

The School District of Palm Beach County

Diamond View Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	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 11/1/2017.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Diamond View Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 Statue 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. Scheduled and plan school wide multicultural projects.

Our teachers continue to learn about our students' cultural backgrounds through classroom meetings, SBT, counseling program, and mentoring opportunities for targeted students. Social Emotional Learning (SEL) program has been established in order to to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. 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.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Diamond View has in place the Positive Behavior Support System. The PBS 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 Starz program). The PBS 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 includes guidelines for success. Staring that " Miners are Responsible, Respectful and Safe ". It provides teachers and students with specific behavior expectations that should be followed 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.

PBS 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 a PBS team. The PBS 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Based on SY 2017 attendance reports, 16.5% of our students have less than 90% or below attendance reported (138 students)

Based on SY 2017 discipline report , 13 students reported with one or more suspensions whether in school or out of school

Based on proposed scores,

30% of students in grades 3 scored Level 1 in the 2017 FSA ELA Test. (91)

62% of students in grades 3-5 scored a Level 1 or 2 in the 2017 FSA ELA test.

50% of students in grades 3-5 scored a Level 1 or 2 in the 2017 FSA Math test.
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	28	19	24	29	15	23	0	0	0	0	0	0	0	138
One or more suspensions	2	1	2	3	0	5	0	0	0	0	0	0	0	13
Course failure in ELA or Math	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	
Retained student	4	1	5	35	19	28	0	0	0	0	0	0	0	92

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	12	
Students exhibiting two or more indicators	19	11	17	65	47	69	0	0	0	0	0	0	0	228

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

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

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)
School considers individual students needs and IEP goals when planning for intervention strategies in order to close the achievement gap
- 22.8% (188) of our students fall under SWD ; 34% of SWD are also in the ELL group category and 50% are of Hispanic ethnicity.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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.

- Open House/ Curriculum Night will ensure parents receive curriculum information, Edline information and school website information
- Obtains feedback from parents through PTO / SAC , Parent Involvement Plan, Curriculum Parent night/ Open House, and Title 1 Parent Night.
- Provide parents with quarterly newsletters to maintain school to family connection
- Teachers are expected to make positive contact with parents each 12 week period
- Parents are invited to a data awareness night to ensure parents are aware of their student academic status
(WIN- What I need to Know - events)
- Teachers participate in professional development training to increase positive relationships with parents
- 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.
- Establish partnerships with Palm Beach State College, Lake Worth Community Center to assist parents to help help increase student achievement

C. Effective Leadership

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
Remon, Donna	Administrative Support
Sheppard, Elizabeth	Teacher, K-12
Swartz, Shelly	SAC Member
Roche, Rachel	Other
Seal, Carolyn	Principal
Siegel, Michelle	Other
Mauro, Kaitlyn	Instructional Coach

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 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.

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 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 PBS 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
Jennie Carter	Business/Community
Juanita Sanchez	Teacher
Leah Rodney	Parent
Kaitlyn Mauro	Teacher
Christine D'Andrea	Teacher
Annette Ferrer	Parent
Farah Upperman	Parent
Marisel Yambo	Education Support Employee
Carolle Soufrant	Parent
Sara Dyben	Parent
Aleyde Amador	Parent
Allyson Dunn	Parent
Julia Najera	Parent
Felicia Larmore	Parent
Millicent Riley	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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
Roche, Rachel	Instructional Coach
Swartz, Shelly	SAC Member
Watson, Caitlin	Teacher, K-12
Mauro, Kaitlyn	Instructional Coach

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. (Strategic Initiative #1: Pillars of Effective Instruction)

Meeting the needs of students with disabilities :

The school will research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration between special education teachers, general education teachers and related service providers as appropriate.

Collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators.

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

Pillars of Instruction : (Strategic Initiative #12: Develop and implement a recruitment system that attracts high quality and diversity in candidates by job group category)

(Strategic Initiative #13: Develop and implement rigor in selecting and hiring that effectively identify and screen for high quality, skilled applicants)

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

- Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures
- Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
- School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.
- Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
- Establish and maintain relationships with colleges and officials in the field of education to promote the District
- Maintain regular contact with designated recruiter to improve talent acquisition effectiveness
- Regular meetings with administration
- Partnering teachers with highly effective teachers as mentors
- Provide professional Development opportunities
- Providing a safe and secure environment for all through PBS initiative
- 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

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

Strategic Initiative #2: Embed cultural competence, equity and access within instructional practices)
Strategic Initiative # 6: Develop the capacity to deliver effective instruction in prekindergarten to grade 2)

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, a "buddy" in that same grade level and other professional support, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. 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.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

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 is divided in 3 different sections.

