Discovery Key Elementary School

2022-23 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: 8/25/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	53%
2021-22 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	2021-22: A (62%) 2018-19: A (64%) 2017-18: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	53%

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

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Discovery Key Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible and productive lives.

Provide the school's vision statement.

Discovery Key Elementary School envisions a dynamic, collaborative multi-cultural community where education and lifelong learning are valued and supported. All learners reach their highest potential and succeed in the global society.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Walker, Julie	Principal	Vision of Academic Success for All 1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. 2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. 3. Establishes and communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. 4. Challenges beliefs and practices that interfere with achieving the vision. 5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. 6. Serves as the cheerleader, coach, and standard bearer for the vision. 7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals. 8. Monitors the implementation of effective instruction to meet the needs of all students. 9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. Climate 10. Creates time within the school day for professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. 11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs. 12. Creates school-wide and team norms and expectations for collective responsibility for student success. 13. Develops staff's capacity to collaborate effectively about standards and effective instruction. 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

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

Name	Position Title	Job Duties and Responsibilities
		and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals. 34. Monitors and improves instruction. 35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.

People, Data, and Processes
36. Hires and retains highly qualified and effective employees.
37. Hires teachers with deep content knowledge, competence in pedagogy, and understanding of pedagogical content knowledge; provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.
38. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.
39. Uses data to inform decisions and instruction, professional learning, performance, and student learning.
40. Analyzes the scope of change required within their school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.
41. Reflects on competing priorities and focuses attention on those that will have the greatest leverage in improving instruction and learning while simultaneously working with colleagues and supervisors to eliminate or 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 noninstructional school-based personnel, and property inventories and ensures the accuracy and timeliness of all school reports.
46. Supervises the school's food, transportation,

Name	Position Title	Job Duties and Responsibilities
		maintenance, facility and support services. 47. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes. 48. Coordinates community activities relevant to the school within the school area. 49. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives. 50. Implements and monitors career and leadership advancement pathways. 51. Monitors systemic customer service. 52. Effectively implements resource optimization, including programmatic decisions based on program evaluation or return on investment. Performance Effectiveness Criteria: In addition to the employee being responsible for each of the performance responsibilities listed herein, annual progress will be assessed with respect to support and achievement of the District Strategic Plan and associated applicable scorecards. Additional Job Functions: 1. Follows adopted policies and procedures in accordance with School Board priorities. 2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement
Craven, Tempie	Instructional Media	Essential Functions: 1. Performs clerical or record-keeping functions, e.g. completing forms, maintaining established records and preparing new media center reports, assembling and recording circulation data and preparing overdue notices. 2. Prepares materials, e.g. processing new items, barcoding 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 interlibrary loans. 5. Responds to information requests, providing assistance with retrieval and location of information, including online database searching and other user assistance.

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

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

Name	Position Title	Job Duties and Responsibilities
		have opportunities and resources to be successful in school. 22. Creates a yearly, data-driven Student Development Plan (SDP) that advances student outcomes in areas of academic, social/emotional, and college/career development as a result of the comprehensive school counseling program. 23. Analyzes and reports outcomes of the school counseling program, which are presented in the context of the overall school and District performance. 24. Utilizes technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program. 25. Uses legal and ethical decision-making based on standards and principles of the school counseling profession and educational systems, including District and building policies. Performance Effectiveness Criteria: In addition to the employee being responsible for each of the performance responsibilities listed herein, annual progress will be assessed with respect to support and achievement of the District Strategic Plan and associated applicable scorecards. Additional Job Functions: 1. Follows adopted policies and procedures in accordance with School Board priorities. 2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement. 3. Performs other duties as assigned.
Payner, Matthew	Assistant Principal	Vision of Academic Success for All 1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. 2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. 3. Communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning.

Name	Position Title	Job Duties and Responsibilities
		4. Challenges beliefs and practices that interfere with achieving the vision. 5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. 6. Serves as the cheerleader, coach, and standard bearer for the vision. 7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals. 8. Monitors the implementation of effective instruction to meet the needs of all students. 9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. Climate 10. Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. 11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs. 12. Supports school-wide and team norms and expectations for collective responsibility for student success. 13. Develops staff's capacity to collaborate effectively about standards and effective instruction. 14. Celebrates success as well as opportunities for growth. 15. Assists with eliminating barriers and distractions that interfere with effective teaching and learning. 16. Ensures the provision of a clean, safe and nurturing school environment. 17. Supports the principal in building a culture of pride, trust, and respect. 18. Supports the principal in implementing and monitoring an effective approach to bullying prevention. 19. Assists the principal in aligning new and existing community and parent partnerships. Cultivating Leadership 20. Focuses school leadership teams' work on implementation of standards and reformed instruction. 21. Advocates and supports teacher leaders to expand instructional leadership and job-embedded professional

