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Discovery Elementary School

8800 NW 54TH CT, Sunrise, FL 33351

[no web address on file]

Demographics

Principal: Julie De Greeff

Start Date for this Principal: 9/20/2017

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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
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: B (61%) 2017-18: A (67%) 2016-17: A (63%)
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 Broward County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Discovery Elementary School

8800 NW 54TH CT, Sunrise, FL 33351

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">62%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">92%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	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.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

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

Demographic Information

Principal start date

Wednesday 9/20/2017, Julie De Greeff

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.*

6

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.*

3

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

825

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

6

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

5

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	116	130	147	129	143	153	0	0	0	0	0	0	0	818
Attendance below 90 percent	10	6	9	10	6	7	0	0	0	0	0	0	0	48
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Saturday 9/18/2021

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	119	140	125	150	149	142	0	0	0	0	0	0	0	825
Attendance below 90 percent	17	9	13	17	11	17	0	0	0	0	0	0	0	84
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	17	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	11	0	0	0	0	0	0	0	12

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

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

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	2	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	1	0	1	0	0	0	0	0	0	0	0	0	0	2

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	119	140	125	150	149	142	0	0	0	0	0	0	0	825
Attendance below 90 percent	17	9	13	17	11	17	0	0	0	0	0	0	0	84
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	17	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	11	0	0	0	0	0	0	0	12

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

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

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	2	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	1	0	1	0	0	0	0	0	0	0	0	0	0	2

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				61%	59%	57%	66%	56%	56%
ELA Learning Gains				60%	60%	58%	60%	57%	55%
ELA Lowest 25th Percentile				44%	54%	53%	62%	51%	48%
Math Achievement				72%	65%	63%	76%	62%	62%
Math Learning Gains				70%	66%	62%	73%	60%	59%
Math Lowest 25th Percentile				60%	53%	51%	59%	47%	47%
Science Achievement				63%	46%	53%	72%	49%	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	67%	60%	7%	58%	9%
Cohort Comparison						
04	2021					
	2019	58%	62%	-4%	58%	0%
Cohort Comparison						
05	2021					
	2019	58%	59%	-1%	56%	2%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	79%	65%	14%	62%	17%
Cohort Comparison						
04	2021					
	2019	71%	67%	4%	64%	7%
Cohort Comparison		-79%				
05	2021					
	2019	67%	64%	3%	60%	7%
Cohort Comparison		-71%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	62%	49%	13%	53%	9%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used for ELA and Math, first through fifth grade, is iReady. The progress monitoring tool used for fifth grade Science is School City.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41%	54%	66%
	Economically Disadvantaged	NR	NR	NR
	Students With Disabilities	35%	25%	46%
	English Language Learners	17%	33%	58%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17%	35%	45%
	Economically Disadvantaged	NR	NR	NR
	Students With Disabilities	13%	17%	38%
	English Language Learners	22%	28%	33%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39%	63%	66%
	Economically Disadvantaged	NR	NR	NR
	Students With Disabilities	16%	39%	39%
	English Language Learners	21%	55%	42%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20%	30%	49%
	Economically Disadvantaged	NR	NR	NR
	Students With Disabilities	16%	11%	33%
	English Language Learners	0%	15%	35%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56%	55%	64%
	Economically Disadvantaged	NR	NR	NR
	Students With Disabilities	32%	29%	41%
	English Language Learners	21%	17%	35%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35%	26%	41%
	Economically Disadvantaged	NR	NR	NR
	Students With Disabilities	0%	10%	14%
	English Language Learners	14%	28%	23%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24%	52%	50%
	Economically Disadvantaged	NR	NR	NR
	Students With Disabilities	11%	14%	30%
	English Language Learners	18%	43%	43%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24%	40%	61%
	Economically Disadvantaged	NR	NR	NR
	Students With Disabilities	11%	33%	44%
	English Language Learners	18%	47%	75%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42%	48%	48%
	Economically Disadvantaged	NR	NR	NR
	Students With Disabilities	29%	41%	40%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29%	40%	59%
	Economically Disadvantaged	NR	NR	NR
	Students With Disabilities	18%	24%	53%
	English Language Learners	0%	22%	33%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	NR	70%	52%
	Economically Disadvantaged	NR	NR	45%
	Students With Disabilities	NR	NR	33%
	English Language Learners	NR	NR	50%

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	33	54		29	31		33				
ELL	56	79		55	64		50				
ASN	46			54							
BLK	57	58	35	45	38	29	47				
HSP	57	63		60	65		71				
MUL	67			64							
WHT	67			80							
FRL	50	50	39	47	43	32	45				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	41	36	37	55	47	14				
ELL	60	57	55	79	72	63	52				
ASN	88	61		92	100						
BLK	60	61	49	71	67	60	59				
HSP	61	57	36	76	76	56	68				
MUL	69			69							
WHT	48	51	35	69	64		50				
FRL	55	56	44	68	67	54	60				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	56	64	33	44	37	27				
ELL	56	64	63	71	75	64					
ASN	82	73		91	80						
BLK	63	57	64	72	70	53	67				
HSP	75	66	85	85	79	67	84				
MUL	71	75		86	100						
WHT	66	60		83	74		78				
FRL	63	58	62	74	73	57	69				

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	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	74
Total Points Earned for the Federal Index	398
Total Components for the Federal Index	8
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	63
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	50
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	46
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	65
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	66
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	74
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	48
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?

According to the FSA Data from 2019 it showed the greatest decline from the prior year was in the SWD subgroup ELA lowest quartile learning gains. This area dropped 28 percent from the previous year.

