

The School District of Palm Beach County

Discovery Key Elementary School



2021-22 Schoolwide Improvement Plan

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Discovery Key Elementary School

3550 LYONS RD, Lake Worth, FL 33467

<https://dkes.palmbeachschools.org>

Demographics

Principal: Julie Walker

Start Date for this Principal: 7/1/2007

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School KG-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2020-21 Title I School | No |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 53% |
| 2020-21 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%) |
| 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 | |

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School KG-5 | Yes | 43% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 52% |

School Grades History

| | | | | |
|-------|---------|---------|---------|---------|
| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| Grade | | A | A | A |

School Board Approval

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SIP Authority

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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.

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 | Position Title | Job Duties and Responsibilities |
|------------------|----------------|---|
| Lewis, Catherine | Principal | <p data-bbox="505 226 959 258">Vision of Academic Success for All</p> <ol style="list-style-type: none"> <li data-bbox="505 300 1511 401">1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. <li data-bbox="505 436 1495 575">2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. <li data-bbox="505 611 1503 680">3. Establishes and communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. <li data-bbox="505 716 1463 747">4. Challenges beliefs and practices that interfere with achieving the vision. <li data-bbox="505 783 1503 852">5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. <li data-bbox="505 888 1438 919">6. Serves as the cheerleader, coach, and standard bearer for the vision. <li data-bbox="505 955 1520 1094">7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals. <li data-bbox="505 1129 1511 1199">8. Monitors the implementation of effective instruction to meet the needs of all students. <li data-bbox="505 1234 1471 1304">9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. <p data-bbox="505 1413 610 1444">Climate</p> <ol style="list-style-type: none"> <li data-bbox="505 1486 1520 1625">10. Creates time within the school day for professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. <li data-bbox="505 1661 1455 1761">11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs. <li data-bbox="505 1797 1438 1866">12. Creates school-wide and team norms and expectations for collective responsibility for student success. <li data-bbox="505 1902 1471 1934">13. Develops staff's capacity to collaborate effectively about standards and |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---------------------------------|
|------|----------------|---------------------------------|

effective instruction.

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.

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---------------------------------|
|------|----------------|---------------------------------|

29. Sets 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. 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.

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---------------------------------|
|------|----------------|---------------------------------|

- 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 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

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

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---|
| | | <p>Climate</p> <p>10. Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.</p> <p>11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs.</p> <p>12. Supports school-wide and team norms and expectations for collective responsibility for student success.</p> <p>13. Develops staff's capacity to collaborate effectively about standards and effective instruction.</p> <p>14. Celebrates success as well as opportunities for growth.</p> <p>15. Assists with eliminating barriers and distractions that interfere with effective teaching and learning.</p> <p>16. Ensures the provision of a clean, safe and nurturing school environment.</p> <p>17. Supports the principal in building a culture of pride, trust, and respect.</p> <p>18. Supports the principal in implementing and monitoring an effective approach to bullying prevention.</p> <p>19. Assists the principal in aligning new and existing community and parent partnerships.</p> <p>Cultivating Leadership</p> <p>20. Focuses school leadership teams' work on implementation of standards and reformed instruction.</p> <p>21. Advocates and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.</p> <p>22. Supports professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.</p> <p>23. Carries out the principal's expectations for staff for engaging with teacher</p> |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---|
| | | <p>leaders in ongoing efforts to improve instruction and student learning.</p> <p>24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.</p> <p>25. Provides ongoing coaching with constructive feedback to teacher leaders.</p> <p>26. Assists the principal in implementing a comprehensive performance management system.</p> <p>27. Assists the principal in implementing rigorous project management, structures, protocols, and processes.</p> <p>Improving Instruction</p> <p>28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.</p> <p>29. Communicates clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.</p> <p>30. Supports intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.</p> <p>31. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.</p> <p>32. Quickly and proactively addresses problems in instruction and student learning.</p> <p>33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.</p> <p>34. Monitors and improves instruction.</p> <p>35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.</p> <p>People, Data, and Processes</p> |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--|
| | | <p>36. Provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.</p> <p>37. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.</p> <p>38. Uses data to inform decisions and instruction, professional learning, performance, and student learning.</p> <p>39. Analyzes the scope of change required within the school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.</p> <p>40. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.</p> <p>41. Supervises and provides input on evaluations for school-based personnel as part of a Board-approved personnel assessment system, including providing input on staff development/training opportunities.</p> <p>42. Supports the effective, efficient and accurate maintenance of appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories.</p> <p>43. Assists the principal in supervising the school's food, transportation, maintenance, facility and support services.</p> <p>44. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.</p> <p>45. Coordinates community activities relevant to the school within the school area.</p> <p>46. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.</p> <p>47. Assist the principal in implementing and monitoring career and leadership advancement pathways.</p> <p>48. Monitors systemic customer service.</p> <p>Performance Effectiveness Criteria:</p> <p>In addition to the employee being responsible for each of the performance</p> |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--|
| | | <p>responsibilities listed herein, annual progress will be assessed with respect to support and achievement of the District Strategic Plan and associated applicable scorecards.</p> <p>Additional Job Functions:</p> <ol style="list-style-type: none"> 1. Follows adopted policies and procedures in accordance with School Board priorities. 2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement. 3. Performs other duties as assigned. |

