

# Discovery Key Elementary School



2014-15 School Improvement Plan

## Discovery Key Elementary School

3550 LYONS RD, Lake Worth, FL 33467

[www.edline.net/pages/discovery\\_key\\_elementary](http://www.edline.net/pages/discovery_key_elementary)

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
43%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
42%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

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

### SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### 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 Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Additionally our school will:

- Ensure that relationship-building is a clear priority;
- Identify and engage school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making).
- Provide and demonstrate to faculty members simple strategies for gaining information about students' cultures;
- Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations;
- Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;
- Encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students;
- Attend District provided Professional Development on multicultural offerings;
- Schedule and plan school wide multicultural projects;
- Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
- Use the morning announcement as a vehicle to welcome students from all cultures by having students teach "hello/goodbye" in their native language.
- Recommend that the PTA increases their outreach to families from various cultures
- Hang flags in the main hallways that represent the countries our families are from



**Describe how the school creates an environment where students feel safe and respected before, during and after school**

- Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;
  - Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;
  - Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;
  - Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;
  - Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
  - Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
  - Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.
- Continue with the Character Counts program
  - Implement a new ticket system in the cafeteria which will reward positive behavior through the opportunity to be selected to eat at the Oasis Cafe
  - Share our universal matrix for school wide positive behavior with the SACC director so she can continue the behavior expectations in the after school setting.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

- Maintain the Dolphin Code
- Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.
- SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- Class meetings will occur on a frequent basis to include student feedback.
- School-wide recognition system is in place;
- Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.
- Establish a school wide voice level system

- Maintain the Character Counts program
- Continue the use of the Corrective Behavior Intervention Form

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- Mentors assigned to students identified with SEL concerns;
- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc);
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.
- Offer parent classes on various topics that would cover academic, behavioral, and social concerns
- Continue sending "Good News" postcards home to all students throughout the year

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

- Utilize data systems to identify students who have attendance, behavioral or academic concerns
- Create data decision rules for number of absences or OSS before referral generated to SBT
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
- Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, college-career planning gaps (FAFSA completion), etc.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	13	12	8	14	7	14	68
One or more suspensions	1	0	2	2	1	3	9
Course failure in ELA or Math	38	20	29	35	8	11	141
Level 1 on statewide assessment	0	0	0	34	9	14	57

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	8	4	4	25	6	10	57

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Suggested response may include:

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- SAI , iii, Tutorials, LLI, Wilson, Foundations
- Planned Discussions, Goal Setting for identified student;
- Notification procedures for parents, agency and community outreach;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
- Create evidence-based interventions to close student need gaps related to earning warning system. For example: Attendance Works National Campaign strategies, targeted solution focused counseling (individual and/or group), parent collaboration/education.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

- Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
- During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
- Offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology;
- Communicate classroom and school news to parents;
- Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
- Create the formats for inviting parent participation in the cultural education process;
- Positive notes, Good News Postcards, letters, phone calls home;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills, and developing growth mindsets in children.
- Continued involvement in community events that support our students (Austism Walks, Angel Trees, etc.)

- Yearly events that parent attend that showcase our students and our school (book fair, field day, Fun Run, performances, field trips, etc.)
- Bumper Stickers "My kid makes a SPLASH at DKE" to promote a positive school image

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

- Invitations (mailed, emailed, hand delivered) to local businesses inviting them to be our business partners
- Invite parents that own small business to a resource fair
- Hold business partner socials
- Include business partner information in school newsletters, Facebook, and on Edline
- Recognize business partners throughout the year as they contribute to our schools success
- Display business partner banners on school's fence
- Work toward grade level business partners to support each grades activities
- End of the year "Thank You" dinner with student presenters

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

Name	Title
Lewis, Catherine	Principal
Walker, Julie	Assistant Principal

**Duties**

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

Mrs. Lewis, Principal, provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing RtI with fidelity, conducts assessment of RtI skills of school staff, including students who are identified as ELL students, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and designates liaisons to communicate with parents regarding school-based RtI plans and activities.

