

The School District of Palm Beach County

Diamond View Elementary School



2016-17 Schoolwide Improvement Plan

Diamond View Elementary School

5300 HAVERHILL RD, Greenacres, FL 33463

<https://dves.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	C*	C	C

**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 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	31
Appendix 2: Professional Development and Technical Assistance Outlines	32
Professional Development Opportunities	32
Technical Assistance Items	33
Appendix 3: Budget to Support Goals	33

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Diamond View Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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, positive and respected environment is kept thought-out the year.

c. 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(being responsible) ; Own your actions (knowing & keeping safe) , Considerate of others (being Respectful) , 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.

d. 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.

3. Early Warning Systems

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

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

Based on proposed scores, 34.1% of students in grades 3-5 scored Level 1 in the 2016 FSA ELA Test.

Based on proposed scores, 29.1% of students in grades 3-5 scored Level 1 in the 2016 FSA Mathematics Test.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	6	7	8	9	10	11	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

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

- *Collaborative Planning -grade level meetings
- *Supplemental and Intensive interventions through - SAI; iii; LLI;
- *Professional Learning Communities 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 (School Based Team Meetings - SBT & Child Study Team meetings -CST)
- * on-going monitoring, goal setting, discussions
- *tutorial - supplemental interventions provided to targeted students - before, during and after school

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

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

2. 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, Curriculum Parent night/Open House, 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) and monthly chats with the principal and leadership team.

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

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

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

b. Duties

1. 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 Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl 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.

2. 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 K-2 Resource Teacher, .5 3-5 Resource 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, Collaborative grade level meetings, Professional Learning Communities (PLC's), 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 Professional Learning Communities (PLC's) 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 three and a half teacher positions One, K-2 Literacy Resource Teacher that will 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. Also, one 3-5 Literacy resource teacher and a .5 resource teacher to provide supplemental and intensive interventions to targeted students. 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 District 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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Rochelle Swartz	Teacher
Carolyn Seal	Principal
Ibis Campos	Parent
Wendy Martin	Education Support Employee
Chetra Bipram	Parent
Deanna Kirkpatrick	Parent
Gisele Pinto	Business/Community
Jennie Carter	Business/Community
Juanita Sanchez	Teacher
Leah Rodney	Parent
Nedger Ferdinand	Parent
Quetsy Bickaroo	Parent
Brenda Gibbs	Parent
Valerie Hough	Teacher

b. Duties

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

a. 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. SIP is shared and reviewed each month as part of the agenda. Each month, a different subject is shared and discussed. Effective strategies are demonstrated and presented to the SAC committee for review and input.

b. 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. Also, partnership with Lake Worth Community center is established for homework assistance and parent involvement opportunities in the community.

c. 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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, Marzano Instructional resources, 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

D. Public and Collaborative Teaching

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

1. 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.
- Professional Learning Communities (PLC's) Meetings are held biweekly to allow for deeper study of standards and data analysis.

2. 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)
- Professional Learning Communities (PLC) - (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..)
- ongoing feedback on breakthroughs , observations
- High 5's , recognition certificates

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.

3. 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

Michelle Breiding (2nd) Interim – (* ESP - Schulte; Buddy : Crouse ; Other support staff: Zaffran
Allyson Michaud (K) Mentor : Mauro; Buddy: Moore; other support staff: Roche
Maeva Renaud (ASD/ESE) – * ESP - Shaw ; Buddy - Frost ; other support staff : Roche
Jesse Kimberly (1st) – ESP- Roche ; Buddy - Peccia ; other support staff :
Adam Sheppard (Resource – long term -sub) – * ESP-Anicola

Level 2: Full ESP Program

Diana Weintraub (3rd) – (mentor - Carner)
-Terri Stewart (P.E.) – (mentor- Kouf)
Olivia Ott (3rd) Mentor : P. Carpenter ; Buddy: Carner; other support staff : White
Kellie Ray (ASD/ESE - 3rd grade) – *ESP Mentor - White ; Buddy : Frost; other support staff: Shaw