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.

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

- Monthly support meetings,
 - Weekly meetings with mentor
 - Weekly curriculum planning support
 - Weekly or biweekly meetings with Assistant Principal
 - online - ESP support - identifying level of support needed by new educator
 - 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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.
- Teachers plan together weekly to ensure core instruction and materials are in place each week. - 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.

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

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.

Strategic Plan Alignment: Strategic Initiative #1 (Pillars of Effective Instruction):
(Strategic Initiative #2: Embed cultural competence, equity and access within instructional practices)
(Strategic Initiative #6: Develop the capacity to deliver effective instruction in prekindergarten to grade 2)

Teachers use evidence from student work to:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an additional 30 minute reading block (option for extended day)
- Creating a schedule with an uninterrupted 45-60 minute writing block
- Providing instruction based on student needs
- Providing instruction aligned with District and the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support reading and writing units of study (including reading and writing mentor texts, big books, leveled books for small group instruction), complex texts, word study materials, etc.
- Administering assessments which measure instructed standards, Strategic Actions (Searching for

and Using Information, Summarizing, Inferring, Synthesizing, Critiquing, etc.), Qualities of Good Writing (meaning/Purpose, Organization Elaboration, Grammar, etc.), and reading and writing behaviors

- Monitoring progress at the grade, class and individual student level during Professional Learning Communities (PLCs)
- Conducting data chats with students
- Utilizing the Reading and Writing Units of Study based on in conjunction with current data
- Utilizing the Balanced Literacy Components (Read Aloud, Shared Reading Guided Reading, Strategy Lessons, Independent Reading, Modeled Writing, Shared Writing, Interactive Writing, Guided Writing, Independent Writing, and Word Study) to gradually teach students how to be independent in what is being taught based on their needs
- Choosing methods of instruction for minilessons based on the needs of students (modeled, guided practice, inquiry)
- Providing differentiated word study instruction based on current data
- Students self-selecting texts based on RRR levels
- Providing Process and Strategy charts for reminders of teaching
- Students independently using charts and other tools to practice and monitor their own learning
- Students receiving push-in/pull out services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction

Strategic Plan Alignment: Strategic Initiative #1 (Pillars of Effective Instruction):

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)

- Provide specially designed instruction per student's IEP needs
- Strategic Instructional Model is used in Learning Strategy classrooms
- Integrating accommodations into Lesson Plans

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

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. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Strategic Initiative #1: Define pillars of effective instruction to increase the academic achievement of all students)

Strategic Initiative #2: Embed cultural competence, equity and access within instructional practices)

Strategic Initiative #6: Develop the capacity to deliver effective instruction in prekindergarten to grade 2)

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Diamond View Elementary offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

To assist with the transition of school-based and community children into the school's kindergarten, the school engages in:

- * Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education)
- * Scheduling of a talk/meeting with preschool children's families
- * Distribution of a letter, flyer or informational brochure sent to families of preschool children
- * Holding open house for families of incoming kindergarten children
- * Scheduling kindergarten registrations at private preschools and centers
- * Scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher
- * Making plans for preschool children to practice kindergarten routines, such as carrying lunch trays
- * Scheduling opportunities or creating guides for reading books or having conversations with children about what kindergarten will be like
- * Providing for the transmittal of written records of a child's experiences or status to the kindergarten teacher
- * Providing opportunities for school-based and/or community-based, private preschool teachers to meet with kindergarten teachers to discuss standards and goals for children
- * Distributing of community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten
- * Providing home learning activities to families to help them prepare children for kindergarten entry
- * Collaborating with other child and family support agencies to promote school readiness (such as Bridges)
- * Creating website offerings about transition to kindergarten resources for families
- * 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.