General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2 activities.

Exceptional Student Education ESE Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 2 instruction, and collaborate with general education teachers through such activities as co-teaching and consultation.

The School Based Team (SBT) includes, Mrs. Lewis, Principal, Julie Walker, Assistant Principal, Joy Maideni, ESE Coordinator, , School Based Team Leader, Jenny Duesler, Guidance Counselor, April Black, School Psychologist, Carlee Knight, School Nurse, Leanne Franklin, SLP, June Neely-Williams, SAI Teacher, Analida Mortell, CLF and Jessica Rosenfeld, SACC Director. The SBT will identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with one another on evidence-based intervention strategies; assist with whole school screening programs that

provide early intervention services for children to be considered “at risk”; assist in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in ways to identify a language delay, assessing and instructing, as well as identifying the appropriate intervention; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Language Facilitator, Analida Mortell, will provide support to students identified as ELL.

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

The RtI Leadership Team will discuss the necessity of RtI with the School Advisory Council (SAC) in an effort to help develop, implement and maintain the SIP. The team will provide generic data on Tier 1, 2 and 3 targets, in an effort to ensure student privacy; academic and social/emotional areas that need to be addressed; will set clear expectations for instruction (Rigor, Relevance, Relationship); will facilitate the development of a systematic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining and Summarizing); and align processes and procedures.

Our school integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING SwPBS. We update our ACTION PLANS during Learning Team Meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS programs.

### School Advisory Council (SAC)

#### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Catherine Lewis	Principal
Trisha Stenhouse	Teacher
Susan Wallace	Teacher
Janine Coschagno	Education Support Employee
Ruby Allen	Business/Community
Michele Stearns	Parent
Laura Miolla	Parent
Camryn DelRio	Parent
	Student

#### Duties



**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

Last year's SAC participated in an end of year discussion and survey to evaluate the school improvement plan and the funds related to the plan. Various school stakeholders also participated in the evaluation of last year's plan. The findings showed that students would benefit from increased vocabulary development, writing through the content areas, and more opportunities to become proficient in math fluency.

*Development of this school improvement plan*

The School Improvement Planning Committee met over the summer to brainstorm a list of strategies to help us meet our goals. The SAC Chair and Principal went over current assessment data to input in SIP and present to SAC members for approval. The SAC will be given frequent opportunities to review and update the SIP as determined by our data. It is a work in progress and it will be updated as needed throughout the 2014-2015 school year.

*Preparation of the school's annual budget and plan*

In order to prepare the school's annual budget and plan school stakeholders identified three core areas of need: vocabulary, writing, and math fluency. In order to support these needs the stakeholders suggested the following programs be implemented:

1. Dream Box subscriptions for our ESE population and our students in tier 2 needing math support (\$1,000)
2. Wilson Foundations Reading Program for all Kindergarten and first grade teachers to use in whole group and intervention (iii, tier 2, tier 3) groups (\$4,800)
3. Substitutes for teachers so they can attend district level professional development in literacy and math (total \$2,000)

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year. School improvement funds will be used for the following:
  - paying for substitute teachers so instructional staff can attend district based literacy and math professional development so teachers can go to workshops or professional development: \$1,000 for literacy teachers and \$1,000 for math teachers.
  - purchasing Wilson Foundations Reading Program for all Kindergarten and first grade teachers:\$4,800
  - purchasing 25 Dream Box subscriptions for our ESE and tier 2 math students: \$1,000

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Lewis, Catherine	Principal
Walker, Julie	Assistant Principal
Bruckner, Lynn	Teacher, K-12
Cohen, Ellie	Teacher, K-12
Gaumont, Christine	Teacher, K-12
Siew, Carolyn	Teacher, K-12
Serkin, Melissa	Teacher, K-12
Provenzano, Barbara	Teacher, K-12
Magersuppe, Jovanna	Teacher, K-12
Wallace, Susan	Teacher, ESE
O'Brien, AnnMarie	Teacher, ESE
Maiden, Joy	Teacher, ESE
Goldberg, Lisa	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