Essential Functions:

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

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

Wallace,
Susan

Teacher,
ESE

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

| Name | Position Title | Job Duties and Responsibilities |
|----------------|------------------|--|
| | | <p>Learning and Growth.</p> <p>Additional Job Functions:</p> <ol style="list-style-type: none"> 1. Follows adopted policies and procedures in accordance with School Board priorities. 2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement. 3. Performs other duties as assigned. |
| Hebert, Olivia | School Counselor | <p>Vision of Academic Success for All</p> <ol style="list-style-type: none"> 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 |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--|
| | | <p>plans for improving academic, social/ emotional, and post-graduate outcomes for all students.</p> <p>Promoting Positive School Climate</p> <p>9. Acts as a systems change agent to ensure a safe and supportive school climate that promotes the social/emotional and academic development and success of all students.</p> <p>10. Fosters parent and community partnerships to support the social/emotional and academic development of all students.</p> <p>11. Infuses cultural competence and ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program.</p> <p>12. Supports a comprehensive ‘Single School Culture’ that addresses the social/emotional development and well-being of all students.</p> <p>13. Aids in the development and implementation of a multi-tiered system of supports (MTSS) including, but not limited to, response to intervention (RtI) and School-Wide Positive Behavior Support (SwPBS).</p> <p>14. Builds a school-wide culture of pride, trust and respect, including the development of preventative approaches against all forms of mistreatment and bullying.</p> <p>15. Provides counseling for students during times of transition, separation, heightened stress and critical change.</p> <p>16. Uses appropriate responses and a variety of intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response.</p> <p>17. Supports the continuum of mental health services, including prevention and intervention strategies, and identifies best practices for collaborating with both school-based and community mental health providers to enhance student success.</p> <p>People, Data, and Processes</p> <p>18. Develops and communicates a school counseling mission statement that is specific, concise, clear and comprehensive, describing a school counseling program’s purpose and vision of the program’s benefits for every student and alignment with the school, District and state missions.</p> |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---|
| | | <p>19. Uses student data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps.</p> <p>20. Reviews and disaggregates student achievement, attendance, and behavior data to identify and implement interventions as needed.</p> <p>21. Uses school data to identify and assist individual students who do not perform at grade level and do not have opportunities and resources to be successful in school.</p> <p>22. Creates a yearly, data-driven Student Development Plan (SDP) that advances student outcomes in areas of academic, social/emotional, and college/career development as a result of the comprehensive school counseling program.</p> <p>23. Analyzes and reports outcomes of the school counseling program, which are presented in the context of the overall school and District performance.</p> <p>24. Utilizes technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program.</p> <p>25. Uses legal and ethical decision-making based on standards and principles of the school counseling profession and educational systems, including District and building policies.</p> <p>Performance Effectiveness Criteria:</p> <p>In addition to the employee being responsible for each of the performance responsibilities listed herein, annual progress will be assessed with respect to support and achievement of the District Strategic Plan and associated applicable scorecards.</p> <p>Additional Job Functions:</p> <ol style="list-style-type: none"> 1. Follows adopted policies and procedures in accordance with School Board priorities. 2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement. 3. Performs other duties as assigned. |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---------------------------------|
|------|----------------|---------------------------------|

