

The School District of Palm Beach County

Diamond View Elementary School



2018-19 Schoolwide Improvement Plan

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Diamond View Elementary School

5300 HAVERHILL RD, Greenacres, FL 33463

<https://dves.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	88%
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	2017-18	2016-17	2015-16	2014-15
Grade	B	C	C	C*

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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	Administrative Support
Seal, Carolyn	Principal
Siegel, Michelle	Other
Mauro, Kaitlyn	Instructional Coach
Esham, Torrey	Other

Duties

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

Seal, Carolyn - School Principal

Diaz, Yanny - Assistant Principal

Remon, Donna - ESOL coordinator - - works, supports, and connects all stakeholders (students, parents, teachers, staff and community) with the ESOL program of our school.

Swartz, Shelley - 4th grade teacher, SAC chairperson

Roche, Rachel - Single School Culture Coordinator . SBT coordinator

Siegel, Michelle - SAI teacher - Instructional support and classroom interventionist.

Mauro, Kaitlyn - Literacy resource Teacher , Voluntary lead mentor

Esham Torrey - ESE contact - works, supports, and connects all stakeholders (students, parents, teachers, staff and community) with the Exceptional Student Education program of our school.

Anicola, Michelle - Marzano Liason - supports teachers with professional development needs with Marzano initiatives

Sheppard, Elizabeth - Math and Science resource teacher

Early Warning Systems

Year 2017-18

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	34	25	20	34	20	20	0	0	0	0	0	0	0	153
One or more suspensions	1	1	1	0	2	4	0	0	0	0	0	0	0	9
Course failure in ELA or Math	46	73	81	114	104	71	0	0	0	0	0	0	0	489
Level 1 on statewide assessment	0	0	0	81	48	42	0	0	0	0	0	0	0	171

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	13	17	16	84	57	47	0	0	0	0	0	0	0	234

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	6	22	0	0	0	0	0	0	0	0	0	30
Retained Students: Previous Year(s)	0	1	4	1	21	28	0	0	0	0	0	0	0	55

Date this data was collected

Wednesday 8/29/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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	57	44	70	0	0	0	0	0	0	0	171
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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

3rd grade ELA (35%) -7% from prior year

This is not a trend. In previous years we have increased approximately 6-7% each year.

Which data component showed the greatest decline from prior year?

3rd grade ELA and math (ELA-7%, Math - 1%)

Which data component had the biggest gap when compared to the state average?

3rd grade ELA had the greatest gap

We were -22% from the state average

Which data component showed the most improvement? Is this a trend?

5th grade ELA and Science showed the most improvement.

ELA improved by 21% and science increased by 23%.

This is not identified as a trend.

Describe the actions or changes that led to the improvement in this area.

ELA: Double-down instructional model, data driven, pacing guide, tutorial/enrichment opportunities, professional development

Science: On-going district instructional support, professional development, tutorial/enrichment opportunities, pacing guide