This group of professionals is comprised of leaders in literacy. This team includes a literacy leader from each grade level, a representative from ESOL, a representative from ESE, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

1. Implementation of professional development and planning for rigorous vocabulary development through the content areas in grades K to 5.
2. Implementation of professional development and planning for writing through the content areas in grade K to 5.
3. Implementation of Foundations, grade K to 1, within the whole group 90 minute reading block and additionally, as a double dose for those students needing iii or Tier 2.
4. Target our lowest 25% ensuring PD on using interventions that match student deficits.
5. Overseeing the implementation of the Language Arts Florida Standards (LAFS) in grades K to 5.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The school calendar has been designed to provide consistent time for teachers to attend the LTMs. The LTMs will be used for teachers to make connections to data in order to increase student achievement. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Additionally our school will use the following strategies:

- Collaboration with content area teachers and fine arts teachers to infuse academics into fine arts lessons
- Predetermined team meetings/team planning
- Needs based professional development
- Half day brunch days
- Scheduled team building events

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

The school uses the district strategies of the Educator Support Program for new teachers. Also clinical education training is available to teachers who aspire to be teacher leaders. Teachers are also extended professional development for inservice points.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Each new teacher to Discovery Key is given a teacher mentor. The responsibilities of the mentors are introducing new staff, working on team planning, communication, model lessons plans and answering any and all questions for the new personnel.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

#### **Instructional Strategies**

##### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Our school utilizes various sources of data (including but not limited to class assessments, Pre and Post tests, Reading Readiness scales, AIMS Web, RRRs, Diagnostics, and common assessments) to provide and differentiate instruction:

- Small group instruction with the purpose of reteaching and enriching
- Tutorials for grades 3,4, and 5 to help support their math and reading achievement
- Foundations program for all students in grade K and 1as part of their whole group instruction and



additionally for a double dose during iii or Tier 2

-Specific skill groups in math and reading to target unmastered standards

-iii groups in the areas of reading and math

-Monitoring students in RtI through SBT meetings and LTMs

Various

The school ensures every teacher contributes to literacy improvement of every student by:

•Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)

•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs

•Creating a schedule with an uninterrupted 90 minute reading block

•Creating a schedule with an additional 60 minute reading block (option for extended day)

•Creating a schedule with an uninterrupted 45-60 minute writing block

•Providing iii instruction based on student needs

•Providing instruction aligned with the Language Arts Florida Standards for their grade level

•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)

•Administering assessments which measure instructed standards

•Monitoring progress at the class and grade level during Learning Team Meetings

•Conducting data chats with students

•Creating units of study based on current data

•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)

•Students self-selecting texts based on RRR levels

•Students receiving push-in/pull out services for ESE/ELL

•Providing LLI (Leveled Literacy Intervention) instruction

•Providing Process and Strategy charts for reminders of teaching

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: After School Program**

**Minutes added to school year: 24**

5th grade students will participate in an after school based tutorial program involving keyboarding skills. All 5th grade students will have the opportunity to attend with parent permission. This will take place over a 3 month period, January to March, two days a week for an hour per day.

**Strategy Rationale**

With the new state assessment, FSA, computer based testing components our 5th grade population will need keyboarding skills to be able to answer extended response prompts in the areas of reading, writing, and math. It is necessary for our students to be taught keyboarding skills so they can perform as successfully on the typed portion as they would on the past written portions.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Walker, Julie, julie.walker@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

A pretest will be given to the students who attend the keyboarding tutorial program to determine their keyboarding abilities prior to the tutorial. A post test will be given at the end of the 24 sessions to determine if their accuracy and time typing increased.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

