Discovery Key Elementary School

2020-21 Schoolwide Improvement Plan

Table of Contents

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	53%
2019-20 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%)
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.](http://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.

Table of Contents

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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	44%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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 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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Lewis, Catherine	Principal	Vision of Academic Success for All 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. Establishes and 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. Climate 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. 11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs. 12. Creates school-wide and team norms and expectations for collective responsibility for student success. 13. Develops staff's capacity to collaborate effectively about standards and effective instruction.

Name	Title	Job Duties and Responsibilities

14. Celebrates success as well as opportunities for growth.

15. Eliminates barriers and distractions that interfere with effective teaching and learning.

16. Provides a clean, safe and nurturing school environment.

17. Builds a culture of pride, trust, and respect.

18. Implements and monitors an effective approach to bullying prevention.

19. Aligns new and existing community and parent partnerships.

Cultivating Leadership

20. Focuses the administrative and school leadership teams' work on implementation of standards and reformed instruction.

21. Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.

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.

23. Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.

24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.

25. Provides ongoing coaching with constructive feedback to teacher leaders.

26. Implements a comprehensive performance management system.

27. Implements rigorous project management, structures, protocols, and processes.

Improving Instruction

28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.

29. Sets clear goals with individuals, teams, and the whole faculty for student

Name	Title	Job Duties and Responsibilities

achievement and effective instruction aligned with the vision for academic success aligned to the new standards.

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.

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.

32. Quickly and proactively addresses problems in instruction and student learning.

33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.

34. Monitors and improves instruction.

35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.

People, Data, and Processes

36. Hires and retains highly qualified and effective employees.

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.

38. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.

39. Uses data to inform decisions and instruction, professional learning, performance, and student learning.

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.

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

Name	Title	Job Duties and Responsibilities

diminish those that interfere with instructional leadership.

42. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.

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.

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.

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.

46. Supervises the school's food, transportation, maintenance, facility and support services.

47. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.

48. Coordinates community activities relevant to the school within the school area.

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.

50. Implements and monitors career and leadership advancement pathways.

51. Monitors systemic customer service.

52. Effectively implements resource optimization, including programmatic decisions based on program evaluation or return on investment.

Performance Effectiveness Criteria:

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.

Name	Title	Job Duties and Responsibilities
		Additional Job Functions: 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	Vision of Academic Success for All 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. Climate 10. Supports professional learning and collaboration amongst teachers and

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

Name	Title	Job Duties and Responsibilities
		26. Assists the principal in implementing a comprehensive performance management system. 27. Assists the principal in implementing rigorous project management, structures, protocols, and processes. Improving Instruction 28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards. 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. 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. 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. 32. Quickly and proactively addresses problems in instruction and student learning. 33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals. 34. Monitors and improves instruction. 35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner. People, Data, and Processes 36. Provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning. 37. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.

Name	Title	Job Duties and Responsibilities
		38. Uses data to inform decisions and instruction, professional learning, performance, and student learning.
		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.
		40. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.
		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.
		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.
		43. Assists the principal in supervising the school's food, transportation, maintenance, facility and support services.
		44. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.
		45. Coordinates community activities relevant to the school within the school area.
		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.
		47. Assist the principal in implementing and monitoring career and leadership advancement pathways.
		48. Monitors systemic customer service.
		Performance Effectiveness Criteria:
		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.
		Additional Job Functions:

Name	Title	Job Duties and Responsibilities
		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.
Wallace, Susan	Teacher, ESE	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. Directs the planning of resources for the Extended School Year program for students with disabilities at the school level. 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
		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.
Hebert, Olivia	School Counselor	Vision of Academic Success for All 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. 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. 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. 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. 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. 6. Advocates for student equity and access to a world-class education that leads to high school graduation and fosters post-graduate success. 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. 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. Promoting Positive School Climate 9. Acts as a systems change agent to ensure a safe and supportive school

Name	Title	Job Duties and Responsibilities
		climate that promotes the social/emotional and academic development and success of all students. 10. Fosters parent and community partnerships to support the social/emotional and academic development of all students. 11. Infuses cultural competence and ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program. 12. Supports a comprehensive 'Single School Culture' that addresses the social/emotional development and well-being of all students. 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). 14. Builds a school-wide culture of pride, trust and respect, including the development of preventative approaches against all forms of mistreatment and bullying. 15. Provides counseling for students during times of transition, separation, heightened stress and critical change. 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. 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. People, Data, and Processes 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. 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. 20. Reviews and disaggregates student achievement, attendance, and behavior data to identify and implement interventions as needed. 21. Uses school data to identify and assist individual students who do not

Name	Title	Job Duties and Responsibilities
		perform at grade level and do not have opportunities and resources to be successful in school. 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. 23. Analyzes and reports outcomes of the school counseling program, which are presented in the context of the overall school and District performance. 24. Utilizes technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program. 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. Performance Effectiveness Criteria: 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. Additional Job Functions: 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.
Craven, Tempie	Instructional Media	Essential Functions: 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
		3. Assists with production work, e.g. in-house television, video-recording, sound recording and computer-generated materials. 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. 5. Responds to information requests, providing assistance with retrieval and location of information, including online database searching and other user assistance. 6. Organizes documents and periodicals. 7. Maintains confidentiality regarding departmental and business matters. Additional Job Functions: 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.

