



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Diamond View Elementary School

5300 HAVERHILL RD

Greenacres, FL 33463

561-304-4200

www.edline.net/pages/diamond_view_elementary_school

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 83%
Alternative/ESE Center No	Charter School No	Minority Rate 82%

School Grades History

2013-14 C	2012-13 C	2011-12 B	2010-11 B
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Diamond View Elementary School

Principal

Carolyn Seal

School Advisory Council chair

Rochelle Swartz

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Yanny Diaz	Assistant Principal
Janet Bartlett	Literacy Resource Teacher (Writing)
Rachel Roche	Literacy Coach (Reading)
Donna Remon	ESOL Coordinator
Elizabeth Sheppard	Math Resource Teacher
Wendy Swanson	Learning Team Facilitator/Rtl Resource Teacher

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

SAC membership consists of the Principal and a mixture of teachers, educational support employees, parents and other business and community citizens who are representative of the ethnic, racial and economic community served by the school. The majority of the membership are not school district employees.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The SAC will team up with the Children's Service Council to provide our Diamond View families The Power of Positive Parenting Program (Triple P). In addition, the guidance department to provide parenting services for our students and families.

Projected use of school improvement funds, including the amount allocated to each project

There will not be any allocation of school improvement funds this school year. The current balance of approximately \$250 will be available to teachers if requested for purchases that will support student achievement.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Parents will be invited to the SAC meeting in October by distributing SAC brochure to all Diamond View families and spreading meeting information by word of mouth and e-mails to non-district employees and specific subgroups through teachers and staff. We will actively encourage membership to parents/ community members to attend our meetings. We have asked teachers to speak with parents at conferences about becoming a SAC member.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Carolyn Seal

Principal

Years as Administrator: 8

Years at Current School: 8

Credentials

Elementary Education (1-6), Primary Education (K-3), Educational Leadership (All Levels), English for Speakers of Other Languages (ESOL) Endorsement, DOE certificate #740018

Performance Record

Principal of Diamond View Elementary in 2012-2013:
 Grade: C, Reading Mastery: 53%, Math Mastery: 58%, Science Mastery: 52%, Writing Mastery: 64%, Learning Gains Reading: 64 points, Learning Gains Math: 62 points, Lowest 25% Reading: 73 points, Lowest 25% Math: 57 points

Principal of Diamond View Elementary in 2011-2012:
 Grade: B, Reading Mastery: 48%, Math Mastery: 52%, Science Mastery: 48%, Writing Mastery: 75%, Learning Gains Reading: 70 points, Learning Gains Math 69 points, Lowest 25% Reading: 77 points, Lowest 25% Math: 70 points

Principal of Diamond View Elementary in 2010-2011:
 Grade: B, Reading Mastery: 64%, Math Mastery: 72%, Science Mastery: 58%, Writing Mastery: 85% Made AYP in the Math subgroup for white. All other subgroups did not make AYP. All subgroups for Reading did not make AYP.

Principal of Diamond View Elementary in 2009-2010:
 Grade: A , Reading Mastery: 74%, Math Mastery: 78%, Writing Mastery 86%, Science Mastery: 46%. AYP: 92%. Made AYP in all Math areas. Reading: did not make AYP in Black, FRL and ELL subgroups.

Principal of Diamond View Elementary in 2008-2009:
 Grade: A, Reading Mastery: 77%, Math Mastery: 78%, Writing Mastery 93%, Science Mastery: 55%. AYP: 92%, Hispanic, ELL, and SWD did not make AYP in Math.

Principal at Diamond View Elementary in 2007-2008:
 Grade: A, Reading Mastery: 73%, Math Mastery: 81%, Writing Mastery: 88%, Science Mastery: 58%. AYP: 90%, Hispanic, ELL, SWD did not make AYP in Reading, ELL did not make AYP in Math.