**College and Career Readiness**

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

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase student achievement through school wide cross curriculum writing.
- G2.** Increase student achievement through rigorous vocabulary development across all content areas.
- G3.** Increase student math proficiency through the use of technology.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Increase student achievement through school wide cross curriculum writing.** 1a

G039179

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	82.0

**Resources Available to Support the Goal** 2

- keyboarding skills through program like Type To Learn
- Professional development on writing in the content areas
- grade level cross curriculum planning
- oral language strategies
- accountable talk
- reading response journals
- content area journals
- ESE and ELL support in content areas
- data analysis at LTMs
- Think Central content based extended response prompts

**Targeted Barriers to Achieving the Goal** 3

- limited time for grade level collaboration

**Plan to Monitor Progress Toward G1.** 8

grade level common writing assessments, grade level common writing prompts in content areas, district writing assessments, state writing assessments, diagnostics, observations made during LTMs, reports from iObservations, and Cella data

**Person Responsible**

Julie Walker

**Schedule**

Every 2 Months, from 9/2/2014 to 6/5/2015

**Evidence of Completion**

Administrator observations, data from school and district assessment showing increased student achievement in writing, and content area writing prompts documented in lesson plans

**G2. Increase student achievement through rigorous vocabulary development across all content areas. 1a**

G039180

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - All Students	82.0

**Resources Available to Support the Goal 2**

- Marzano's 6 step vocabulary process
- School wide W.O.W words (word of the week)
- academic games
- explicit vocabulary instruction
- professional book study
- lesson planning for Tier 2 and 3 words
- read aloud and shared reading with emphasis on pre-selected vocabulary
- Interactive word "walls"
- on site language facilitator

**Targeted Barriers to Achieving the Goal 3**

- Change in community demographic
- students ability to read grade level text

**Plan to Monitor Progress Toward G2. 8**

Our data will be based upon the number of ELL families that attend school wide functions and parent conferences throughout the year. Additionally, we will monitor our progress toward the goal by providing our ELL families with a pre-survey to determine how we can best meet their needs, a mid year survey to determine if our efforts need to change course, and an end of year survey to determine the impact of our efforts.

**Person Responsible**

Julie Walker

**Schedule**

Monthly, from 9/3/2014 to 6/5/2015

**Evidence of Completion**

The evidence that will be collected will be in the form completed surveys from the families and sign in sheets from the school wide events and/or parent/teacher conferences.

**G3. Increase student math proficiency through the use of technology.** 1a

G039181

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	88.0

**Resources Available to Support the Goal** 2

- professional development on computer programs
- Use of Tenmarks.com
- computer lab
- funding opportunities from fundraisers
- iPads

**Targeted Barriers to Achieving the Goal** 3

- limited technology math based interventions

**Plan to Monitor Progress Toward G3.** 8

Student data will be collected through the reports on DreamBox. These reports will detail gaps in student learning and their progress toward meeting grade level standard.

**Person Responsible**

Catherine Lewis

**Schedule**

Weekly, from 10/1/2014 to 6/4/2015

**Evidence of Completion**

Progress monitoring reports will be printed from DreamBox and reviewed by Mrs. Lewis and Mrs. Duesler. Students will be moved in and out of the program as determined by their level of success.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Increase student achievement through school wide cross curriculum writing. **1**

 G039179

**G1.B1** limited time for grade level collaboration **2**

 B099268

**G1.B1.S2** On professional development days allow time for grade levels to plan content area writing prompts for upcoming units of study. **4**

 S113730

### Strategy Rationale

Content area teachers need time to work with the writing teachers to select appropriate content based writing prompts.

### Action Step 1 **5**

Meet with the PDD chairperson to identify possible upcoming professional development days. Schedule the professional development with the facilitators.  
Create an agenda for the professional development session with time allotted for grade level writing collaboration.  
Grade levels will turn in a planing guide as evidence of team collaboration.