| | | |
|----------------|---------------------|---|
| Craven, Tempie | Instructional Media | <p>Essential Functions:</p> <ol style="list-style-type: none"> 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. 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. <p>Additional Job Functions:</p> <ol style="list-style-type: none"> 1. Follows adopted policies and procedures in accordance with School Board priorities. 2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement. 3. Performs other duties as assigned. |
|----------------|---------------------|---|

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

74

Total number of students enrolled at the school

1,016

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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 FSA ELA assessment | 0 | 0 | 0 | 18 | 17 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 49 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 17 | 11 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 |
| Number of students with a substantial reading deficiency | 3 | 18 | 40 | 66 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 127 |
| FY21 ELA Winter Diag Level 1 & 2 | 0 | 0 | 0 | 50 | 40 | 51 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 141 |
| FY21 Math Winter Diag Level 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 | 0 | 12 | 20 | 17 | 35 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 107 |

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 | 5 | 6 | 3 | 8 | 5 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - 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 | 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 | 0 |

2020-21 - 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 | 140 | 151 | 149 | 159 | 156 | 155 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 910 |
| Attendance below 90 percent | 15 | 17 | 12 | 6 | 12 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 68 |
| One or more suspensions | 1 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Course failure in ELA | 30 | 48 | 23 | 55 | 35 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 205 |
| Course failure in Math | 10 | 30 | 17 | 43 | 25 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 138 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 18 | 17 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 57 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 27 | 29 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 86 |
| 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 | 12 | 28 | 15 | 41 | 31 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 147 |

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 | 3 | 5 | 7 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Part II: Needs Assessment/Analysis

School Data Review

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 | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 71% | 58% | 57% | 74% | 57% | 56% |
| ELA Learning Gains | | | | 64% | 63% | 58% | 65% | 61% | 55% |
| ELA Lowest 25th Percentile | | | | 54% | 56% | 53% | 50% | 56% | 48% |
| Math Achievement | | | | 78% | 68% | 63% | 81% | 65% | 62% |
| Math Learning Gains | | | | 66% | 68% | 62% | 71% | 63% | 59% |
| Math Lowest 25th Percentile | | | | 58% | 59% | 51% | 52% | 53% | 47% |
| Science Achievement | | | | 60% | 51% | 53% | 69% | 56% | 55% |

Grade Level Data Review - State Assessments

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 | 2021 | | | | | |
| | 2019 | 66% | 54% | 12% | 58% | 8% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 73% | 62% | 11% | 58% | 15% |
| Cohort Comparison | | -66% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 71% | 59% | 12% | 56% | 15% |
| Cohort Comparison | | -73% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 80% | 65% | 15% | 62% | 18% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 76% | 67% | 9% | 64% | 12% |
| Cohort Comparison | | -80% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 68% | 65% | 3% | 60% | 8% |
| Cohort Comparison | | -76% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 58% | 51% | 7% | 53% | 5% |
| Cohort Comparison | | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