Assistant Principal at Diamond View Elementary in 2006-2007:
 Grade: A, Reading Mastery 74%, Math Mastery 77%, Writing Mastery 96%, Science Mastery 44%. AYP: 97%. Only SWD did not make AYP in Math.

Assistant Principal at Diamond View Elementary in 2005-2006:
 Grade: A, Reading Mastery 70%, Math Mastery 69%, Writing Mastery 94%. School met AYP.

Yanny Diaz

Asst Principal

Years as Administrator: 8

Years at Current School: 6

Credentials

Elementary Education (1-6), Primary Education (K-3), Educational Leadership (All Levels), English for Speakers of Other Languages (ESOL) Endorsement, DOE Certificate #742956

Performance Record

Assistant Principal of Diamond View Elementary in 2012-2013:
Grade: C, Reading Mastery: 53%, Math Mastery: 58%, Science Mastery: 52%, Writing Mastery: 64%, Learning Gains Reading: 64 points, Learning Gains Math: 62 points, Lowest 25% Reading: 73 points, Lowest 25% Math: 57 points

Assistant Principal of Diamond View Elementary in 2011-2012:
Grade: B, Reading Mastery: 48%, Math Mastery: 52%, Science Mastery: 48%, Writing Mastery: 75%, Learning Gains Reading: 70 points, Learning Gains Math 69 points, Lowest 25% Reading: 77 points, Lowest 25% Math: 70 points

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Assistant Principal of Diamond View Elementary in 2008-2009:
Grade: A, Reading Mastery: 77%, Math Mastery: 78%, Writing Mastery 93%, Science Mastery: 55%. AYP: 92%, Hispanic, ELL, and SWD did not make AYP in Math.

Assistant Principal at Diamond View Elementary in 2007-2008:
Grade: A, Reading Mastery: 73%, Math Mastery: 81%, Writing Mastery: 88%, Science Mastery: 58%. AYP: 90%, Hispanic, ELL, SWD did not make AYP in Reading, ELL did not make AYP in Math.

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Rachel Roche		
Full-time / School-based	Years as Coach: 7	Years at Current School: 7
Areas	Reading/Literacy, RtI/MTSS	
Credentials	Bachelor of Science in Elementary Education (K-6), Master of Reading, English for Speakers of Other Languages (ESOL) Endorsement, Master of Educational Leadership (All Levels)	
Performance Record	<p>Reading Coach for Diamond View Elementary in 2012-2013: Grade: C, Reading Mastery: 53%, Math Mastery: 58%, Science Mastery: 52%, Writing Mastery: 64%, Learning Gains Reading: 64 points, Learning Gains Math: 62 points, Lowest 25% Reading: 73 points, Lowest 25% Math: 57 points</p> <p>Reading Coach for Diamond View Elementary 2011-2012: Grade: B, Reading Mastery: 48%, Math Mastery: 52%, Science Mastery: 48%, Writing Mastery: 75%, Learning Gains Reading: 70 points, Learning Gains Math 69 points, Lowest 25% Reading: 77 points, Lowest 25% Math: 70 points</p> <p>Reading Coach for Diamond View Elementary 2010-2011: Grade: B, Reading Mastery: 64%, Math Mastery: 72%, Science Mastery: 58%, Writing Mastery: 85% Made AYP in the Math subgroup for white. All other subgroups did not make AYP. All subgroups for Reading did not make AYP.</p> <p>Reading Coach for Diamond View Elementary in 2009-2010: Grade: A , Reading Mastery: 74%, Math Mastery: 78%, Writing Mastery 86%, Science Mastery: 46%. AYP: 92%. Made AYP in all Math areas. Reading: did not make AYP in Black, FRL and ELL subgroups.</p> <p>Reading Coach for Diamond View Elementary in 2008-2009: Grade: A, Reading Mastery: 77%, Math Mastery: 78%, Writing Mastery 93%, Science Mastery: 55%. AYP: 92%, Hispanic, ELL, and SWD did not make AYP in Math.</p> <p>Reading Coach for Diamond View Elementary in 2007-2008: Grade: A, Reading Mastery: 73%, Math Mastery: 81%, Writing Mastery: 88%, Science Mastery: 58%. AYP: 90%, Hispanic, ELL, SWD did not make AYP in Reading, ELL did not make AYP in Math.</p> <p>Reading Coach for Diamond View Elementary in 2006-2007: Grade: A, Reading Mastery 74%, Math Mastery 77%, Writing Mastery 96%, Science Mastery 44%. AYP: 97%. Only SWD did not make AYP in Math.</p>	