### Person Responsible

Julie Walker

### Schedule

Every 2 Months, from 9/2/2014 to 6/5/2015

### Evidence of Completion

The evidence collected will be the grade level planning guides, as well as, evidence within in lesson plans.



**Plan to Monitor Fidelity of Implementation of G1.B1.S2 6**

A member of administration will attend the professional development grade level planning sessions. Administration will also collect the planning guides that will detail the writing prompts that will be used in the upcoming content area lessons. Administration will also look for the documentation of these writing prompts in lesson plans.

**Person Responsible**

Julie Walker

**Schedule**

Every 2 Months, from 9/8/2014 to 6/5/2015

**Evidence of Completion**

Grade level writing planning guides and lessons plans will be collected and used as evidence of implementation.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

In order to monitor and support the effectiveness of this goal teachers and administration will analyze grade level writing data across the content areas, student/teacher data chats will be held to keep students up to date on their progress, data analysis of school and district based common writing assessments, and administrative observations.

**Person Responsible**

Julie Walker

**Schedule**

Every 2 Months, from 9/8/2014 to 6/5/2015

**Evidence of Completion**

LTM agendas/notes from meetings where writing data was analyzed or discussed, data chat forms identifying individual student weaknesses and strengths, grouping plans created from school and district based common writing assessments, and iObservation reports.

**G2.** Increase student achievement through rigorous vocabulary development across all content areas. 1

G039180

**G2.B1** Change in community demographic 2

B094230

**G2.B1.S1** Translate school newsletters, flyers, and any written communication into student's home language. 4

S105318

### **Strategy Rationale**

This will help communicate important school information to all our families.

### **Action Step 1** 5

We will use our language facilitator to translate written communication between school and home. This will include but not be limited to newsletters, flyers, conference invitations, student data reports, and the school Edline page. Additional written communication will be sent home in the form of directions detailing how to access our school's Edline page as well as the school district's webpage; the translation setting will also be shared within this document.

### **Person Responsible**

Julie Walker

### **Schedule**

Monthly, from 9/3/2014 to 6/5/2015

### **Evidence of Completion**

The evidence that will be collected will be the various forms of written communication between school and home

**Plan to Monitor Fidelity of Implementation of G2.B1.S1 6**

Administration will hold biweekly discussions with the language facilitator to monitor the progress on translating written communication between school and home, translated documents will be shared with the administration, and discussions will be held at team leaders meetings to help monitor and support this goal.

**Person Responsible**

Julie Walker

**Schedule**

Monthly, from 9/8/2014 to 6/5/2015

***Evidence of Completion***

The evidence that will be collected will be in the form of the translated school/home communication, agendas from team leaders meetings, and notes from biweekly discussions with the language facilitator.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

In order to monitor and support the effectiveness of this goal the administration will discuss the progress and get feedback from SAC members at monthly SAC meetings, administration will also provide and review the data from our ELL family surveys (mid year survey to determine if our efforts need to change course and an end of year survey to determine the impact of our efforts), and data will be collected through the use of sign in sheets to school functions/parent conferences to determine if an increased amount of ELL families are attending.

**Person Responsible**

Julie Walker

**Schedule**

Monthly, from 9/8/2014 to 6/5/2015

***Evidence of Completion***

The evidence that will be collected will be in the form of SAC agendas, data from surveys, and sign in sheets from school events and conferences.

**G2.B5** students ability to read grade level text 2

 B129117

**G2.B5.S1** Some students are unable to read grade level text and additionally don't have the reading skills necessary to decode the vocabulary words. Students in Kindergarten and first grade should be exposed to a reading prevention program, Foundations, that will help reduce reading failure. 4

 S141264

**Strategy Rationale**

Foundations lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling.

**Action Step 1** 5

Teachers in Kindergarten and first grade will teach Foundations during their 90 minute reading block to their whole group, and they will also use Foundations as a double dose for their iii and Tier 2 interventions.