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	46%	57%	56%	38%	52%	52%
ELA Learning Gains	60%	61%	55%	47%	56%	52%
ELA Lowest 25th Percentile	57%	56%	48%	53%	51%	46%
Math Achievement	50%	65%	62%	55%	61%	58%
Math Learning Gains	62%	63%	59%	62%	61%	58%
Math Lowest 25th Percentile	52%	53%	47%	52%	51%	46%
Science Achievement	57%	56%	55%	47%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	34 (28)	25 (19)	20 (24)	34 (29)	20 (15)	20 (23)	153 (138)
One or more suspensions	1 (2)	1 (1)	1 (2)	0 (3)	2 (0)	4 (5)	9 (13)
Course failure in ELA or Math	46 (0)	73 (0)	81 (0)	114 (0)	104 (0)	71 (0)	489 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	81 (0)	48 (0)	42 (0)	171 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	35%	56%	-21%	57%	-22%
	2017	42%	54%	-12%	58%	-16%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2018	48%	58%	-10%	56%	-8%
	2017	46%	57%	-11%	56%	-10%
Same Grade Comparison		2%				
Cohort Comparison		6%				
05	2018	48%	59%	-11%	55%	-7%
	2017	27%	52%	-25%	53%	-26%
Same Grade Comparison		21%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	43%	63%	-20%	62%	-19%
	2017	44%	62%	-18%	62%	-18%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	44%	63%	-19%	62%	-18%
	2017	49%	64%	-15%	64%	-15%
Same Grade Comparison		-5%				
Cohort Comparison		0%				
05	2018	60%	66%	-6%	61%	-1%
	2017	50%	61%	-11%	57%	-7%
Same Grade Comparison		10%				
Cohort Comparison		11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	55%	56%	-1%	55%	0%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	25	52	50	24	49	50	34				
ELL	28	55	51	35	47	47	31				
ASN	68	69		74	77						
BLK	39	53	59	49	66	53	45				
HSP	40	58	56	46	59	50	57				
WHT	65	71		55	63		65				
FRL	43	59	57	47	60	49	53				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	14	44	52	27	40	45	25				
ELL	24	44	49	38	53	47	18				
ASN	76	67		82	50						
BLK	38	55	60	45	53	56	20				
HSP	34	46	49	48	50	37	32				
WHT	55	58		55	48		53				
FRL	36	50	50	47	54	45	31				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	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 the third grade (LTO#1)
Rationale	<p>*3rd grade ELA is the lowest performing achievement area and showed the greatest decline from 2017 to 2018.</p> <p>*3rd grade had the highest number of students with attendance below 90%</p> <p>*This area of focus aligns with the District Strategic Plan to increase reading on grade level to 75% and ensure 75% high school readiness.</p>
Intended Outcome	Increase 3rd grade ELA proficiency by 14% to be on target of meeting Long Term Outcome #1 of the Strategic Plan by 2021.
Point Person	Carolyn Seal (carolyn.seal@palmbeachschools.org)
Action Step	
Description	<p>Pillars of Effective Instruction- Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity with a focus on reading and writing across the content areas.</p> <p>*Focus attendance initiative on 3rd grade students</p> <p>*Small group standards based instruction (teachers, academic tutors, etc.)</p> <p>*Teachers will collaborate to analyze data to drive personalized, standards based instruction.</p> <p>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.</p>
Person Responsible	Carolyn Seal (carolyn.seal@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	<p>*Classroom teachers will accurately input attendance data into SIS and contact parents in a timely manner with attendance concerns. PBC School District will also send out parent links, emails, and text messages.</p> <p>*Guidance counselors will monitor SIS for attendance concerns and provide targeted parent outreach.</p> <p>*Leadership Team will monitor instruction and student performance on RRR, FSQ, District Diagnostics, i-Ready, etc.</p> <p>*Leadership team will conduct on-going data chats with teachers and students.</p>
Person Responsible	Yanny Diaz (yanny.diaz@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Title 1 funds Family involvement activities throughout the year in Reading, Math, Science and Writing. 60% (510) parents will attend at least one family involvement activity offered at school, based on an enrollment of 850 students.

PFEF Link

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

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 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 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 Check-in/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.

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 PBS 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.

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

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)

- * 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, practice kindergarten routines
- * Collaborating with other child and family support agencies to promote school readiness (such as Bridges)
- * All incoming Kindergarten students are assessed prior to or upon entering in the areas of Basic Skills/ School Readiness
- * 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.

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.

Leadership 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. Materials are purchased to support instructional needs for the double down literacy 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. Differentiating instruction based on students' needs through the core, supplemental , 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.

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 and 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. 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. Also, the district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part C: Migrant Liaison provides services & support to students & 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 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.

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 a receive free nutritional breakfast.

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

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

Diamond View Elementary has been awarded a grant up to \$11,000 from (IMP Grant Award)"TEAMWORK EDUCATION FOUNDATION - for an instrumental music program for the school year 2018-2019. We believe by establishing this partnership it will open many doors and opportunities for all students involved. This will give our students to learn and grow musically and at the same time increase academic success.

We also incorporate STEM initiatives to drive instruction across the grade levels daily. Students are immersed in science inquiry learning weekly, through a host of opportunities to participate in STEM based activities and lessons. Several of our teachers have earned Google Certification or STEM Coaching Certification through a partnership with the University of Florida. Our entire campus participates in a school-wide STEM half day challenge once a month and we have a culminating STEM activity on a biweekly basis. We have a Robotics Club, Green Club, Kids that Code Club, Secme, and offer a STEAM based program for our Aftercare. In order to reach out to and include our community, we organize a STEM Family Night like Caine's Arcade Night for our parents and families to participate in. Our stakeholders show their support by allocating funds for subscriptions to Scholastic Magazines and replenishing consumable STEM activity materials.

Part V: Budget

Total:

\$347,579.49