Level 3: Modified ESP - other New Hires to Diamond View -

-Christine Thomas (1st) (Buddy -Bott)

- Cassandra Koskinen (3rd) – (Buddy - Ramlogan)
- Shawn Confortti (4th) –(Buddy- Watson)
- Michelle Siegel (SAI) – (Buddy- Heinke)
- Juanita Sanchez (ESOL Guidance) – (Buddy- Remon)

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)
- Professional Learning Community Meetings (PLC's),
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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 Professional Learning 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.

b. Instructional Strategies

1. 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
-

2. 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 we deliver effective and relevant ELA, Mathematics, and Science instruction to meet the needs of all students then, we will increase reading on grade level by third grade.

- G2.** If we deliver effective and relevant instruction to meet the needs of all students then, we will increase reading on grade level by third grade.

Strategic Goals Detail

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

G1. If we deliver effective and relevant ELA, Mathematics, and Science instruction to meet the needs of all students then, we will increase reading on grade level by third grade. 1a

G083736

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	60.0
Statewide Science Assessment Achievement	56.0

Targeted Barriers to Achieving the Goal 3

- Teachers need a deeper understanding to design and delivering personalized standards based lessons
- Parents need a deeper understanding of what is expected to help and support their child's academic needs

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher resource to support Math and Science instruction
- .5 Resource teacher to support personalized Math and Reading instruction
- Technology programs for practice (iReady)

Plan to Monitor Progress Toward G1. 8

Student performance data that reflects Math and Science results will be reviewed

Person Responsible

Yanny Diaz

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Student assessment results to determine student achievement

G2. If we deliver effective and relevant instruction to meet the needs of all students then, we will increase reading on grade level by third grade. 1a

G083737

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
ELA Achievement District Assessment	43.0

Targeted Barriers to Achieving the Goal 3

- Teachers need a deeper understanding with designing and delivering personalized standards based lessons

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Literacy support specialists
- 2- Resource teachers to support personalized Reading instruction
- MTSS resource staff -
- Funds for tutorial program for Reading and Math
- Technology programs for practice (iReady)

Plan to Monitor Progress Toward G2. 8

ongoing student assessment results

Person Responsible

Carolyn Seal

Schedule

Semiannually, from 8/16/2016 to 6/3/2017

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 we deliver effective and relevant ELA, Mathematics, and Science instruction to meet the needs of all students then, we will increase reading on grade level by third grade. **1**

 G083736

G1.B1 Teachers need a deeper understanding to design and delivering personalized standards based lessons **2**

 B222343

G1.B1.S2 Provide interventions for selected targeted students before, during and after school **4**

 S234613

Strategy Rationale

to personalize student instruction

Action Step 1 **5**

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

Person Responsible

Elizabeth Sheppard

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Schedule, lesson plans, student groups, notes from meeting with admin and resource teacher

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

Leadership meetings and faculty data chats

Person Responsible

Yanny Diaz

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Admin meeting notes, reflection template, evidence from data chats to adjust program as needed

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

Admin team will conduct walk-throughs, leadership discussions and data chats with resource staff to determine impact on student achievement

Person Responsible

Yanny Diaz


Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

collect data chat discussion notes , observation notes

G1.B2 Parents need a deeper understanding of what is expected to help and support their child's academic needs **2**

 B222344

G1.B2.S1 Align new and existing community and parent partnerships **4**

 S234614

Strategy Rationale

to increase parent involvement to positively increase student achievement

Action Step 1 **5**

Provide parent engagement activities to build parent capacity and increase parent communication through monthly newsletters and flyers.