Demographic Information

Principal start date
Sunday 7/1/2007, Julie Walker

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
12

Total number of teacher positions allocated to the school
73

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	53%
2019-20 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%)
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.	

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	140	151	149	159	156	155	0	0	0	0	0	0	0	910
Attendance below 90 percent	33	17	14	16	33	38	0	0	0	0	0	0	0	151
One or more suspensions	1	2	2	0	3	5	0	0	0	0	0	0	0	13
Course failure in ELA	31	32	46	29	21	7	0	0	0	0	0	0	0	166
Course failure in Math	12	14	19	11	9	1	0	0	0	0	0	0	0	66
Level 1 on 2019 statewide ELA assessment	0	0	0	18	17	14	0	0	0	0	0	0	0	49
Level 1 on 2019 statewide Math assessment	0	0	0	17	11	20	0	0	0	0	0	0	0	48
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	50	40	51	0	0	0	0	0	0	0	141
FY20 Math Winter Diag Levels 1 & 2	0	0	0	30	37	53	0	0	0	0	0	0	0	120

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	17	15	19	10	17	9	0	0	0	0	0	0	0	87

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	0	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 8/20/2020

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	
Number of students enrolled	157	154	175	162	144	166	0	0	0	0	0	0		958
Attendance below 90 percent	12	12	11	8	12	14	0	0	0	0	0	0		69
One or more suspensions	1	3	1	1	2	6	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		240
Level 1 on statewide assessment	0	0	0	25	21	31	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	

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	
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	

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%
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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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				
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				

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
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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%	0
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	67

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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 for FY19 on the FSA, our learning gains of the lowest 25% had the lowest achievement in ELA with 54% of students in the lowest 25% making learning gains. When comparing FY19 to FY20 Winter diagnostic data, 3rd grade decreased in proficiency by 2% while 4th grade remained the same.The contributing factors were an 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%. According to the Winter diagnostic data from FY19 to FY20, the percent of students who were proficient remained the same at 62%. 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 on the FSA FY19 had the greatest gap with an increase of 1%. This was attributed to an increase in satisfactory scores at the 5th grade level. The 5th grade ELA data also shows an increase of 2% when comparing FY19 to FY20 Winter Diagnostics. 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?

The two areas of concern are science proficiency that dropped 9% and overall ELA achievement including learning gains.
In FY20, we did have a science lab rotation taught by a part time teacher who is very well versed in 5th grade science standards, She did this for grades 3-5 and focused on Fair Game for 4th and 5th grade. We never had the opportunity to see the effects of this due to the FSA being cancelled. This year the teacher stated she would work full time in the 5th grade science position and she is currently teaching three classes of 5th grade science. She is ensuring she embeds science into their reading with their reading teacher in nonfiction units where she can without comprising other topic areas that need to be embedded. She is using the online science program and activities that the district has provided to go with Stemscopes and virtual labs. Teachers in 3rd and 4th were given the fair game standards as well so they are informed of what needs to be reviewed whenever possible.
For reading, in hopes that we get funds to have 3rd grade tutorial, we will continue to run that program for 8 weeks, twice a week after school. Teachers are monitoring assessments and forming small groups as needed as well as providing interventions for those identified as needing supplemental or intensive support.

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

1. ELA Overall Achievement is the first priority because reading is the foundation for all other areas and a necessity in life. Closing the gap and providing children with a better chance at growing into a successful member of society. We need our students to read and become active members of society as they grow into adulthood.

2. ELA Overall Learning Gains- Every student should be able to make learning gains no matter the level. This shows that out students are stagnant and just "riding through" the curriculum. True learning is reflected by growth and this remains a priority in pushing our students to their fullest potential by providing them challenging materials, using data to drive instruction, and encouraging them to use their strategies when they find themselves being challenged.

3. Tardies- By having SEL in the morning, we are hoping it encourages students to come to school on time. Also, with learning being virtual, being on time is key to not missing academics as teachers start right on time so the virtual students get their instruction as well. We are hoping that by improving our tardy rate that we also improve our academics by students coming to school in a calm fashion and not missing lessons.

