

The School District of Palm Beach County

Diamond View Elementary School



2015-16 School Improvement Plan

Diamond View Elementary School

5300 HAVERHILL RD, Greenacres, FL 33463

www.edline.net/pages/diamond_view_elementary_school

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	84%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	83%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Diamond View strives to create a safe and unified environment which promotes academic excellence, character development, and fosters life-long learning.

Provide the school's vision statement

We will guide our students to successful learning by helping them make the best choices, find solutions to problems, accentuate the positives in life, and communicate appropriately with people. In a unified effort with parents and community, we will provide the necessary tools and motivation to help our students realize their own visions and to make each vision a reality.

School Environment

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

At Diamond View Elementary the teachers infuse the following content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b):

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

Our teachers continue to learn about our students' cultural backgrounds through classroom meetings, SBT, counseling program, and mentoring opportunities for targeted students. Teachers follow Blender scope and sequence for additional resources and guidance to assist with the contents required. Also, teachers receive the Multicultural desk calendar to keep them abreast of upcoming monthly themes.

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

Diamond View has in place the School Wide Positive Behavior Support System. The SWPBS Team provides all stakeholders (staff, students, parents) with professional development on the Behavior Matrix and behavior expectations which also include safety and respectful attitude throughout the building (classroom, hallways, and cafeteria, common areas). Learning strategies, social behaviors, and self management skills are emphasized during the professional development session also used in the after school program and 21st CCLC (Blazing Stars program). The SWPBS team meets monthly to discuss data and come up with new ideas and ways to ensure a safe and respected environment is kept throughout the year.

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

Diamond View Elementary's Behavior Matrix (R.O.C.K) (Ready to learn; Own your actions, Considerate of others, and Keep your voice at the assigned level) guidelines provide students and teachers with a list expectations and behaviors while in the classrooms, hallway, common areas

and cafeteria.

The behavior guidelines are explicitly taught to teachers and students at the beginning of the school year and reviewed throughout the year. Posters and visual aids are posted throughout the school to remind teachers and students of the expected behaviors.

SWPBS Team provides support to the classrooms as needed throughout the school year. Also, Diamond View has a compliment /catch me doing making good choices programs where students are rewarded with "Diamond Dollars" in order to promote positive behavior.

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

Diamond View has in place the SWPBS. The SWPBS Team provides all stakeholders (staff, students, parents) with professional development on the Behavior Matrix and behavior expectations which also include safety and respectful attitude throughout the building (classroom, hallways, and cafeteria, common areas). Learning strategies, social behaviors, and self management skills are emphasized during the professional development session also used in the after school program and 21st Century (Blazing Stars program)

Also, Diamond View's School Based Team (SBT) meets weekly to discuss students with academic, social, and/or behavioral concerns. Other methods of social-emotional support available to students is the Checkin/Check-out process which involves daily goal setting and feedback with one of the school's counselor. A student mentoring program is also in place to provide pre-identified students with guidance and support.

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

* 166 students out of 905 (18.3%) have less than 90% attendance based on End of Year 2015 school attendance data.

Based on proposed scores, 31% of students in grades 3-5 scored Level 1 in the 2015 FSA ELA Test. Based on proposed scores, 27% of students in grades 3-5 scored Level 1 in the 2015 FSA Mathematics Test.

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	32	34	30	31	20	19	166
One or more suspensions	3	10	5	12	4	7	41
Course failure in ELA or Math	41	48	57	124	78	48	396
Level 1 on statewide assessment	0	0	0	0	0	0	
Level1 on FSA ELA (proposed)	0	0	0	64	38	37	139
Level1 on FSA MATH (proposed)	0	0	0	45	36	37	118

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	17	22	13	33	18	11	114

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

- *Collaborative Planning by grade level
- *Supplemental and Intensive interventions through - SAI; iii; LLI;
- *Learning Team Meetings with all grade levels including ESE, ESOL , Fine Arts departments
- * On-going scheduled data Chats (parents, students, teachers, administration)
- *Notification /communication with /to parents
- *Meet weekly to discuss and problem solve on students not meeting expectations (SBT meeting, CST)
- * on-going monitoring, goal setting, discussions
- *tutorial - supplemental interventions provided to targeted students - before, during and after school

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?