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

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.

n/a

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

n/a

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

n/a

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.

n/a

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** If we deliver effective and relevant instruction , in all subject areas to meet the needs of all students, then we will increase the number of students reading on grade level by the end of 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 instruction , in all subject areas to meet the needs of all students, then we will increase the number of students reading on grade level by the end of third grade. 1a

G094894

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	64.0
FSA Mathematics Achievement	51.0
FSA ELA Achievement - Grade 3	43.0
Statewide Science Assessment Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- we have a challenge utilizing data to identify and provide personalized learning opportunities for each student

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

Biweekly, from 9/1/2017 to 6/2/2018

Evidence of Completion

Achievement data related to goal and targets (FSA, Diagnostics);completion of SIP mid-year review

Plan to Monitor Progress Toward G1. 8

Review of student performance data that reflects ELA results

Person Responsible

Yanny Diaz

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Achievement data related to goal and targets (FSA, RRR);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

 = Problem Solving Step  S123456 = Quick Key


G1. If we deliver effective and relevant instruction , in all subject areas to meet the needs of all students, then we will increase the number of students reading on grade level by the end of third grade. **1**

 G094894

G1.B1 we have a challenge utilizing data to identify and provide personalized learning opportunities for each student **2**

 B255291

G1.B1.S1 Deepen instructional staff's understanding of the pillars of effective instruction through a variety of professional learning opportunities (PLC's, PDD , PBMI) **4**

 S269780

Strategy Rationale

to develop a deeper understanding to design and deliver effective and personalized based lessons

Action Step 1 **5**

Survey instructional staff to determine their baseline understanding of interpreting multiple sources of data to inform their instructional decisions

Person Responsible

Rachel Roche

Schedule

Biweekly, from 8/14/2017 to 6/2/2018

Evidence of Completion

PLC meeting schedule and minutes taken

Action Step 2 **5**

Develop a PLO schedule that has a theme focused on understanding the pillars of effective instruction.

Person Responsible

Yanny Diaz

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC, PDD , faculty meeting agendas

Action Step 3 5

Integrate each pillar into focus of PLCs

Person Responsible

Rachel Roche

Schedule

On 6/1/2018

Evidence of Completion

Schedule of PLC meetings, PLC meeting agendas, sign-ins, notes, PLC work products (i.e. item analyses, DFS, focus calendars, etc.)

Action Step 4 5

Teacher leaders will support colleagues with integrating the elements of the pillars into daily instruction

Person Responsible

Yanny Diaz

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teacher leader and district support reflection logs, collaborative team meeting notes

Action Step 5 5

After conducting observations and classroom walk-throughs, the leadership team will identify common trends to provide coaching feedback to teachers individually and/or during PLCs

Person Responsible

Carolyn Seal

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC agendas , i Observation reports, reflection logs

Action Step 6 5

Survey instructional staff to determine their level of understanding of interpreting multiple sources of student data to determine students specific needs

Person Responsible

Yanny Diaz

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

survey results

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor PLC agendas and lessons developed, assessments, and focus calendar during PLC's and collaborative planning.

Person Responsible

Yanny Diaz

Schedule

Weekly, from 8/21/2017 to 6/2/2018

Evidence of Completion

PLC agendas, reflections

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Review teacher collaborative meetings and follow up as needed

Person Responsible

Yanny Diaz

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

review of the evidence that resource teacher is planning/collaborating with classroom teachers, teacher reflections

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor student progress in all academic areas of support (ELA, Math & Science)

Person Responsible

Yanny Diaz

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Evidence of review of monitoring usage reports generated by program; reflections showing analysis of usage data; narrative description of adjustments made based on monitoring for fidelity;

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor progress of students in the L25%

Person Responsible

Yanny Diaz

Schedule

Every 3 Weeks, from 8/14/2017 to 6/1/2018

Evidence of Completion

Evidence of review of monitoring usage reports generated by program and other push in support ; reflections showing analysis of usage data; narrative description of adjustments made based on monitoring for fidelity;

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Walk-through observations will take place to determine the level of instruction taken place

Person Responsible

Yanny Diaz

Schedule

Daily, from 8/21/2017 to 6/2/2018

Evidence of Completion

i Observation reports with feedback, walk-through observation schedule

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review student progress monitoring data (ELA , Math & Science)

Person Responsible

Yanny Diaz




Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Evidence of review of monitoring/data reports generated by program (classroom & push in support) ; reflections showing analysis of student progress; narrative descriptions of adjustments made based on monitoring for effectiveness