**Person Responsible**

Julie Walker

**Schedule**

Daily, from 10/13/2014 to 6/4/2015

**Evidence of Completion**

Progress monitoring probes will be collected for our students receiving Foundations in iii and in Tier 2. Our general education students receiving Foundations will be progress monitored through their weekly unit tests.

**G3. Increase student math proficiency through the use of technology. 1**

G039181

**G3.B5 limited technology math based interventions 2**

B100120

**G3.B5.S1** Students in the ESE program and our Tier 2 and 3 math students will have opportunities to engage in a technology based math fluency program. 4

S141261

**Strategy Rationale**

DreamBox is a technology based math fluency program that provides rigorous curriculum for deep conceptual understanding, as well as, teacher reports that are used as progress monitors.

**Action Step 1 5**

Students will increase their math fluency through participating in the adaptive learning technology provide by DreamBox.

**Person Responsible**

Catherine Lewis

**Schedule**

Weekly, from 10/1/2014 to 6/4/2015

**Evidence of Completion**

Student progress will be monitored weekly via the DreamBox teacher reports.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	We will use our language facilitator to translate written communication between school and home. This will include but not be limited to newsletters, flyers, conference invitations, student data reports, and the school Edline page. Additional written communication will be sent home in the form of directions detailing how to access our school's Edline page as well as the school district's webpage; the translation setting will also be shared within this document.	Walker, Julie	9/3/2014	The evidence that will be collected will be the various forms of written communication between school and home	6/5/2015 monthly
G1.B1.S2.A1	Meet with the PDD chairperson to identify possible upcoming professional development days. Schedule the professional development with the facilitators.	Walker, Julie	9/2/2014	The evidence collected will be the grade level planning guides, as well as, evidence within in lesson plans.	6/5/2015 every-2-months

**Palm Beach - 2721 - Discovery Key Elementary Schl - 2014-15 SIP**  
*Discovery Key Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Create an agenda for the professional development session with time allotted for grade level writing collaboration. Grade levels will turn in a planing guide as evidence of team collaboration.				
G3.B5.S1.A1	Students will increase their math fluency through participating in the adaptive learning technology provide by DreamBox.	Lewis, Catherine	10/1/2014	Student progress will be monitored weekly via the DreamBox teacher reports.	6/4/2015 weekly
G2.B5.S1.A1	Teachers in Kindergarten and first grade will teach Foundations during their 90 minute reading block to their whole group, and they will also use Foundations as a double dose for their iii and Tier 2 interventions.	Walker, Julie	10/13/2014	Progress monitoring probes will be collected for our students receiving Foundations in iii and in Tier 2. Our general education students receiving Foundations will be progress monitored through their weekly unit tests.	6/4/2015 daily
G1.MA1	grade level common writing assessments, grade level common writing prompts in content areas, district writing assessments, state writing assessments, diagnostics, observations made during LTMs, reports from iObservations, and Cella data	Walker, Julie	9/2/2014	Administrator observations, data from school and district assessment showing increased student achievement in writing, and content area writing prompts documented in lesson plans	6/5/2015 every-2-months
G1.B1.S2.MA1	In order to monitor and support the effectiveness of this goal teachers and administration will analyze grade level writing data across the content areas, student/teacher data chats will be held to keep students up to date on their progress, data analysis of school and district based common writing assessments, and administrative observations.	Walker, Julie	9/8/2014	LTM agendas/notes from meetings where writing data was analyzed or discussed, data chat forms identifying individual student weaknesses and strengths, grouping plans created from school and district based common writing assessments, and iObservation reports.	6/5/2015 every-2-months
G1.B1.S2.MA1	A member of administration will attend the professional development grade level planning sessions. Administration will also collect the planning guides that will detail the writing prompts that will be used in the upcoming content area lessons. Administration will also look for the documentation of these writing prompts in lesson plans.	Walker, Julie	9/8/2014	Grade level writing planning guides and lessons plans will be collected and used as evidence of implementation.	6/5/2015 every-2-months
G2.MA1	Our data will be based upon the number of ELL families that attend school wide functions and parent conferences throughout the year. Additionally, we will monitor our progress toward the goal by providing our ELL families with a pre-survey to determine how we can best meet their needs, a mid year survey to determine if our efforts need to change course, and an end of year survey to determine the impact of our efforts.	Walker, Julie	9/3/2014	The evidence that will be collected will be in the form completed surveys from the families and sign in sheets from the school wide events and/or parent/ teacher conferences.	6/5/2015 monthly
G2.B1.S1.MA1	In order to monitor and support the effectiveness of this goal the administration will discuss the progress and get feedback from SAC members at monthly SAC meetings, administration will also provide and review the data from our ELL family surveys (mid year survey to determine if our efforts need to change course and an end of year survey to	Walker, Julie	9/8/2014	The evidence that will be collected will be in the form of SAC agendas, data from surveys, and sign in sheets from school events and conferences.	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	determine the impact of our efforts), and data will be collected through the use of sign in sheets to school functions/parent conferences to determine if an increased amount of ELL families are attending.				
G2.B1.S1.MA1	Administration will hold biweekly discussions with the language facilitator to monitor the progress on translating written communication between school and home, translated documents will be shared with the administration, and discussions will be held at team leaders meetings to help monitor and support this goal.	Walker, Julie	9/8/2014	The evidence that will be collected will be in the form of the translated school/home communication, agendas from team leaders meetings, and notes from biweekly discussions with the language facilitator.	6/5/2015 monthly
G3.MA1	Student data will be collected through the reports on DreamBox. These reports will detail gaps in student learning and their progress toward meeting grade level standard.	Lewis, Catherine	10/1/2014	Progress monitoring reports will be printed from DreamBox and reviewed by Mrs. Lewis and Mrs. Duesler. Students will be moved in and out of the program as determined by their level of success.	6/4/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