Yes

PIP Link

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

Description

60% (510) parents will attend at least one family involvement activity offered at school, based on an enrollment of 850 students.

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

*Diamond View Elementary obtains feedback from parents through PTO / SAC , Parent Involvement Plan, Open House, Curriculum Night, and Title 1 Parent Night.

*Teachers and administration are introduced to families through Open House, Curriculum Night, Title 1 Parent Night, and multiple grade level activities that involve family participation.

In formation is communicated via parent phone calls, and parent-teacher meetings, parent links (text messages).

DVE has establish partnerships with Palm Beach State College, Lake Worth Community Center to assist parents to help help increase student achievement.

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:

Name	Title
Diaz, Yanny	Assistant Principal
Shaw, Rocio	Teacher, ESE
Remon, Donna	Administrative Support
Sheppard, Elizabeth	Teacher, K-12
Swartz, Shelly	SAC Member
Roche, Rachel	Other
Seal, Carolyn	Principal
Bartlett, Janet	Other
Heinke, Pamela	Teacher, K-12

Duties

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

Principal/Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Monitors student achievement data throughout the year and updates the SIP to guide instructional practices during on-time, on-site professional development sessions known as Learning Team Meetings.

Select 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 2/3 activities. For behavioral expectations the Single School Culture is established at the Tier 1 level for all students through the School-wide Positive Behavioral Support system, called CHAMPS.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Teacher Literacy leaders - Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate 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 the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills

Guidance Counselors: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

SBT/ RTI Resource teacher - meets with administration, parents, and teachers to regularly monitor progress data following period of intervention to consider referral to CST. RTI - SBT resource teacher coordinates RtI documentation during meetings. Each RtI/SBT member is assigned as Case Liaison for specific cases based on student profile/needs (e.g.: LEP student with ESOL Coordinator, behavioral RtI with Guidance Counselor). The Case Liaison and SBT Facilitator work with the teacher to ensure the fidelity of interventions. SBT facilitator provides RtI Team input on interventions and assists directly with implementation.

The Safety Committee and School-wide Positive Behavioral Support Team work to create fidelity across the school in behavior expectations.

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

Our school monitors student achievement data from multiple sources as part of our MTSS and SIP structures to address effectiveness of core instruction, resource allocation, teacher support systems, and small group and individual student needs. Administration conducts observations and data chats to discuss and guide teachers in effective core instruction and differentiating instruction based on students' needs. Title I and additional district funding is allocated for a RTI /SBT Resource Teacher, SAI Teacher, and Math and Science Resource Teacher. Materials are purchased to support instructional needs for the workshop approach model of instruction. Small group instruction is provided for students not meeting proficiency in reading during daily iii time outside of the reading block. Teachers utilize flexible, small groups instruction to enrich, reteach, or reinforce skills and strategies, as needed. The workshop approach also includes time for teachers to implement one-on-one conferences with students. Differentiating instruction based on students' needs through the core instruction, supplemental instruction, and intensive instruction is discussed at various meetings weekly by grade level teams, Learning Teams, the Literacy Leadership Team, the School-Based Team, Safety Committee, and the School-wide Positive Behavioral Support Team.

Diamond View Elementary School integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching Expected Behaviors, Communication with parents, and Monitoring student achievement data and behavioral data using the the SwPBS program - CHAMPS. We monitor the progress of students on a continuous basis and update our Action Plans during Learning Team Meetings (LTM) and other professional development opportunities. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and SwPBS programs.

Title I, Part A: Title I funds are used to provide two teacher positions. Literacy Resource Teacher/ Literacy Coach will facilitate teachers in the monitoring of student data to guide instructional practices for reading and writing instruction. They provide literacy instruction to targeted students. In addition, they provide coaching and professional development in the most effective teaching strategies. Another position is the Math Resource Teacher. This teacher provides hands-on math science lessons in the math lab setting. Additionally, services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. Staff development is funded through the use of Title 1 funds along with resources needed in all classrooms. Two staff developers will assist our teachers with professional development throughout the year as well as monitor student progress (Literacy Cohort support) Also, the district coordinates with Title II and Title III in ensuring staff development needs are provided. Title 1 funds Family

involvement activities throughout the year in Reading, Math, Science and Writing.