For the 2020-2021 school year, students were monitored in ELA using iReady data in grades 1-5. In Math, students were monitored using SuccessMaker data in 1st and 2nd grade. SDPBC Common Unit Standardized Assessments (USA) were used in grades 3-5. The percent proficient in Math for grades 1-2 was determined by the number of students making satisfactory progress on one or more of the progress monitoring tools based on pupil progression divided by the total number of

students in the targeted group. The percent proficient in Math for grades 3-5 was determined by the number of students scoring threshold and above, making satisfactory progress on one or more of the progress monitoring tools based on pupil progression divided by the total number of students in the targeted group. In science, percent proficient on the Winter diagnostics and FSA were used for winter and spring.

| Grade 1 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 22 | 58 | 74 |
| | Economically Disadvantaged | 45 | 50 | 65 |
| | Students With Disabilities | 65 | 62 | 70 |
| | English Language Learners | 50 | 80 | 100 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 35 | 45 | 58 |
| | Economically Disadvantaged | 52 | 58 | 55 |
| | Students With Disabilities | 25 | 20 | 35 |
| | English Language Learners | 40 | 75 | 89 |
| Grade 2 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 41 | 63 | 73 |
| | Economically Disadvantaged | 38 | 42 | 48 |
| | Students With Disabilities | 25 | 22 | 35 |
| | English Language Learners | 0 | 28 | 28 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 22 | 35 | 45 |
| | Economically Disadvantaged | 25 | 30 | 30 |
| | Students With Disabilities | 15 | 20 | 20 |
| | English Language Learners | 0 | 0 | 15 |

| Grade 3 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 63 | 77 | 85 |
| | Economically Disadvantaged | 52 | 43 | 51 |
| | Students With Disabilities | 20 | 28 | 40 |
| | English Language Learners | 16 | 50 | 42 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 77 | 70 | 75 |
| | Economically Disadvantaged | 65 | 65 | 96 |
| | Students With Disabilities | 62 | 85 | 90 |
| | English Language Learners | 22 | 26 | 35 |

| Grade 4 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 51 | 61 | 70 |
| | Economically Disadvantaged | 32 | 45 | 47 |
| | Students With Disabilities | 32 | 41 | 64 |
| | English Language Learners | 0 | 100 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 55 | 54 | 65 |
| | Economically Disadvantaged | 40 | 45 | 36 |
| | Students With Disabilities | 35 | 42 | 30 |
| | English Language Learners | 0 | 0 | 100 |

| Grade 5 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 50 | 50 | 75 |
| | Economically Disadvantaged | 35 | 42 | 45 |
| | Students With Disabilities | 17 | 35 | 33 |
| | English Language Learners | 33 | 33 | 33 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 56 | 55 | 69 |
| | Economically Disadvantaged | 40 | 42 | 36 |
| | Students With Disabilities | 22 | 30 | 32 |
| | English Language Learners | 35 | 33 | 26 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | | 65 | 59 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |

Subgroup Data Review

| 2021 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 2019-20 | C & C Accel 2019-20 |
| SWD | 35 | 45 | 55 | 41 | 39 | 30 | 31 | | | | |
| ELL | 54 | 50 | | 46 | 43 | | 29 | | | | |
| ASN | 88 | | | 72 | | | | | | | |
| BLK | 58 | 77 | | 40 | 46 | | 36 | | | | |
| HSP | 71 | 58 | 58 | 64 | 53 | 18 | 59 | | | | |
| MUL | 85 | | | 80 | | | | | | | |
| WHT | 73 | 67 | 38 | 61 | 43 | 23 | 61 | | | | |
| FRL | 64 | 62 | 48 | 51 | 38 | 20 | 50 | | | | |
| 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 | | | | |

| 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 |
| 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 | | | | |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 54 |
| 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 | 47 |
| Total Points Earned for the Federal Index | 428 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 96% |
| 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 | 45 |
| 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 | 80 |
| 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 | 51 |
| 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 | 54 |
| 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 | 83 |
| 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 | 52 |
| 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 | 45 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