Classroom Teachers

of classroom teachers

72

receiving effective rating or higher

72, 100%

Highly Qualified Teachers

100%

certified in-field

3, 4%

ESOL endorsed

56, 78%

reading endorsed

7, 10%

with advanced degrees

13, 18%

National Board Certified

3, 4%

first-year teachers

10, 14%

with 1-5 years of experience

17, 24%

with 6-14 years of experience

22, 31%

with 15 or more years of experience

23, 32%

Education Paraprofessionals

of paraprofessionals

6

Highly Qualified

6, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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)
- BTAP/DVES Teacher Network- Beginning Teacher Assistance Program and DVES Teacher Network (Assistant Principal, BTAP Team, District team)

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

New Teacher (less than 3 years) / ESP Mentor / Rationale for Pairing

Ms. Altine - Ms. Barlett (Experienced teacher to support understanding our school climate & curriculum)

Ms. Thomas - Ms. Bartlett (Experienced teacher to support understanding our school climate & curriculum)

Ms. Starr - Ms. Beverly (Experienced teacher to support understanding our school climate & curriculum)

Ms. Hilo - Ms. Beverly (Experienced teacher to support understanding our school climate & curriculum)

Ms. Goris - Ms. Lucarelli (Experienced ESE teacher to support understanding our school climate & curriculum)

Ms. Platt - Ms. Lucarelli (Experienced ESE teacher to support understanding our school climate & curriculum)

Ms. Chrzan - Ms. Lucarelli (Experienced ESE teacher to support understanding our school climate & curriculum)

Ms. Elder-Ross - Ms. R. Roche (Experienced teacher to support understanding our school climate & curriculum)

Ms. Haretos - Ms. R. Roche (Experienced teacher to support understanding our school climate & curriculum)

Ms. Penniello - Ms. R. Roche (Experienced teacher to support understanding our school climate & curriculum)

Ms. Suggs - Ms. R. Roche (Experienced teacher to support understanding our school climate & curriculum)

Ms. Houser - Ms. Sheppard (Experienced teacher to support understanding our school climate & curriculum)

Mentoring activities include but are not limited to:

- Monthly BTAP-DVES Teacher Network Meetings,
- Weekly and daily check-ins by mentor with mentee(s)
- Weekly curriculum planning support
- Monthly check-ins with Assistant Principal
- Ongoing support provided

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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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 Reading Coach, Writing Resource Teacher, SAI Teacher, Math and Science Resource Teacher, and Learning Team Facilitator/RtI Resource Teacher. Materials are purchased to support instructional needs for the workshop approach model of instruction. Small group instruction is provided for students not meeting proficiency in reading during daily iii time outside of the reading block. Teachers utilize flexible, small groups instruction to enrich, reteach, or reinforce skills and strategies, as needed. The workshop approach also includes time for teachers to implement one-on-one conferences with students. Differentiating instruction based on students' needs through the core instruction, supplemental instruction, and intensive instruction is discussed at various meetings weekly by grade level teams, Learning Teams, the Literacy Leadership Team, the School-Based Team, Safety Committee, and the School-wide Positive Behavioral Support Team.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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.

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.

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

Learning Team Facilitator (LTF): 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.