Title I, Part C: Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title I, Part D: District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title X Homeless: District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI): SAI funds will be coordinated with Title I funds to provide service for students in grades 2, 3 who are reading at Level 1 or not reading on grade level according to the Elementary Literacy Assessment's Reading Running Record.

Violence Prevention Programs: Anti-Bullying program is delivered to all students. Also, the school offers a non-violence and anti-drug program to students that incorporates field trips, community service, and counseling. Through Safe Schools, the CHAMPS program and school counselors the school addresses a non-violent approach to conflict resolution and an anti-drug message. District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs: All students attending Diamond View Elementary (FY2015) will receive free nutritional breakfast.

Housing Programs: N/A

Head Start: ESE funds have provided a Pre-K ASD unit for selected students

Adult education: N/A

CTE: The school hosts an annual Career Day to give students an idea of the possible career choices and education needed.

Job training: N/A

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Rochelle Swartz	Teacher
Carolyn Seal	Principal
Amanda Carman	Parent
Ibis Campos	Parent
Wendy Martin	Education Support Employee
Luis Lebron	Education Support Employee
Lina Pierre	Business/Community
Nephtalie Jean	Business/Community
Karlee Theodore	Business/Community
	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

At the SAC and SIP meeting, the SAC Chair and administration will share last year's goals and data where participants will be able to analyze data from programs in place from the previous year and determine the effectiveness of these programs and staff development and compare data from state assessments.

Development of this school improvement plan

SAC will be involved in discussing and amending SIP plan throughout the year. SAC will give input and approve any expenditures requested by staff. SAC will coordinate with Palm Beach State College to set up a tutoring/mentor program with the Honor Society as well as assistance at family nights and other school events.

Preparation of the school's annual budget and plan

The annual budget will be presented at a faculty meeting and at the first SAC meeting of the current year. The principal, assistant principal and Leadership Team will evaluate and discuss the best use of funds to meet the needs of all of the students.

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

The projected use of SAC funds is to enhance the classroom libraries to help teachers reach all levels of readers in their classroom. The funds will be available to teachers if requested for purchases that will support student achievement.

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:

Name	Title
Diaz, Yanny	Assistant Principal
Seal, Carolyn	Principal
Remon, Donna	Other
Shaw, Rocio	Administrative Support
Roche, Rachel	Instructional Coach
Bartlett, Janet	Instructional Coach
Swartz, Shelly	SAC Member

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT is to provide professional development to deepen the level of understanding in literacy skills by studying professional literature in the area of literacy skills such as. Professional books include ; Growing Readers by Kathy Collins, Units of Study by Lucy Calkins and other professional articles.

Strategies include:

- Fitting all components of balanced-literacy into the 90 minute block
- implement reading notebooks
- Helping students make connections and transitions from reading to writing
- providing resources for teachers to use during guided instruction
- Improve teacher's understanding and use of the Literacy Continuum
- provide descriptive anecdotes for struggling readers (while conferring , guided reading and small group instruction)
- analyze data to determine areas of focus
- Incorporate reading into all subject areas of instruction

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

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

- Common planning time to study curriculum during Fine Arts common planning.
- Learning Team Meetings are held biweekly to allow for deeper study of standards and data analysis.

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

Our school uses a variety of strategies to recruit and retain effective teachers. These strategies include but are not limited to:

- Regular meetings with Principal
- Partnering teachers with veteran staff (Assistant Principal)
- Professional Development opportunities (Principal, Assistant Principal, PD team, Team Leaders, Learning Team Meetings)
- Providing a safe and secure environment for all (Principal, Assistant Principal, SWPBS team)
- Team planning-open communication (Grade-level chairs, Principal, Assistant Principal, Department chairs)
- Teacher Learning Meetings (TLC) - (Assistant Principal, PD Team, District team)
- Administration uses information from " End of year teacher surveys" to gather information / suggestions to add value to the school environment (club ideas, recognition, social committee ect..)

In efforts to recruit high quality, effective teachers to the school, we are partnered with the local universities to provide student teaching experiences for undergraduate teaching majors. Diamond View has undergraduate teachers observing our teachers and school on a weekly basis to complete their practicum and student teaching experiences for an entire semester, as well.