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. When comparing FY19 ELA to FY21 ELA our overall ELA went up from 71% to 72% and increased in 3rd and 4th ELA proficiency. Our learning gains from FY19 ELA to FY21 ELA also improved from 64% to 66%. Our learning gains of the L25% remained the same, which we will have to work on improving. In math, our proficiency dropped 17%. This was partly due to virtual learning, the pandemic, and the inability to monitor math accurately and utilize best teaching practices, such as small group instruction. This was also due to having majority of our lowest 25% learning virtually in 5th grade. Our science remained relatively the same only dropping 1%, from 60% to 59%, however, there is still room to improve as science usually tends to mirror reading, and we are at least 10%. 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, as well as the pandemic with students missing Brick and Mortar instruction and Best Practices in teaching such as small groups.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

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%. In FY21, our science dropped 1%. We also demonstrate a need for improvement in Math based off of FY21 data with our overall proficiency decreasing by 17%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Our math proficiency dropped 17%. This was partly due to virtual learning, the pandemic, and the inability to monitor math accurately and utilize best teaching practices, such as small group instruction. This was also due to having majority of our lowest 25% learning virtually in 5th grade. Other contributing factors were increased enrollment in Controlled Open Enrollment, increase in student population by over 100 students, and filling teacher vacancies consistently with teachers being out for COVID cases.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

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. Our ELA scores overall were above were they were in FY19. In 3rd grade, in FY21 we improved 5% as well as 4th grade improving 3%. Our learning gains improved from 64% to 66% comparing FY19 to FY21. Our L25% learning gains only dropped 1% and considering this was only based on 5th graders this FY21 year, and knowing 50% of our L25% of 5th grade students were virtual all year, this drop is minute. We are glad to have maintained.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Discovery Key Elementary has always demonstrated high levels of proficiency in ELA and Math. We have effective and highly effective teachers who utilize research based best practices to ensure all students are consistently learning. Contributing factors to improvement in student achievement are a commitment to standards-based instruction, differentiated instruction, technology integration, and strong school/family partnerships. Highly dedicated teachers engaged students in afterschool tutoring both on campus and through distance learning.

What strategies will need to be implemented in order to accelerate learning?

We will continue to focus on standards-based instruction during planning sessions, PLC's, and data chats with teachers and students. Resources and strategies will be aligned to grade-level standards and scaffolds will be put in place to support students who are not yet performing at their grade level. Our goal is to consistently work on and improve strategies/initiatives developed in FY21.

1. Students are identified using data to determine placement into high achieving and Accelerated Mathematics Plan (AMP) courses.
2. Teachers are disaggregating data during PLC's to opportunities for improvement, create targeted lessons, and provide small-group direct instruction to close the achievement gap.
3. Increased consistency in Successmaker will be monitored by administration and teachers
4. Fairgame Science Benchmarks will be taught in all grade levels and integrated into Fine Arts lessons
5. Continue to participate in district SEL Cohort

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

1. Data analysis components are included in yearlong professional development opportunities.
2. In FY22 K-2 selected teacher from each team will participate in monthly Literacy Cadres to understand the implementation of the newly adopted Literacy Series.
3. In FY22 K-2 selected teacher from each team will participate in monthly Math Cadres to understand the implementation of the math standards and the blending of the BEST standards.
4. During PLCs all teachers have the opportunity to learn from each other through collaboration to ensure successful implementation of small group differentiated instruction.
5. Teachers are supported by the district resources, Successmaker contacts and Google Classroom resources and support, and the Blender information.
6. ESE, ELL support schedules creatively realigned to provide students maximum access to personnel support.
6. SEL resources and support is provided as needed.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

At Discovery Key, we focus on student achievement, student learning gains, and overall social emotional growth. To ensure sustainability of improvement we will continue to focus on standards-based instruction during planning sessions, PLC's and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level. We believe that if we dedicate time to the following priorities we will ensure an equitable opportunity for all our students.