4. Science Proficiency- We hope to improve this by focusing on improving reading achievement and comprehension. While many students seem to love and enjoy science, the test seems to replicate data that shows they continue to struggle with comprehension in science as well. With hands-on approaches and vocabulary support, we hope the students will be able to improve not just their score to reach proficiency, but their overall understanding of science.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	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. 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. When reviewing our school data, ELA was determined a weakness. When looking at the subgroup data for FY19 on the FSA, our learning gains of the lowest 25% had the lowest achievement in ELA with 54% of students in the lowest 25% making learning gains. When comparing FY19 to FY20 Winter diagnostic data, 3rd grade decreased in proficiency by 2% while 4th grade remained the same.The contributing factors were an increased enrollment in Controlled Open Enrollment, increase in student population by over 100 students, tardies (missing academic instruction) and filling teacher vacancies.
Measurable Outcome:	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:	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, Fundations, and SBT data by conducting data chats with teachers. 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 Fundations. Students not showing growth will be monitored in PLC discussions, data chats, and SBT. 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. 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.
Rationale for	1. Administration monitoring data through observations, assessments, reading programs, SBT, and PLC's, will allow administration to work closely with the teachers in aligning

Evidence-based Strategy:

instruction to student needs and increasing teacher capacity which correlates directly to student achievement.

2. By teachers using various forms of data, they can effectively make small groups to 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 Steps to Implement

1. Administration Monitoring Assessment Data and PLC

a. Administration will request in preschool week as a requirement that PLC Lead teachers submit their PLC agendas and notes by the next day after PLC is held.

b. Administration will pull USA data biweekly. Any assessments in regards to iReady or diagnostics will be reviewed once that window has been completed.

c. Teacher data chats will be scheduled to review data. Should there be a pattern of concern, teachers will be called to discuss their data with administration and create a plan of action.

d. If teachers are behind in their assessments, an email will be sent with a "must be completed by" date. If not done, documentation will be completed.

Person Responsible Nicole Black (nicole.black@palmbeachschools.org)

2.Small group Instruction- teachers will analyze ongoing data to determine areas of specific need for each student.

a. Teachers will review and analyze data using various summative and formative assessments. This will be done independently as well as in a PLC as a team.

b. Teachers will review data with ESE or ELL teachers that support their students by joining their grade level PLC's and by communicating with one another after assessments.

c. Small groups will be formed by the teachers based on the need. Small groups will also be conducted virtually through Google Breakout sessions.

d. Small group data will be used to monitor progress and mastery of the standard/target area.

Person Responsible Nicole Black (nicole.black@palmbeachschools.org)

3. iReady

a. Teachers will ensure their students are completing their weekly iReady minutes

b. Teachers will use iReady data in order to pull resources that align with the students' need via the iReady toolbox.

c. iReady Diagnostics will be monitored for growth by administration. If there is questionable data with a student, that teacher will be asked to let us know the reason and how they plan on supporting the student,

d. Administration will support the teacher by also providing ideas and resources to support the student.

e. If needed, a growth check could be assigned to monitor the students progress prior to the next diagnostic.

Person Responsible Nicole Black (nicole.black@palmbeachschools.org)

4. Tutorials- 3rd grade ELA

a. Employ 3 teachers to facilitate tutorials for high needs students beyond the regular school day (maximum of 40 hours of instruction). This is determined by receiving the K-12 grant in order to fund these positions, which we have received every year.

b. Targeted instructional materials have already been purchased and assembled

c. Student transportation must be provided by the parent.
d. Students are selected and grouped based on the results from iReady Diagnostics, Winter Diagnostic, FSQ's, USA's. Data will also be pulled by subgroup. The lowest 33% are selected and invited.
e. A maximum of 12 students in each class. The pre and post will be Winter and Spring iReady Diagnostics to determine student growth.
f. Designated tutorial lead will monitor student attendance, late student pickup, and tutorial instruction.

Person Responsible   Nicole Black (nicole.black@palmbeachschools.org)

#2. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	If we implement a social-emotional learning program into our daily morning routines, then student behavior will improve. By using SEL at the beginning of each school day, students will be able to build positive relationships with their teachers and peers and discipline referrals will decrease.
Measurable Outcome:	Decrease student discipline referrals by 5%.
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, improve relationships with other peers and adults, including teachers, and make better choices during the day if they are in conflict.
Rationale for Evidence-based Strategy:	SEL plays an integral part in improving school climate and culture, which in turn can reduce the amount of discipline referrals for students at our school.

Action Steps to Implement

1. Training for SEL for teachers and staff
a. Ms Hebert (now Ms. James) will ensure the teachers receive their SEL training by working with the district.
b. She will schedule the trainings and/or provide them herself if the need arises
c. She will provide sign in sheets to track teacher attendance

Person Responsible	Olivia Hebert (olivia.hebert@palmbeachschools.org)

2. Monitor students who are consistently requiring interventions and contact parent or guardian
a. Students who are unsuccessful with classroom interventions provided by the teacher will need more support.
b. Students who are beginning to receive discipline referrals despite classroom interventions will be sent to the counselor and submitted for SBT.
c. Parents will be notified if extra support via SBT or via counseling is being suggested and/or provided.