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

The Educator Support Program (ESP), the program of support and induction for new educators, is designed to elicit evidence that a beginning teacher has demonstrated teaching competence that promotes student learning. The ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. This program supports new teachers through their first three years of teaching. Although, our school continues to support all teachers as we continue to focus on student learning and achievement as new, contemporary research emerges. ESP program us divided in 3 different section.

New Teacher / ESP Mentor- ESP TEAM (Mentor - Experienced teacher to support understanding of

school climate & curriculum) / Rationale for Pairing Also - Buddy & other support staff provided.

Level 1: Full ESP Program

- * Breiding, Michelle (1st) Mentor : Roche; Buddy : Alvarez; Other support staff: Zaffran
- * Crouse, McKenzie (2nd) Mentor : Sheppard; Buddy: Carpenter ; Other support staff: L.Henderson
- * Molter, Bradley (3rd) Mentor : Schulte; buddy :Watson; Other support staff: Remon
- * Van Valkenburg, Allyn (K) Mentor : Roche; Buddy: Mauro; other support staff: Chrzan
- * Beischler, Breanna (ESE) Mentor: Olitzky; Buddy : Frost; other support staff: Shaw
- * Hough , Valerie (K) Mentor : Sheppard; Buddy: Moore; other support staff: Zaffran

Level 2: Full ESP Program

- * Schrandt, Kristina (5th) Mentor: Sheppard; Budddy: Ferris ; other support staff : Remon

Level 3: Modified ESP

- * Virgili, Elvira (4th) Mentor: Heinke; Buddy :Swartz; other support staff : Bartlett
- * Sciartino , Cristina (3rd) Mentor: Bartlett Buddy; Beverly ; Other support staff :Schulte and Olitzky

Mentoring (ESP) activities include but are not limited to:

- Monthly support meetings,
- Daily/weekly / monthly check-ins by mentor with mentee(s)
- Weekly curriculum planning support
- Monthly check-ins with Assistant Principal
- online - marzano course
- online - ESP support - identifying level of support needed by new educator
- Focusing on FEAP's :

#1 Instructional Design & Planning

#2 The Learning Environment

#3 Instructional Delivery & Facilitation

#4 Assessment

#5 Veteran Teacher Observation

- Ongoing support provided (support PD & ESP)
- Learning Meetings (Learning Team Meetings (LTM), Collaborate teacher meetings, Professional Development opportunities)

In efforts to recruit high quality, effective teachers to the school, we are partnered with the local universities to provide student teaching experiences for undergraduate teaching majors. Diamond View has undergraduate teachers observing our teachers and school on a weekly basis to complete their practicum and student teaching experiences for an entire semester, as well.

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

- Teachers plan together weekly to ensure core instruction and materials are in place each week. - Standards are discussed and unpacked during collaborative team planning and Learning Team Meetings . Also, teachers use the district approved content scope and sequence that are aligned to the standards to help them guide instruction. Administration monitors and checks lesson plans as well as student assessment results.

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

Teachers use evidence from student work to:

- provide small group instruction to reteach and differentiate instruction based on students needs
- determine students who need immediate intensive instruction
- provide tutoring and enrichment opportunities
- provide descriptive feedback
- use of research based resources (LLI, guided reading strategies, prescriptive strategies, etc.) to support students who need supplemental instruction

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: 28,800

Blazing Starz (21st CCLC) is an after school program offers daily academic enrichment and character education for at risk students.

Strategy Rationale

To provide additional learning opportunities for at risk students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Roche, Rachel, rachel.roche@palmbeachschools.org

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

Multiple sources of student achievement data are utilized to select and monitor student in extended learning opportunities. The effectiveness of Blazing Starz is monitored through formative and summative assessments and reports from our district's Educational Data Warehouse.

Strategy: After School Program

Minutes added to school year: 90

Enrichment activities that contribute to a well rounded education offered to students at our school include but are not limited to Reading Rocks Book Clubs, Chorus, Critter Club, Reader's Theater, Green Club, SECME, Safety Patrols, Reading Buddies, Art Club, the Service Learning Program, and the Teacher-Student mentoring program.

Strategy Rationale

To provide additional learning opportunities based on student's interests.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Diaz, Yanny , yanny.diaz@palmbeachschools.org

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

Multiple sources of student achievement data are utilized to select and monitor student in extended learning opportunities.

