
	5100	300-Purchased Services	3962 - Discovery Elementary School	General Fund		\$6,600.00
			<i>Notes: School City to track standards mastery</i>			
2	III.A.	Areas of Focus: ELA Lowest Quartile Learning Gains				\$8,139.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3962 - Discovery Elementary School	School Improvement Funds		\$8,139.00
			<i>Notes: Saturday School Tutoring</i>			
					Total:	\$23,594.00