Person Responsible

Yanny Diaz

Schedule

Biweekly, from 8/17/2016 to 6/2/2017

Evidence of Completion

Invitations, sign in sheets, parent evaluations and surveys, handouts and agendas

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Leadership will attend parent nights and analyzing parent evaluations and event outcome

Person Responsible

Carolyn Seal

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Collect parent evaluations, sign in sheets, student performance data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Admin will analyze student performance data and have teacher discussion

Person Responsible

Yanny Diaz

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

student performance data , PLC notes from discussions

G2. If we deliver effective and relevant instruction to meet the needs of all students then, we will increase reading on grade level by third grade. 1

G083737

G2.B1 Teachers need a deeper understanding with designing and delivering personalized standards based lessons 2

B222345

G2.B1.S4 Provide interventions for selected targeted students before, during and after school 4

S234618

Strategy Rationale

to provide students with meaningful ongoing practice to deepen knowledge

Action Step 1 5

Targeted students will receive interventions or enrichment before, during and afterschool.

Person Responsible

Carolyn Seal

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

student roster, lesson plans,

Action Step 2 5

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

Person Responsible

Yanny Diaz

Schedule

On 6/3/2017

Evidence of Completion

schedule, student roster, lesson plans

Action Step 3 5

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

Person Responsible

Yanny Diaz

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

schedule, student roster, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Admin will monitor implementation of interventions and enrichment for selected students

Person Responsible

Carolyn Seal

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans, attendance , review of student progress

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Student attendance and active participation in intervention or enrichment

Person Responsible

Carolyn Seal

Schedule

Quarterly, from 8/17/2016 to 6/2/2017

Evidence of Completion

Review of progress monitoring data throughout the year

G2.B1.S5 Provide teachers with job embedded professional learning opportunities **4**

 S234619

Strategy Rationale

to provide and support teachers how to personalize standards-based instruction

Action Step 1 **5**

Provide multiple opportunities for teachers to participate in Professional Learning Communities for each grade level during and after school

Person Responsible

Carolyn Seal

Schedule

Weekly, from 8/22/2016 to 5/12/2017

Evidence of Completion

PLC's agendas & minutes, collaborative team minutes

Action Step 2 **5**

Conduct learning walks based on the Pillars of Instruction

Person Responsible

Yanny Diaz

Schedule

Daily, from 8/22/2016 to 5/31/2017

Evidence of Completion

Learning walks checklist

Action Step 3 5

Conduct lesson studies that address all core content.

Person Responsible

Rachel Roche

Schedule

Quarterly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Reflection and feedback form

Action Step 4 5

Support teacher provided for K-5 reading block to foster collaboration between teachers and provide personalized learning opportunities for students.

Person Responsible

Rachel Roche

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

support schedule, data chats logs

Plan to Monitor Fidelity of Implementation of G2.B1.S5 6

Monitor agendas and lessons developed during PLC's and collaborative planning.

Person Responsible

Carolyn Seal

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Documents to support include agendas and minutes taken during PLC's and collaborative planning.