### G1. Increase student achievement through school wide cross curriculum writing.

#### G1.B1 limited time for grade level collaboration

**G1.B1.S2** On professional development days allow time for grade levels to plan content area writing prompts for upcoming units of study.

#### PD Opportunity 1

Meet with the PDD chairperson to identify possible upcoming professional development days. Schedule the professional development with the facilitators. Create an agenda for the professional development session with time allotted for grade level writing collaboration. Grade levels will turn in a planing guide as evidence of team collaboration.

#### Facilitator

Literacy professional developers (Natasha Arios and Lauren Stone), PDD committee Chairperson (Melissa Serkin), ELL teacher (Dr. Goldberg), and our lead literacy teachers in grades K to 5

#### Participants

teachers grade K to 5

#### Schedule

Every 2 Months, from 9/2/2014 to 6/5/2015



## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Increase student achievement through school wide cross curriculum writing.	2,000
<b>Goal 2:</b> Increase student achievement through rigorous vocabulary development across all content areas.	4,800
<b>Goal 3:</b> Increase student math proficiency through the use of technology.	1,000
<b>Grand Total</b>	<b>7,800</b>

### Goal 1: Increase student achievement through school wide cross curriculum writing.

Description	Source	Total
<b>B1.S2.A1</b> - Funding to cover subs for professional development opportunities in language arts and math	School Improvement Funds	2,000
<b>Total Goal 1</b>		<b>2,000</b>

### Goal 2: Increase student achievement through rigorous vocabulary development across all content areas.

Description	Source	Total
<b>B5.S1.A1</b> - Foundations for Kindergarten and first grade teachers	School Improvement Funds	4,800
<b>Total Goal 2</b>		<b>4,800</b>

### Goal 3: Increase student math proficiency through the use of technology.

Description	Source	Total
<b>B5.S1.A1</b> - purchasing Dream Box subscriptions	School Improvement Funds	1,000
<b>Total Goal 3</b>		<b>1,000</b>