Person Responsible	Olivia Hebert (olivia.hebert@palmbeachschools.org)

3. Create a plan of action to support students
a.The student will be determined in SBT what needs need to be met
b. The child will be provided interventions based on need (counseling (with parent permission) or behavior training via the Crisis Response Teacher for Zones of Regulation, Social stories, etc, depending on what the child may need.
c. The CIT or the counselor will report progress to the parent.
d. Counseling and behavior support programs can still be done via small groups on Google Meet should their be the need to return to distance learning.

Person Responsible	Carolyn Siew (carolyn.siew@palmbeachschools.org)

4. Monitor that the plans are effective and that SEL is done with fidelity
a. The SBT Lead will monitor data and progress monitoring sheets from the provider
b. The Counselor will keep notes and monitor student behavior and progress
c. In SBT, data determined to be done with fidelity will be reviewed and next steps will be conducted should their be a need.

Person Responsible	Carolyn Siew (carolyn.siew@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In alignment with the District's Strategic Plan and with the goal to increase academic instruction of all
students- Students are immersed in rigorous tasks 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 to S.B. policy 2.09 with a focus on the instruction the History of
the Holocaust, History of African Americans, study of the contributions of Hispanics and Women to
the United States, and the Sacrifices of Veterans and the value of Medal of Honor recipients.

Addressing the Areas of Focus will contribute to the continuous monitoring of proven successful
actions and processes as well as the development of new actions and processes to benefit student
achievement. These deliberately designed action steps and processes are research-based with a
history of success. They share a common theme of impacting student achievement, and the predicted
outcomes would not be exclusive to only the Areas of Focus. It is anticipated that ELA student
achievement will demonstrate positive data gains as a result from the action steps developed for
both Areas of Focus as well.

Students are continuously engaged in rigorous standards-based activities which highlight multicultural
diversity within the arts. Throughout the school year, the school hosts and students participate in art
and music programs of different cultures, countries, and eras. Students have access to books
about cultures and contributions of Black and African Americans, Latino and Hispanics, and women in
US History. We have ordered more books specifically designed to further enhance exposure to
these areas for each teacher this school year to use as a mentor text for instruction as well as
extras for the media center for students to check out. Fifth grade studies the Holocaust and
patrols visit the Holocaust Memorial Museum in
Washington, DC. (School Board Policy 2.09 and Florida State 1003.42) This access to ongoing multi-
cultural studies enriches our students' educational experience and demonstrates our commitment to
connect meaningfully with all facets of our school community.

Discovery Key Elementary School integrates and continuously develops a Single School Culture by sharing our
universal guidelines for success, teaching expected behaviors, communicating with parents, and
monitoring PBS. Best practices for inclusive education are addressed through our anti-bullying
campaign, mentoring and implementation of PBS programs. These actions influence student
achievement and create an environment conducive to learning.

Discovery Key Elementary School implements a School-Wide Positive Behavior Program by
recognizing students exhibiting positive behaviors on campus. A student is recognized every
month for demonstrating
an act of kindness or support for their fellow classmate(s). We just earned the Gold Award for
PBIS in reference to FY20.

Discovery Key Elementary School integrates Single School Culture by sharing our Universal
Guidelines for

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Every morning teachers and students partake in Morning Meeting since we adopted using SEL. In our school-wide positive behavior support system we have created a discipline flow chart and use Corrective Behavior Intervention forms, along with multiple support systems now established such as a crisis response teacher to teach students behavior management and emotional regulation using Zones of Regulations, modeling, and Social Stories. We also have a Behavior Health Professional which helps provide student support via counseling connecting them to outside resources and conducing 1-1 student sessions. We have also secured a co-located therapist. With all these supports, teachers were able to use a procedural method for handling student behavior in class and making sure that they are getting the support they need prior to getting disciplinary action at the school level. Our suspensions decreased and office referrals decreased by 50%. Teachers having a positive rapport with their students, parents, and each other has really helped improve the culture and environment on campus. Teachers also have support and connect with one another during PLC's, team building activities, and the sunshine committee. Administration also has an open door policy. Currently we have SECME virtual as well as video club with a limited amount of students. The video club has earned quite a few awards at the Jim Harbin Media Festival for student-made videos. While we usually have many clubs such as spanish, guitar, yoga, ballet, cheer, robotics, we currently do not have those going on due to COVID-19 and many students still being virtual. Hopefully as time progresses, students will have a wider option of extracurricular activities.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$1,063.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3336	120-Classroom Teachers	2721 - Discovery Key Elementary Schl	School Improvement Funds	966.38	$1,063.00
			Notes: To use toward the Guided readers program			
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				$0.00

	Total:	$1,063.00