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

According to the FSA Data from 2019, the area that showed the greatest need for improvement was in the SWD subgroup ELA lowest quartile learning gains. This area dropped 28 percent from the previous year.

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

Some contributing factors that led to this decline could be the lack of comparable data to the FSA to monitor the learning gains with these students. Another contributing factor could be Discovery Elementary has not had a stable Support ESE Facilitator for the last three years. This has resulted in the new facilitators having to build new relationships with the students, which takes time, as well as

the students having to gain trust with the new Support Facilitator. The final contributing factor is the classroom teachers are in need of more training on how to use strategies to assist these students in closing the gap and raising their achievement.

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

The data component that showed the most improvement was in the Math lowest quartile learning gains.

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

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

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

Some strategies that will be implemented in order to accelerate learning in these areas are to enhance our progress monitoring, apply research based highly effective interventions effectively, and push in support. We are increasing our quarterly checkpoints and data analysis chats to monthly. We will also be monitoring all subject areas in grades K-5. We will be utilizing ESSER teachers to use the Fountas and Pinnell Leveled Literacy Intervention with students that are severely behind in reading. Our ESE Facilitator will be using the Horizons intervention with fidelity to close gaps with our SWD sub group. We will be utilizing paras to push into classrooms. These paras will work closely with the CPST team, teachers, coaches, and ESE Facilitator to target specific skills that needed for improvement to close gaps.

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.

Some of the professional development opportunities that will be provided at the school to support teachers and leaders will be training on the new BEST Standards, Horizons, LLI, and our new Benchmark Advanced reading series.

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

Monitoring will be very important in ensuring that strategies are being implemented with fidelity as well as monitoring to see if the strategies are working towards achieving the desired outcome of raising student achievement. If strategies are not working the leadership team will make adjustments accordingly.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

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

Measurable Outcome:

By June of 2021 SWD students will rate at or above 41% FPPI; through the implementation of evidence-based instructional strategies, professional development for all general education teachers, ESE teachers, and staff to enhance the quality of instructional practices, and parental/community involvement.

Monitoring:

The area of focus will be monitored using the iReady diagnostic assessment as well as our monthly checkpoints. The leadership team will meet and review the data and use it to establish interventions that will work towards closing any achievement gaps.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

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

Action Steps to Implement

The school-based leadership team will review the core curriculum and the intervention materials approved for use through the district’s K-12 Reading Plan for areas within the curriculum that need to have a more complex alignment to the standards or that need more opportunities for practice due to complexity. They will also review the vertical alignment across grade levels to identify how to provide a continuum of support for SWD, and scheduled progress monitoring within the core and the interventions provided.

Person Responsible

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

Teacher observational tools will include evidence of explicit and differentiated instruction in order for administration to provide timely feedback to instructors who are not implementing the strategies with fidelity or who require additional coaching and/or support in the strategy.

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

Progress reports, based on progress monitoring tools, on our SWD will be reviewed to evaluate their response to instruction and interventions for instructional decisions to be made to remediate areas of need or to provide continuous support to sustain and enhance the areas of improvement.

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

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

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

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

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

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.

According to the SafeschoolsforAlex.org, when compared to all other schools statewide it falls into the very low category. Discovery Elementary is ranked #138 out of 1,395 elementary schools statewide and is ranked #22 out of 116 elementary schools in the county. Discovery Elementary School reported 0.1 incidents per 100 students. This rate is less than the statewide elementary school rate of 1.0 incidents per 100 students. In violent incidents, property incidents, and in total in school and out of school suspensions, Discovery Elementary School ranked #1 in state and county as our incidents in these areas were zero. In the year 2019-2020 we did have 1 incident in the public order category. This is the only area that we are showing a concern. In this area we are showing 0.1 incidents which is still significantly lower than the states 1.0 incidents per 100 students. However we will continue to focus on our positive school culture and environment and monitor this data through our school wide positive behavior intervention and supports (PBIS) and School-wide Positive Behavior Plan (SWPBP) to maintain and continue to create a safe and effective learning environment for all students and staff. This plan focuses on improving our school's ability to teach and support positive skills and behavior for all students. By helping students practice good behavior, we will build a strong community in which all students can succeed and grow.

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.

Discovery Elementary provides a positive and warm culture where families and community stakeholders feel welcomed, valued, and respected by all staff. Two-way communication and relationship building with families are adapted to meet family and community circumstances. We engage parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of all programs including the school parent and family engagement plan and school wide improvement plan. An annual evaluation will be conducted using surveys completed by parents. The results will be analyzed to evaluate the effectiveness of the school's parental involvement program.

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

Parents, families, and other community stakeholders are invited and encouraged to become active members of the School Advisory Council (SAC). At the SAC meetings, parents and other stakeholders will be provided information regarding the school's Title1 allocation (inclusive of professional development and parent involvement allotments) and work closely on the development, implementation, and monitoring for effectiveness of the School Improvement Plan.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$31,850.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	300-Purchased Services	3962 - Discovery Elementary School	Title, I Part A		\$5,791.00
			<i>Notes: School City to track standards mastery</i>			
	5100	369-Technology-Related Rentals	3962 - Discovery Elementary School	Title, I Part A		\$21,496.00
			<i>Notes: Student Laptops</i>			

	6150	370-Communications	3962 - Discovery Elementary School	Title, I Part A		\$4,563.00
			<i>Notes: Student agendas to maintain an open line of communication with parents.</i>			
Total:						\$31,850.00