Plan to Monitor Effectiveness of Implementation of G2.B1.S5 7

Lesson plan showing adjustments made to indicate personalized instruction

Person Responsible

Carolyn Seal

Schedule

Daily, from 8/22/2016 to 5/31/2017

Evidence of Completion

copies of lesson plans indicating specific needs of students

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S5.A1 A302065	Provide multiple opportunities for teachers to participate in Professional Learning Communities for...	Seal, Carolyn	8/22/2016	PLC's agendas & minutes, collaborative team minutes	5/12/2017 weekly
G2.B1.S5.MA1 M306648	Lesson plan showing adjustments made to indicate personalized instruction	Seal, Carolyn	8/22/2016	copies of lesson plans indicating specific needs of students	5/31/2017 daily
G2.B1.S5.A2 A302066	Conduct learning walks based on the Pillars of Instruction	Diaz, Yanny	8/22/2016	Learning walks checklist	5/31/2017 daily
G2.B1.S5.A3 A302067	Conduct lesson studies that address all core content.	Roche, Rachel	8/22/2016	Reflection and feedback form	5/31/2017 quarterly
G1.MA1 M306639	Student performance data that reflects Math and Science results will be reviewed	Diaz, Yanny	9/1/2016	Student assessment results to determine student achievement	6/2/2017 monthly
G1.B2.S1.MA1 M306637	Admin will analyze student performance data and have teacher discussion	Diaz, Yanny	9/1/2016	student performance data , PLC notes from discussions	6/2/2017 monthly
G1.B2.S1.MA1 M306638	Leadership will attend parent nights and analyzing parent evaluations and event outcome	Seal, Carolyn	9/1/2016	Collect parent evaluations, sign in sheets, student performance data	6/2/2017 monthly
G1.B2.S1.A1 A302056	Provide parent engagement activities to build parent capacity and increase parent communication...	Diaz, Yanny	8/17/2016	Invitations, sign in sheets, parent evaluations and surveys, handouts and agendas	6/2/2017 biweekly
G1.B1.S2.MA1 M306635	Admin team will conduct walk-throughs, leadership discussions and data chats with resource staff to...	Diaz, Yanny	9/1/2016	collect data chat discussion notes , observation notes	6/2/2017 monthly
G1.B1.S2.MA1 M306636	Leadership meetings and faculty data chats	Diaz, Yanny	9/1/2016	Admin meeting notes, reflection template, evidence from data chats to adjust program as needed	6/2/2017 monthly
G1.B1.S2.A1 A302055	Math resource teacher will provide student support and ongoing math/ science instruction to students	Sheppard, Elizabeth	8/15/2016	Schedule, lesson plans, student groups, notes from meeting with admin and resource teacher	6/2/2017 daily
G2.B1.S4.MA1 M306646	Student attendance and active participation in intervention or enrichment	Seal, Carolyn	8/17/2016	Review of progress monitoring data throughout the year	6/2/2017 quarterly
G2.B1.S4.MA1 M306647	Admin will monitor implementation of interventions and enrichment for selected students	Seal, Carolyn	8/15/2016	Lesson plans, attendance , review of student progress	6/2/2017 daily
G2.B1.S4.A1 A302062	Targeted students will receive interventions or enrichment before, during and afterschool.	Seal, Carolyn	8/15/2016	student roster, lesson plans,	6/2/2017 daily
G2.B1.S4.A3 A302064	provide a resource teacher to provide intervention support to students and collaborate with...	Diaz, Yanny	8/15/2016	schedule, student roster, lesson plans	6/2/2017 daily
G2.B1.S5.MA1 M306649	Monitor agendas and lessons developed during PLC's and collaborative planning.	Seal, Carolyn	8/15/2016	Documents to support include agendas and minutes taken during PLC's and collaborative planning.	6/2/2017 weekly
G2.B1.S5.A4 A302068	Support teacher provided for K-5 reading block to foster collaboration between teachers and provide...	Roche, Rachel	8/15/2016	support schedule, data chats logs	6/2/2017 daily
G2.MA1 M306652	ongoing student assessment results	Seal, Carolyn	8/16/2016	Completion of SIP mid year review	6/3/2017 semiannually
G2.B1.S4.A2 A302063	.5 resource teacher to provide intervention support to students and collaborate with classroom...	Diaz, Yanny	10/1/2016	schedule, student roster, lesson plans	6/3/2017 one-time