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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team monitors the fidelity of the school's MTSS and SIP through instructional walk-throughs, formal and informal observations, and conducting needs assessments. The SAC, PTO, and Title I Parent Involvement Plan ensures input from the family and community in improving the services our school provides our students.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data sources include but are not limited to:

Baseline data: EDW, Florida Comprehensive Assessment Test (FCAT) 2.0, Title I Parent Surveys

Progress Monitoring: EDW, FCAT Test maker, Fountas and Pinnell Reading Running Records, COREK12, AIMSweb academic and behavioral online resources

Midyear: Diagnostic Assessment for Reading (DAR), Fountas and Pinnell Reading Running Records

End of year: FCAT 2.0, Fountas and Pinnell Reading Running Records

Frequency of Data Days: Biweekly

Rtl data is collected on progress monitoring forms developed by PBSA. Interventions, meetings, and data are summarized on PBSA form 2284 for Rtl Tiers 2 & 3. The School Psychologist graphs collected baseline and Tier data points for analysis.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will be provided for teachers during faculty meetings, their common planning time and/or small group training sessions will occur throughout the year by the administration and Rtl Resource Teacher and Learning Team Facilitator. A professional development session entitled: "Rtl: Overview of the Problem Solving Process From Beginning to End" will occur in the beginning of the school year. Data-based problem solving and understanding the MTSS is also shared at the annual Title I Parent Meeting and SAC meetings throughout the school year.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 60

Before and after school tutorial programs are offered to increase student achievement in core academic subjects.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Administration, the reading coach, resource teachers, and the tutorial manager monitor the implementation of these research-based strategies.

Strategy: Before or 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 Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Administration, the reading coach, resource teachers, and the club sponsors monitor the implementation of these strategies.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Carolyn Seal	Principal
Rachel Roche	Reading Coach
Yanny Diaz	Assistant Principal
Bridgett Beverly	SAI Teacher
Cheryl Leighton	Media Specialist
Donna Remon	ESOL Coordinator
Erica Lucarelli	ESE Resource Teacher
Robin Zaffran	ESOL Teacher
Ashley Frost	ASD Unit Teacher
Kaitlyn Mauro	Teacher

How the school-based LLT functions

The LLT will meet every other month to discuss progress towards goal and make adjustments as needed.

Major initiatives of the LLT

The major initiative of the LLT is increasing motivation of students to read independently for pleasure. Alliteracy, students who are able to read but don't, is a problem at our school. We will conduct action reasearch to find, effective strategies to motivate our allilerate students.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers at Diamond View Elementary integrate strategies to foster reading improvement. Classroom teachers monitor student achievement data on an ongoing basis. The SBLT provides professional development for all teachers, including the Fine Arts teachers, to provide reading integration strategies during instruction.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

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

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%	52%	No	59%
American Indian				
Asian	88%	82%	No	90%
Black/African American	53%	48%	No	57%
Hispanic	45%	40%	No	51%
White	73%	72%	No	75%
English language learners	34%	19%	No	41%
Students with disabilities	35%	22%	No	42%
Economically disadvantaged	45%	46%	Yes	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	107	26%	30%
Students scoring at or above Achievement Level 4	107	26%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		60%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	264	64%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	62	73%	78%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	129	54%	57%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	56	23%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	41	17%	20%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	91	63%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		50%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	58%	No	64%
American Indian				
Asian	83%	91%	Yes	84%
Black/African American	56%	49%	No	60%
Hispanic	53%	47%	No	58%
White	77%	81%	Yes	79%
English language learners	44%	23%	No	50%
Students with disabilities	43%	22%	No	49%
Economically disadvantaged	52%	52%	Yes	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	119	29%	33%
Students scoring at or above Achievement Level 4	118	29%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		60%
Students scoring at or above Level 7	[data excluded for privacy reasons]		60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	256	62%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	48	57%	60%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	40	34%	36%
Students scoring at or above Achievement Level 4	21	18%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		60%
Students scoring at or above Level 7	[data excluded for privacy reasons]		40%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		10
Participation in STEM-related experiences provided for students	900	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	26	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	26	2%	1%
Students who are not proficient in reading by third grade	78	51%	40%
Students who receive two or more behavior referrals	19	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	15	1%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Expected Level of Parent Involvement was 50%	531	59%	60%