1. Improve Overall Math Achievement - will be supported and reinforced through small groups and stations to provide hands on critical thinking as well as professional development and PLC's.
2. Improve Overall Proficiency for 3rd, 4th and 5th Grade ELA and Math - data will be analyzed to identify students not on grade level and provide support with fidelity along with consistent progress monitoring.
3. Implement Social Emotional Learning (SEL) - Morning Meetings have been implemented and SEL is being infused in all content areas to support students with the social, emotional support needed for academic success.
4. Utilize Successmaker and iReady to ensure all students have equitable opportunities to learn through technology.
5. Teachers are arriving to PLC's knowing their data, in order to effectively push beyond the "data" and lean into the "what" and "how" of teaching standards.
6. PLC's will identify opportunities for improvement, create targeted lessons, and provide small-group direct instruction to close the achievement gap.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

If we focus on standards-based instruction to increase overall proficiency Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme 1, delivering effective and relevant instruction to meet the needs of all students in order to ensure high school readiness.

If we deliver effective and relevant instruction to meet the needs of all students, then we will have an increase in overall achievement in Mathematics by 5 percentage points; which will ensure high school readiness. By using high-yield math 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, Math was determined a weakness. When looking at the subgroup data for FY19 on the FSA, our learning gains of the lowest 25% was at 58% and on FY21 FSA it is now at 24%. . The contributing factors were an increase in student population by over 100 students, tardies (missing academic instruction) and filling teacher vacancies as well as students not receiving small group instruction in mathematics, which affected the monitoring piece and helping students practice by providing more small group, step-by-step support. The pandemic also played a large role due to virtual learning since March 2020 and then combined teaching during FY21, which teachers struggled with monitoring, balancing between virtual and brick and mortar students, and making sure students receive direct support in mathematical problems that require multiple steps. Many students struggled in math due to missing key concepts that carried over year after year when we went remote.

Improve overall achievement in Math by 5 percentage points in order to support the long-term outcome of ensuring high school readiness.

Measurable Outcome:

Our overall learning gains in math were at 66% in FY19 and now are at 46%. The overall proficiency in Math declined from 78% to 61%.

By improving our overall math percentage points by 5 in proficiency, we are also looking to increase overall learning gains due to the drastic drop of 20%, however, our main goal is overall proficiency at this time.

Monitoring:

In June 2022, we would like to be at 66% proficient, which would be an increase by 5 percentage points. Our stretch goal is to have at least 75% proficient, 3% less than FY19.

1. Administration will monitor instruction Math through observations, classroom walkthroughs, attending PLC's and data chats.
2. Teachers will adhere to the district calendar of Benchmark Unit Assessments (K-2), FSQ and USA administration to ensure frequent monitoring of student achievement is in place.
3. Teachers and administration will analyze student FSQ and USA data through PLC and data chats to identify student academic strengths and opportunities for improvement.
4. Administration will monitor the regular use of adaptive technologies (SuccessMaker).

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. They will monitor the unit assessments through the assessment calendar (FSQ/USA). Diagnostics, Successmaker, classwork, homework, observations, and data chats with teachers.
2. Teachers will analyze various data (FSQ/USA, Diagnostics, Successmaker, classwork, homework, observations, and SBT data and state assessments) . Students not showing growth will be monitored in PLC discussions, data chats, SBT.
3. Teachers and administration will monitor the monthly usage of Successmaker to include exercises correct minutes achieved to ensure they are getting the minimum of 45 minutes a week.
4. ESE teachers are used to slightly mimic double down strategy. Schedules were realigned to provide longer blocks of time 3 times a week and shorter blocks 2 times a week in order to accomplish tasks from beginning to end in the classroom.