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

Diamond View Elementary has various programs to help children transition from early childhood to elementary school. We provide: Kindergarten Round Up Orientation, Meet the Teacher Day, FLKRS on every kindergarten student, summer activity packets, and parent/teacher conferences. During Kindergarten Round Up, parents are provided with educational packets that give strategies to ensure a smooth transition. In addition, local pre-schools are also given educational packets to help prepare for the transition. Parents are also allowed classroom visitations to assist students transition to school.

- Neighboring daycare centers come to visit our school.
- All incoming Kindergarten students are assessed prior to or upon entering. All students are assessed within the areas of Basic Skills/School Readiness.
- Maintain open-on going communication with day-cares in the area
- Survey parents on kindergarten readiness
- Staggered start schedule is implemented during the first week of school.
- We provide an opportunity for parents and incoming students to visit Kindergarten classrooms and expectations are shared and discussed.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** If all teachers and students practice and deepen new knowledge through rich and rigorous conversations, in all curriculum areas, then we will continue to maintain and/or increase established targets achievement levels by June 2016.

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. If all teachers and students practice and deepen new knowledge through rich and rigorous conversations, in all curriculum areas, then we will continue to maintain and/or increase established targets achievement levels by June 2016. **1a**

G069915

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	68.0
AMO Math - All Students	72.0
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal **2**

- District Literacy support specialists
- Math Resource staff
- MTSS resource staff
- Funds for tutorial program for Reading and Math
- Technology programs for practice

Targeted Barriers to Achieving the Goal **3**

- Quality of core instruction in all subject areas
- Students have limited practice with using Tier 2 and content specific vocabulary words when having conversations in class and at home.

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

ongoing student assessment results

Person Responsible

Carolyn Seal

Schedule

Semiannually, from 8/16/2015 to 6/3/2016

Evidence of Completion

Completion of SIP mid year review

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. If all teachers and students practice and deepen new knowledge through rich and rigorous conversations, in all curriculum areas, then we will continue to maintain and/or increase established targets achievement levels by June 2016. **1**

 G069915

G1.B1 Quality of core instruction in all subject areas **2**

 B181951

G1.B1.S2 Teachers will use number talks to increase students computational fluency. **4**

 S193606

Strategy Rationale

to provide students with meaningful ongoing practice with computation through conversation

Action Step 1 **5**

Professional development on number talks

Person Responsible

Carolyn Seal

Schedule

On 6/3/2016

Evidence of Completion

sign-in sheets, meeting agenda, follow up activity, reflections

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

Active participation in PDDs and application of knowledge acquired in classroom instruction.

Person Responsible

Carolyn Seal

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Review of schedule, LTM agenda with notes, data chats

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

Actively participating in PDD's and collaborative planning sessions and engaging in conversations

Person Responsible

Carolyn Seal

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Review of Performance Matters Assessments and common assessments

G1.B1.S3 Conduct learning walks focused on rich and rigorous conversation and provide on-going professional development. 4

 S193607

Strategy Rationale

This professional development will provide explicit strategies for teachers to use in their class environment to increase the level of rich and rigorous conversations.

Action Step 1 5

Organize lead teachers from each grade level into math, literacy and science teams to conduct learning walks focused on rich and rigorous conversation.

Person Responsible

Carolyn Seal

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Learning walk observation tool

Action Step 2 5

Lead teachers, Literacy Coach and district support staff will provide on-going professional development to teachers.

Person Responsible

Carolyn Seal

Schedule

Biweekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Agenda , discussions, sharing best practices , surveys and follow up activities

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Schedule learning walks and provide coverage for teachers to participate in walk and debrief afterwards

Person Responsible

Carolyn Seal

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

schedule, notes from meeting, Learning Walk observation tool

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Active participation in LTMs, professional development opportunities, and grade level planning meetings

Teachers receiving timely and meaningful feedback from learning walks.

Person Responsible

Carolyn Seal

Schedule

On 6/3/2016

Evidence of Completion

iObservation data, discussion and reflection on learning walk observation tool

G1.B1.S4 Provide interventions for selected targeted students before, during and after school 4

 S193608

Strategy Rationale

to provide students with meaningful ongoing practice to deepen knowledge

Action Step 1 5

Targeted students will receive interventions before, during and afterschool.