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA2  M385279	Review of student performance data that reflects ELA results	Diaz, Yanny	8/14/2017	Achievement data related to goal and targets (FSA, RRR); completion of SIP mid-year review	6/1/2018 biweekly
G1.B1.S1.MA2  M385269	Review student progress monitoring data (ELA , Math & Science)	Diaz, Yanny	8/14/2017	Evidence of review of monitoring/data reports generated by program (classroom & push in support) ; reflections showing analysis of student progress; narrative descriptions of adjustments made based on monitoring for effectiveness	6/1/2018 biweekly
G1.B1.S1.MA3  M385271	Review teacher collaborative meetings and follow up as needed	Diaz, Yanny	8/14/2017	review of the evidence that resource teacher is planning/collaborating with classroom teachers, teacher reflections	6/1/2018 monthly
G1.B1.S1.MA4  M385272	Monitor student progress in all academic areas of support (ELA, Math & Science)	Diaz, Yanny	8/14/2017	Evidence of review of monitoring usage reports generated by program; reflections showing analysis of usage data; narrative description of adjustments made based on monitoring for fidelity;	6/1/2018 monthly
G1.B1.S1.MA7  M385273	Monitor progress of students in the L25%	Diaz, Yanny	8/14/2017	Evidence of review of monitoring usage reports generated by program and other push in support ; reflections showing analysis of usage data; narrative description of adjustments made based on monitoring for fidelity;	6/1/2018 every-3-weeks
G1.B1.S1.A2  A360560	Develop a PLO schedule that has a theme focused on understanding the pillars of effective...	Diaz, Yanny	8/14/2017	PLC, PDD , faculty meeting agendas	6/1/2018 weekly
G1.B1.S1.A3  A360561	Integrate each pillar into focus of PLCs	Roche, Rachel	8/14/2017	Schedule of PLC meetings, PLC meeting agendas, sign-ins, notes, PLC work products (i.e. item analyses, DFS, focus calendars, etc.)	6/1/2018 one-time
G1.B1.S1.A4  A360562	Teacher leaders will support colleagues with integrating the elements of the pillars into daily...	Diaz, Yanny	8/14/2017	Teacher leader and district support reflection logs, collaborative team meeting notes	6/1/2018 weekly
G1.B1.S1.A5  A360563	After conducting observations and classroom walk-throughs, the leadership team will identify...	Seal, Carolyn	8/14/2017	PLC agendas , i Observation reports, reflection logs	6/1/2018 weekly
G1.B1.S1.A6  A360564	Survey instructional staff to determine their level of understanding of interpreting multiple...	Diaz, Yanny	8/14/2017	survey results	6/1/2018 quarterly
G1.MA1  M385278	Student performance data that reflects Math and Science results will be reviewed	Diaz, Yanny	9/1/2017	Achievement data related to goal and targets (FSA, Diagnostics); completion of SIP mid-year review	6/2/2018 biweekly
G1.B1.S1.MA1  M385268	Walk-through observations will take place to determine the level of instruction taken place	Diaz, Yanny	8/21/2017	i Observation reports with feedback, walk-through observation schedule	6/2/2018 daily
G1.B1.S1.MA1  M385270	Monitor PLC agendas and lessons developed, assessments, and focus calendar during PLC's and...	Diaz, Yanny	8/21/2017	PLC agendas, reflections	6/2/2018 weekly
G1.B1.S1.A1  A360559	Survey instructional staff to determine their baseline understanding of interpreting multiple...	Roche, Rachel	8/14/2017	PLC meeting schedule and minutes taken	6/2/2018 biweekly

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction , in all subject areas to meet the needs of all students, then we will increase the number of students reading on grade level by the end of third grade.

G1.B1 we have a challenge utilizing data to identify and provide personalized learning opportunities for each student

G1.B1.S1 Deepen instructional staff's understanding of the pillars of effective instruction through a variety of professional learning opportunities (PLC's, PDD , PBMI)

PD Opportunity 1

Integrate each pillar into focus of PLCs

Facilitator

Rachel Roche

Participants

K - 5 teachers & support staff

Schedule

On 6/1/2018

PD Opportunity 2

Teacher leaders will support colleagues with integrating the elements of the pillars into daily instruction

Facilitator

Team leaders , E. Sheppard, K. Mauro R. Roche

Participants

K - 5 teachers

Schedule

Weekly, from 8/14/2017 to 6/1/2018

PD Opportunity 3

After conducting observations and classroom walk-throughs, the leadership team will identify common trends to provide coaching feedback to teachers individually and/or during PLCs

Facilitator

Carolyn Seal & Yanny Diaz

Participants

Instructional staff

Schedule

Weekly, from 8/14/2017 to 6/1/2018