Rationale for Evidence-based Strategy:

1. Administration monitoring data through observations, assessments, reading programs, SBT, and PLC's, will allow administration to work closely with the teachers in aligning instruction to student needs and increasing teacher capacity which correlates directly to student achievement.
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. Successmaker 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, to include COVID-19 safety precautions of time spent with students.
- 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. Successmaker

- a. Teachers will ensure their students are completing their weekly Successmaker minutes
- b. Teachers will use Successmaker data in order to pull resources that align with the students' need via the Envision math program online.
- c. Successmaker placement 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)

#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 and ensure alignment to the District’s Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme 2, securing parent and community partnerships to support the academic and social/emotional development of all students.
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%.

Monitoring:

1. Administration and the school counselor will monitor SEL instruction. Teachers use Harmony SEL curriculum and Blender support via the district.
2. The counseling team will provide extra activities that align with SEL lessons.
3. Administration and the school counselor will observe morning meetings for use of fidelity and quality and support teachers as needed.
4. When students are in need of behavioral support, staff will rely upon SEL strategies and lessons to help reteach expectations.
5. Teachers will be provided support and professional development throughout the year based on their needs as monitored by administration and the counselor.

Person responsible for monitoring outcome: Olivia Hebert (olivia.hebert@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. James (Ms. Hebert) 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 Nicole Black (nicole.black@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 Nicole Black (nicole.black@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

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Discovery Key Elementary School reported 0.5 incidents per 100 students. When compared to all other elementary schools state-wide, it falls into the middle category. We are ranked #689 out of 1,395 elementary schools state-wide and #52 out of 82 elementary schools in the county. Administration, along with the leadership team, will continue to monitor the school culture and environment using discipline and behavior data through the implementation of our Positive School-wide Behavior Support plan.

We have done a lot of work in regards to the discipline process and restorative justice. We also updated the Universal Guidelines, "Respectful, Responsible, Safe, and Being a Learner." It was important that once the matrix and guidelines were final, that we share this information with faculty and staff. We held a faculty meeting to share the importance of helping students transition to online learning by using the first day online as they would the first day of school. Teach the rules and expectations, provide examples and non-examples, and make sure they know the matrix and the universal guidelines and how they have been adjusted to reflect online learning. The faculty emailed any suggestions that needed to be added to the matrix or guidelines. In addition, the staff guidelines and expectations of teaching the rules and expectations via modeling and having an appropriate space around them when going live, online etiquette when writing emails and messaging students or parents, were taught to the staff and faculty knowing that teachers need to have expectations, too. Teachers knew they were required to review it with the students and that the discipline process did not change (warning, intervention, parent contact, intervention, third warning is parent contact and intervention and then an office referral if it continues followed by more interventions that have not been tried and if needed, School Based Team or counseling). Teachers were expected to review the expectations daily and follow the flow chart when an issue arises.

After our new matrix and guidelines were put in place in the classrooms, administration asked the counselor, the Behavioral Health Professional (BHP), and the Crisis Intervention Teacher (CIT) to continue with the progress they have made in supporting the students as well as more documents and lessons to help the teachers in continuing the positive trend in teacher-student relationships that our Social-Emotional Learning initiative has helped us with thus far. This called for a Google classroom for students by the BHP and counselor working in unison, a Google classroom for teachers created by the BHP, counselor, and CIT, and a Google classroom for students for the CIT so she can continue to support and educate our intensive students.

The students and staff were provided various resources on communication (listening and speaking), being kind online, coping strategies, mindfulness, and last but not least Conflict/Resolution. They were also provided a Google Form that all students could fill out for a check in/out on how they are doing as well as sample lesson plans they could use in helping them teach expectations and rules. Every classroom included our Solution Circle video made on campus using the Solution Circle mural in solving peer issues. In the CIT's Google Classroom where she conducted her intensive intervention groups, she had a systematic way of planning her lesson with the students, for example Mandala Mondays where she would discuss being calm and remaining a Learner. She would follow that by the Zones of Regulation and Social Stories. The teachers loved having access to lessons and resources in which they can teach using stories live or stories that have been pre-recorded to help with rules in their classroom and I strongly believe the reason we did not have any major discipline issues virtually is due the constant reinforcement of rules and expectations from various staff members.