Person Responsible

Carolyn Seal

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

student roster, lesson plans,

Action Step 2 5

.5 Response to Intervention - RTi / School Based team teacher will provide intervention support to students and collaborate with classroom teachers on student needs

Person Responsible

Carolyn Seal

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

schedule, student roster, lesson plans

Action Step 3 5

Math resource teacher will provide student support and ongoing math/science instruction to students

Person Responsible

Carolyn Seal

Schedule

Daily, from 8/11/2015 to 6/3/2016

Evidence of Completion

People Soft Personnel reports, Title 1 Budget, Data chat notes, Math resource schedule

Action Step 4 5

.5 resource teacher to provide intervention support to students and collaborate with classroom teachers on student needs

Person Responsible

Yanny Diaz

Schedule

On 6/3/2016

Evidence of Completion

schedule, student roster, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Provide interventions for selected students

Person Responsible

Carolyn Seal

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Review of lesson plans, review of student progress

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Student attendance and active participation in intervention

Person Responsible

Carolyn Seal

Schedule

Quarterly, from 8/17/2015 to 6/2/2016


Evidence of Completion

Review of progress monitoring data throughout the year

G1.B2 Students have limited practice with using Tier 2 and content specific vocabulary words when having conversations in class and at home. 2

 B181952

G1.B2.S3 Develop an engaging family involvement program that encourages, promotes, and facilitates meaningful parent participation in parent trainings and school events in order to build parents' capacity to serve as partners in education 4

 S193611

Strategy Rationale

to provide parents with meaningful ongoing practice to deepen knowledge

Action Step 1 5

Develop and implement an engaging family involvement program that supports our academic goals specifically oral language across all content areas

Person Responsible

Yanny Diaz

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

sign in sheets; workshop evaluations from parents

Action Step 2 5

School will purchase supplemental supplies for trainings to engage parents in support of school's academic goals

Person Responsible

Carolyn Seal

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Title 1 Budget report

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Active participation of parents and students in family events

Person Responsible

Carolyn Seal

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Monitor parent attendance, review of training agenda, review of parent surveys

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Follow-up with teachers on parents that participated in parent trainings during data chats and parent conferences

Person Responsible

Carolyn Seal

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

parent training agendas, handouts, sign-in sheets, parent surveys, conference logs