Name	Position Title	Job Duties and Responsibilities
		learning in the school. 22. Supports professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust. 23. Carries out the principal's expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning. 24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks. 25. Provides ongoing coaching with constructive feedback to teacher leaders. 26. Assists the principal in implementing a comprehensive performance management system. 27. Assists the principal in implementing rigorous project management, structures, protocols, and processes. Improving Instruction 28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards. 29. Communicates clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards. 30. Supports intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday. 31. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels. 32. Quickly and proactively addresses problems in instruction and student learning. 33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals. 34. Monitors and improves instruction. 35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner. People, Data, and Processes 36. Provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in

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

Name	Position Title	Job Duties and Responsibilities
		and in support of the District's Mission Statement. 3. Performs other duties as assigned

Demographic Information

Principal start date

Thursday 8/25/2022, Julie Walker

Number of teachers with a 2022 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 2022 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.*

15

Total number of teacher positions allocated to the school

75

Total number of students enrolled at the school

1,045

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	166	160	172	178	174	195	0	0	0	0	0	0	0	1045
Attendance below 90 percent	0	33	20	33	26	37	0	0	0	0	0	0	0	149
One or more suspensions	0	0	1	6	1	2	0	0	0	0	0	0	0	10
Course failure in ELA	0	17	42	30	28	12	0	0	0	0	0	0	0	129
Course failure in Math	0	4	18	23	15	6	0	0	0	0	0	0	0	66
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	9	21	0	0	0	0	0	0	0	37
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	3	27	0	0	0	0	0	0	0	30
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	8	20	25	19	26	0	0	0	0	0	0	0	98

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Monday 9/12/2022

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 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	

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 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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	73%	59%	56%				71%	58%	57%
ELA Learning Gains	70%						64%	63%	58%
ELA Lowest 25th Percentile	53%						54%	56%	53%
Math Achievement	68%	53%	50%				78%	68%	63%
Math Learning Gains	64%						66%	68%	62%
Math Lowest 25th Percentile	53%						58%	59%	51%
Science Achievement	56%	59%	59%				60%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	66%	54%	12%	58%	8%
Cohort Comparison		0%				
04	2022					
	2019	73%	62%	11%	58%	15%
Cohort Comparison		-66%				
05	2022					
	2019	71%	59%	12%	56%	15%
Cohort Comparison		-73%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	80%	65%	15%	62%	18%
Cohort Comparison		0%				
04	2022					
	2019	76%	67%	9%	64%	12%
Cohort Comparison		-80%				
05	2022					
	2019	68%	65%	3%	60%	8%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	58%	51%	7%	53%	5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	34	49	38	35	53	46	29				
ELL	64	81	77	61	73	57	50				
ASN	85	76		92	82						
BLK	64	70	50	57	55	40	48				
HSP	72	73	53	66	65	57	57				
MUL	90	83		79	61						
WHT	74	65	53	69	65	55	58				
FRL	66	72	57	60	63	54	48				
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				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	504
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	66
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	84
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	65

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	78
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 data from FY21 to FY22, in both ELA and math, increases were seen throughout. In ELA, learning gains increased from 66% to 70%. Our lowest 25% maintained at 53% and overall ELA scores for 3rd through 5th increased from 72% to 73%. In math, our learning gains made significant improvement from 46% to 64%. Our lowest 25% went up from 24% to 53% and overall our math scores improved seven percentage points across the board. The one score that went down was science, from 59% to 56%. To summarize, our data was significantly positive in both ELA and math. Science is the one subject where we lost 3 percentage points from last school year. The one subgroup that showed a large deficiency was students with disabilities (SWD) was at 41% for both math and ELA. The contributing factors were and increased enrollment, tardies and filling teacher vacancies.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

When looking at our grade level data, our school had a 3% decline in science from 59% to 56%. Students with disabilities were at a 41% proficiency which is below the 50% mark. Looking at the data more specifically, SWD in ELA was 34% proficient and math was 35%. This subgroup is significantly lower than the other subgroups and is our greatest need for improvement. Our lowest 25% did not show any improvement in ELA from last year to this year (53%).

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

The contributing factors to this need for improvement included providing extra instruction for our students with disabilities, teacher vacancies, teachers absent with COVID and split classes due to absences. The new actions needed to be taken to address this need is to increase teacher recruitment, maintain morale so teachers are absent less, help maintain smaller class size and specifically targeting student needs in the SWD subgroup. Also, a comprehensive review of IEP during School Based Team and Child Study Team meetings. Addressing specific student needs as far as social emotional learning so students feel safe and comfortable to accelerate the learning achievement goals.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

According to the 2022 state assessments, Discovery Key students improved the most in math, specifically the learning gains went from 46% to 64% and the lowest 25% went from 24% to 53%. This dramatic improvement led to the overall gains in math increasing from 61% to 68%.