I know our school is a Model School. It was this year that I looked to the SWPBS team and said "I want this award. Our school does everything and anything in interventions, FBA's, helping students even when they come in with a referral. We truly believe in the teaching model and it is reflected in all of our classrooms, our teachers and the way they speak now in regards to behavior, and in the data.

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.

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.

The SWPBS team met quickly and worked together to update the matrix with a digital column since the pandemic has shifted things. We also updated the Universal Guidelines, “Respectful, Responsible, Safe, and Being a Learner” to reflect the digital world. It was important that once the matrix and guidelines were final, that we share this information with faculty and staff. Teach the rules and expectations, provide examples and non-examples, and make sure they know the matrix and the universal guidelines and how they have been adjusted to reflect online learning. The faculty emailed any suggestions that needed to be added to the matrix or guidelines. In addition, the staff guidelines and expectations of teaching the rules and expectations via modeling and having an appropriate space around them when going live, online etiquette when writing emails and messaging students or parents, were taught to the staff and faculty knowing that teachers need to have expectations, too.

Teachers were expected to review the expectations daily and follow the flow chart when an issue arises. After our new matrix and guidelines were put in place in the classrooms, administration asked the counselor, the Behavioral Health Professional (BHP), and the Crisis Intervention Teacher (CIT) continue in supporting students as well as help the teachers in continuing the positive trend in teacher-student relationships that our Social-Emotional Learning initiative has helped us with thus far. This called for a Google classroom for students by the BHP and counselor working in unison, a Google classroom for teachers created by the BHP, counselor, and CIT, and a Google classroom for students for the CIT so she can continue to support and educate our intensive students.

The students and staff were provided various resources on communication (listening and speaking), being kind online, coping strategies, mindfulness, and last but not least Conflict/Resolution. They were also provided a Google Form that all students could fill out for a check in/out on how they are doing while learning from home as well as sample lesson plans they could use in helping them teach expectations and rules from a virtual standpoint. Every classroom included our Solution Circle video made on campus using the Solution Circle mural in solving peer issues. We truly believe in the teaching model and it is reflected in all of our classrooms, our teachers and the way they speak now in regards to behavior, and in the data. Our SWPBS carries into Character Counts once a month and positive behavior rewards in the cafeteria for following our Universal Guidelines.

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.

Discovery Key is committed to representing and valuing diversity within the student body and community through the incorporation of monthly Heritage Themes. In alignment with the District's Strategic Plan and with the goal to increase the academic instruction for all, students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards, including the content required by Florida State Statue 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 of the:

- * History of the Holocaust
- * History of African Americans,
- * Study of contributions of Hispanics and Women to the US, and
- * Sacrifices of Veterans in serving our country.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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. We also have a Behavior Health Professional which helps provide student support via counseling connecting them to outside resources and conducting 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. We have several business partners which provide donations to the school to enhance student access to materials and resources and teacher appreciation week. The staff and faculty at Discovery Key support and promote a positive culture and environment through the implementation and communication of the SWPBS program and the school and district mission, vision, and equity statement and policy. SEL and diverse representation is incorporated into instructional practices.

Part V: Budget

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

| 1 | III.A. | Areas of Focus: Instructional Practice: Math | | | | \$1,063.00 |
|---|----------|--|--------------------------------------|--------------------------|---------------|-------------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 5000 | 120-Classroom Teachers | 2721 - Discovery Key Elementary Schl | School Improvement Funds | 966.0 | \$1,063.00 |
| 2 | III.A. | Areas of Focus: Culture & Environment: Social Emotional Learning | | | | \$0.00 |
| | | | | | Total: | \$1,063.00 |