Appendix 1: Implementation Timeline

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

Palm Beach - 3261 - Diamond View Elementary School - 2015-16 SIP
Diamond View Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1	Professional development on number talks	Seal, Carolyn	10/20/2015	sign-in sheets, meeting agenda, follow up activity, reflections	6/3/2016 one-time
G1.B1.S3.A1	Organize lead teachers from each grade level into math, literacy and science teams to conduct learning walks focused on rich and rigorous conversation.	Seal, Carolyn	8/17/2015	Learning walk observation tool	6/3/2016 quarterly
G1.B1.S4.A1	Targeted students will receive interventions before, during and afterschool.	Seal, Carolyn	8/17/2015	student roster, lesson plans,	6/2/2016 daily
G1.B2.S3.A1	Develop and implement an engaging family involvement program that supports our academic goals specifically oral language across all content areas	Diaz, Yanny	8/17/2015	sign in sheets; workshop evaluations from parents	6/2/2016 monthly
G1.B1.S3.A2	Lead teachers, Literacy Coach and district support staff will provide on-going professional development to teachers.	Seal, Carolyn	8/17/2015	Agenda , discussions, sharing best practices , surveys and follow up activities	6/3/2016 biweekly
G1.B1.S4.A2	.5 Response to Intervention - RTi / School Based team teacher will provide intervention support to students and collaborate with classroom teachers on student needs	Seal, Carolyn	8/17/2015	schedule, student roster, lesson plans	6/2/2016 daily
G1.B2.S3.A2	School will purchase supplemental supplies for trainings to engage parents in support of school's academic goals	Seal, Carolyn	8/17/2015	Title 1 Budget report	6/3/2016 monthly
G1.B1.S4.A3	Math resource teacher will provide student support and ongoing math/ science instruction to students	Seal, Carolyn	8/11/2015	People Soft Personnel reports, Title 1 Budget, Data chat notes, Math resource schedule	6/3/2016 daily
G1.B1.S4.A4	.5 resource teacher to provide intervention support to students and collaborate with classroom teachers on student needs	Diaz, Yanny	10/1/2015	schedule, student roster, lesson plans	6/3/2016 one-time
G1.MA1	ongoing student assessment results	Seal, Carolyn	8/16/2015	Completion of SIP mid year review	6/3/2016 semiannually
G1.B1.S2.MA1	Actively participating in PDD's and collaborative planning sessions and engaging in conversations	Seal, Carolyn	8/17/2015	Review of Performance Matters Assessments and common assessments	6/2/2016 daily
G1.B1.S2.MA1	Active participation in PDDs and application of knowledge acquired in classroom instruction.	Seal, Carolyn	8/17/2015	Review of schedule, LTM agenda with notes, data chats	6/2/2016 daily
G1.B1.S3.MA1	Active participation in LTMs, professional development opportunities, and grade level planning meetings Teachers receiving timely and meaningful feedback from learning walks.	Seal, Carolyn	8/17/2015	iObservation data, discussion and reflection on learning walk observation tool	6/3/2016 one-time
G1.B1.S3.MA1	Schedule learning walks and provide coverage for teachers to participate in walk and debrief afterwards	Seal, Carolyn	8/17/2015	schedule, notes from meeting, Learning Walk observation tool	6/3/2016 quarterly
G1.B2.S3.MA1	Follow-up with teachers on parents that participated in parent trainings during data chats and parent conferences	Seal, Carolyn	8/17/2015	parent training agendas, handouts, sign-in sheets, parent surveys, conference logs	6/2/2016 monthly
G1.B2.S3.MA1	Active participation of parents and students in family events	Seal, Carolyn	8/17/2015	Monitor parent attendance, review of training agenda, review of parent surveys	6/2/2016 monthly
G1.B1.S4.MA1	Student attendance and active participation in intervention	Seal, Carolyn	8/17/2015	Review of progress monitoring data throughout the year	6/2/2016 quarterly
G1.B1.S4.MA1	Provide interventions for selected students	Seal, Carolyn	8/17/2015	Review of lesson plans, review of student progress	6/2/2016 daily

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. If all teachers and students practice and deepen new knowledge through rich and rigorous conversations, in all curriculum areas, then we will continue to maintain and/or increase established targets achievement levels by June 2016.

G1.B1 Quality of core instruction in all subject areas

G1.B1.S2 Teachers will use number talks to increase students computational fluency.

PD Opportunity 1

Professional development on number talks

Facilitator

District mathematics department

Participants

K-5 Teachers, ESOL / ESE resource staff

Schedule

On 6/3/2016

G1.B1.S3 Conduct learning walks focused on rich and rigorous conversation and provide on-going professional development.

PD Opportunity 1

Lead teachers, Literacy Coach and district support staff will provide on-going professional development to teachers.

Facilitator

Lead Teachers, District Support Staff, Literacy Coach

Participants

All Teachers

Schedule

Biweekly, from 8/17/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S2.A1	Professional development on number talks				\$13,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6000	330-Travel	3261 - Diamond View Elementary School			\$3,500.00
			<i>Notes: provide subs for conferences , out of county travel expenses including mileage and tolls, registration, food and hotel</i>			
	5000	140-Substitute Teachers	3261 - Diamond View Elementary School	Title I Part A		\$10,000.00
			<i>Notes: provide substitutes for teachers to attend professional development trainings and /or collaborative planning, professional learning</i>			
2	G1.B1.S3.A1	Organize lead teachers from each grade level into math, literacy and science teams to conduct learning walks focused on rich and rigorous conversation.				\$2,190.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3336	590-Other Materials and Supplies	3261 - Diamond View Elementary School	Title I Part A		\$2,190.00
			<i>Notes: supplemental materials to support classroom instruction (posts its . chart paper; markers; copy paper, books</i>			
3	G1.B1.S3.A2	Lead teachers, Literacy Coach and district support staff will provide on-going professional development to teachers.				\$36,504.23
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	100-Salaries	3261 - Diamond View Elementary School	Title I Part A		\$32,504.23
			<i>Notes: Literacy Coach</i>			
	6400	500-Materials and Supplies	3261 - Diamond View Elementary School	Title I Part A		\$4,000.00
			<i>Notes: Professional Development books to support reading strategies (The Reading Strategies Book by Jennifer Serravallo and Mindset For Learning)</i>			
4	G1.B1.S4.A1	Targeted students will receive interventions before, during and afterschool.				\$29,635.80
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3261 - Diamond View Elementary School			\$300.00
			<i>Notes: materials and supplies to use for tutorial program</i>			