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 after school tutoring both on campus.

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 FY22.

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 iReady usage 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 FY23 K5 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-5 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, iReady 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 achievement percentage levels for SWD students in ELA and Math- 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. Continue 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.
3. Utilize IReady Reading and Math to ensure all students have equitable opportunities to learn through technology.
4. 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.
5. PLC's will identify opportunities for improvement, create targeted lessons, and provide small-group direct instruction to close the achievement gap.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on this data, the focus at Discovery Key Elementary will be to increase student proficiency and learning gains of our SWD' by focusing on foundational skills, while scaffolding instruction to meet the needs of our students. We will specifically focus on these students who will receive strategic, targeted support through small group instruction, tutorials, data chats and student monitoring. We will align our professional development to support our teachers and support personnel in order to assist these students in achieving their learning goals for the year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Based on subgroup data analysis of students with disabilities (proficiency in ELA: 34%, Math 35%), our school goal is to increase students with disabilities proficiency by 5% in both ELA (to 39%) and Math (to 40%).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration will monitor SWD instruction through observations, classroom walkthroughs, attending PLC's and data chats. Teachers will adhere to the district calendar of Benchmark Unit Assessments, FSQ and USA administration to ensure frequent monitoring of student achievement is in place. Teachers and administration will analyze data through PLC and data chats to identify student academic strengths and opportunities for improvement. iReady diagnostic data will be analyzed to monitor K-5 academic progress.
Person responsible for monitoring outcome:	Julie Walker (julie.walker@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Administration will monitor unit assessments, diagnostics, classwork, homework, observations and data chats with teachers. Teachers will analyze various data, homework, observations and SBT data and state assessments. Students not showing growth will be monitored in PLC discussions, data chats and SBT. Teachers and administration will monitor monthly usage of iReady to ensure students are getting the minimum of 45 minutes a week. ESE teachers realigned their schedules 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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Administration will monitor data through observations, assessments, reading programs (Reading Counts), SBT and PLCS. They will work closely with the teachers in aligning instruction to student needs and increase teacher capacity which correlates directly to student achievement. Teachers will use various forms of data to effectively make small groups, to make sure students show growth and get the support they need to improve their academic achievement. iReady is a proven online support program that will help students reach their years growth as well as provide tools for instruction and ample forms of data for the teacher and parent. Tutorials will helps students get the extra support they need in class.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible   Matthew Payner (matthew.payner@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.
d. Small group data will be used to monitor progress and mastery of the standard/target area.

Person Responsible   Matthew Payner (matthew.payner@palmbeachschools.org)

3. iReady
a. Teachers will ensure their students are completing their weekly iReady minutes.
b. Teachers will use iReady data in order to pull resources that align with the students' need via the math program online.
c. iReady 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 Matthew Payner (matthew.payner@palmbeachschools.org)

#2. Positive Culture and Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to our FLDOE Discipline Data, our SWD's accounted for 67% of students who received one Out of School suspension and 100% of all students receiving More than one Out of School Suspension. In response to this data, we will focus on the Social-Emotional needs of this subgroup by intervening with positive supports, behavior plans, and interventions to decrease the number of discipline referrals these students receive.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Based upon FY 22 Discipline referral data, our school goal is the decrease the percentage of SWD student discipline referrals by 10% by addressing this subgroup's social-emotional needs.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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. 6. Administration will work closely with the ESE Team to assist with monitoring the fidelity in meeting the needs of our SWD's.
Person responsible for monitoring outcome:	Olivia Hebert (olivia.hebert@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	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.

used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Begin a SEL Committee consisting of teachers, counseling team members, administration and other interested staff to implement SEL initiatives to have a positive and lasting affect on our school climate.

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

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

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

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NA

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

NA

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

NA

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 . 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 faulty 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

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. 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.

The video club has earned quite a few awards at the Jim Harbin Media Festival for student-made videos. We have many clubs such as Drama, Chorus and Gymnastics.

Finally, we have begun a Student of the Week recognition program, where a different student is chosen each week to be recognized for exemplary or improved behavior and/or academic performance.

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 school culture and environment.

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 conducing 1-1 student sessions. We have also secured a co-located therapist. With all these supports, teachers were able to use a procedural method for handling student behavior in class and making sure that they are getting the support they need prior to getting disciplinary action at the school level. 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.