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S2.A1	Math resource teacher will provide student support and ongoing math/science instruction to students				\$65,008.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	2110	100-Salaries	3261 - Diamond View Elementary School	Title I, Part A		\$65,008.00
			<i>Notes: 1.0 Resource Teacher - Elizabeth Sheppard</i>			
2	G1.B2.S1.A1	Provide parent engagement activities to build parent capacity and increase parent communication through monthly newsletters and flyers.				\$7,783.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	100-Salaries	3261 - Diamond View Elementary School	Title I, Part A		\$4,823.49
			<i>Notes: PRT - Parent trainings (63 hours)</i>			
	6150	370-Communications	3261 - Diamond View Elementary School			\$200.00
			<i>Notes: postage for mailings</i>			
	6150	590-Other Materials and Supplies	3261 - Diamond View Elementary School	Title I, Part A		\$2,759.51
			<i>Notes: supplies for parent involvement - paper and ink for parent communication, folders, academic games , books, food for parent trainings, make and tale materials, writing utensils, post-its</i>			
3	G2.B1.S4.A1	Targeted students will receive interventions or enrichment before, during and afterschool.				\$12,927.73
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000		3261 - Diamond View Elementary School	Title I, Part A		\$4,997.87
			<i>Notes: After school tutorial</i>			
	5000	590-Other Materials and Supplies	3261 - Diamond View Elementary School	Title I, Part A		\$6,829.86
			<i>Notes: Supplies (post it notes, chart paper, markers, composition notebooks, copy paper, pens , and cover for iPads, easels, pocket charts, vocabulary manipulatives from Lakeshore Learning and classroom libraries) instructional dividers to help students focus</i>			
	5000	690-Computer Software	3261 - Diamond View Elementary School	Title I, Part A		\$0.00
			<i>Notes: Intervention programs (online subscriptions)- Raz Kids; Reading A-Z , TenMarks</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 iReady usage; replacement of mice</i>			

Palm Beach - 3261 - Diamond View Elementary School - 2016-17 SIP
Diamond View Elementary School

	5000	500-Materials and Supplies	3261 - Diamond View Elementary School	Title I, Part A		\$600.00
			<i>Notes: 2-Fundations kit for Pre-K classrooms (\$600.00)</i>			
4	G2.B1.S4.A2	.5 resource teacher to provide intervention support to students and collaborate with classroom teachers on student needs				\$36,921.23
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	100-Salaries	3261 - Diamond View Elementary School	Title I, Part A		\$36,921.23
			<i>Notes: teacher to work with targeted students in reading and/or math (.5 Resource Teacher - Rachel Park)</i>			
	5000	640-Furniture, Fixtures and Equipment	3261 - Diamond View Elementary School			\$0.00
			<i>Notes: bookshelves for classroom libraries</i>			
5	G2.B1.S4.A3	provide a resource teacher to provide intervention support to students and collaborate with classroom teachers on student needs				\$65,008.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	2110	100-Salaries	3261 - Diamond View Elementary School	Title I, Part A		\$65,008.00
			<i>Notes: 1.0 Resource Teacher - Veronica Carner</i>			
6	G2.B1.S5.A1	Provide multiple opportunities for teachers to participate in Professional Learning Communities for each grade level during and after school				\$4,823.49
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			3261 - Diamond View Elementary School			\$4,823.49
			<i>Notes: PRT and benefits for teachers to participate in PLC's outside of contract time</i>			
7	G2.B1.S5.A2	Conduct learning walks based on the Pillars of Instruction				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6500	500-Materials and Supplies	3261 - Diamond View Elementary School	Title I, Part A		\$862.00
			<i>Notes: chart paper, posts-it, paper for copy, ink for EDW reports, ipad - keyboard cover (87.08)</i>			
	3376	120-Classroom Teachers	3261 - Diamond View Elementary School	Title I, Part A		\$1,138.00
			<i>Notes: Soluciones - Working with ELL students training (Remon & Diaz)</i>			
8	G2.B1.S5.A3	Conduct lesson studies that address all core content.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	500-Materials and Supplies	3261 - Diamond View Elementary School			\$0.00

Palm Beach - 3261 - Diamond View Elementary School - 2016-17 SIP
Diamond View Elementary School

						<i>Notes: books for lesson studies</i>
9	G2.B1.S5.A4	Support teacher provided for K-5 reading block to foster collaboration between teachers and provide personalized learning opportunities for students.				\$65,008.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			3261 - Diamond View Elementary School			\$65,008.00
						<i>Notes: 1.0 Resource Teacher - Kaitlyn Mauro (Byrne)</i>
						Total: \$259,479.45