Budget Data						
	5000		3261 - Diamond View Elementary School	Title I Part A		\$10,000.00
<i>Notes: After school tutorial</i>						
	5000	590-Other Materials and Supplies	3261 - Diamond View Elementary School	Title I Part A		\$10,000.00
<i>Notes: Supplies (post it notes, chart paper, markers, composition notebooks, copy paper, pens , and covers for iPads, easels, pocket charts, vocabulary manipulatives from Lakeshore Learning and classroom libraries)</i>						
	5000	690-Computer Software	3261 - Diamond View Elementary School	Title I Part A		\$3,835.80
<i>Notes: Intervention programs (online subscriptions)- Raz Kids; Reading A-Z , TenMarks or iReady program</i>						
	5000	640-Furniture, Fixtures and Equipment	3261 - Diamond View Elementary School	Title I Part A		\$500.00
<i>Notes: head-sets for computers, splitters for istation usage</i>						
	5000		3261 - Diamond View Elementary School	Title I Part A		\$5,000.00
<i>Notes: Purchase additional ipads to support supplemental intervention program for students (istation , RazKids)</i>						
5	G1.B1.S4.A2	.5 Response to Intervention - RTi / School Based team teacher will provide intervention support to students and collaborate with classroom teachers on student needs				\$32,504.23
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	100-Salaries	3261 - Diamond View Elementary School	Title I Part A		\$32,504.23
6	G1.B1.S4.A3	Math resource teacher will provide student support and ongoing math/science instruction to students				\$66,008.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	500-Materials and Supplies	3261 - Diamond View Elementary School			\$1,000.00
<i>Notes: Purchase materials and supplies , consumable lab materials and supplemental literature /books to support STEM - hands on science activities for students</i>						
	5000	100-Salaries	3261 - Diamond View Elementary School	Title I Part A		\$65,008.00
<i>Notes: Math Resource Teacher</i>						
7	G1.B1.S4.A4	.5 resource teacher to provide intervention support to students and collaborate with classroom teachers on student needs				\$35,598.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	510-Supplies	3261 - Diamond View Elementary School			\$5,000.00

Budget Data						
			<i>Notes: student consumable books (words their way) , classroom library books</i>			
	5000	640-Furniture, Fixtures and Equipment	3261 - Diamond View Elementary School			\$3,000.00
			<i>Notes: bookshelves for classroom libraries</i>			
	5000	100-Salaries	3261 - Diamond View Elementary School	Title I Part A		\$27,598.00
			<i>Notes: teacher to work with targeted students in reading and/or math</i>			
8	G1.B2.S3.A1	Develop and implement an engaging family involvement program that supports our academic goals specifically oral language across all content areas				\$0.00
9	G1.B2.S3.A2	School will purchase supplemental supplies for trainings to engage parents in support of school's academic goals				\$4,362.50
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6150	500-Materials and Supplies	3261 - Diamond View Elementary School	Title I Part A		\$4,027.50
			<i>Notes: paper, training materials, post its, pens, markers, refreshments</i>			
	6150	500-Materials and Supplies	3261 - Diamond View Elementary School	Title I Part A		\$300.00
			<i>Notes: purchase materials and supplies for parent trainings (for all family training - Math /Science , STEM night, Summer Success, Literacy celebrations and tips for parents, Kindergarten readiness , Reading, and Wellness.</i>			
	6150	500-Materials and Supplies	3261 - Diamond View Elementary School	Title I Part A		\$35.00
			<i>Notes: Rock N Learn Phonics DVD sets. The sets will be available as a resource for our parents to check out . Teachers can offer the DVD during Parent conferences as a way to help the students with decoding. (Many parents state they do not know how to help with pronunciation and this is a way to help both parents and students. The cost of the Phonics DVD is 34.99 for volume one and volume two.</i>			
					Total:	\$220,302.76