Area 10: Additional Targets

Additional targets for the school

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

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

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
All classes (K-5) participate in the Multicultural Celebration and Parade to learn about a specific groups' cultures, customs, and contributions to the global society.	59	100%	100%
All teachers implement social studies content integration during the literacy block using suggestions from Learning Village.	59	100%	100%
All teachers in grades 3-5 utilize writing curriculum that focuses on social issues.	25	100%	100%

Goals Summary

- G1.** By June 2014, 59% of students will achieve proficiency on the Reading FCAT 2.0 (as determined by state AMO) as we implement the Reading and Writing Workshop approach for English Language Arts instruction.

- G2.** By June 2014, 64% of students will achieve proficiency on the Math FCAT 2.0 (as determined by state AMO) as we shift to Florida Standards (formerly known as the Common Core State Standards).

- G3.** By June 2014, we will increase our rating of benchmarks in place on the School-wide Benchmarks of Quality rating form by 9% through the implementation of our School-wide Positive Behavioral Support system.

Goals Detail

G1. By June 2014, 59% of students will achieve proficiency on the Reading FCAT 2.0 (as determined by state AMO) as we implement the Reading and Writing Workshop approach for English Language Arts instruction.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement

Resources Available to Support the Goal

- Literacy Coach and Resource Teacher
- Leveled Literacy Intervention materials will be used to provide supplemental instructional in small groups.
- Reading Workshop materials and classroom libraries
- Reading A-Z subscription for online resources
- ESOL Teachers (implementing the Push-in model for instructional support)
- 2 Literacy District Support Personnel (K-2 and 3-5)
- Learning Team Facilitator (0.5 position) to assist in progress monitoring of student data and to provide professional development in effective teaching strategies for action planning.
- Fountas & Pinnell Leveled Literacy Intervention Blue, Green, Orange, and Red Systems for select student (1-5)
- Wilson Reading Program for ESE students as indicated in their IEP.

Targeted Barriers to Achieving the Goal

- Time to provide training in this new approach for teaching balanced literacy
- The fidelity of assessments, time for interventions, and flexible student groupings
- Students are learning English as a second language
- Students return to school after summer with a decrease/loss in reading and writing proficiency

Plan to Monitor Progress Toward the Goal

Gains in student achievement

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule:

June 2014

Evidence of Completion:

FCAT 2.0 Reading results and CELLA reading results

G2. By June 2014, 64% of students will achieve proficiency on the Math FCAT 2.0 (as determined by state AMO) as we shift to Florida Standards (formerly known as the Common Core State Standards).

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Math and Science Lab with Technology Integration
- Math and Science Resource Teacher
- Manipulatives in Math and Science Lab

Targeted Barriers to Achieving the Goal

- Students do not have fluency of math facts.
- Teachers need training in differentiating instruction.
- Some teachers not trained to use the manipulatives.
- Teachers do not have time or skills to initiate new technology tools (GIZMOS, Think Central, Riverdeep etc.).
- Teachers need professional development in implementing small group instruction during the math block.

Plan to Monitor Progress Toward the Goal

Fluency of Math Facts

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Assessments and FASTT Math

G3. By June 2014, we will increase our rating of benchmarks in place on the School-wide Benchmarks of Quality rating form by 9% through the implementation of our School-wide Positive Behavioral Support system.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- School-wide Positive Behavioral Support Team
- CHAMPS Program Materials and Training

Targeted Barriers to Achieving the Goal

- Lessons plans for teaching expected behaviors are not being implemented.
- Need to increase parent involvement

Plan to Monitor Progress Toward the Goal

Trimester Checks of teacher surveys and SBT behavioral referrals

Person or Persons Responsible

SBT Leader, SWPBS Chairperson and Instructional Coach

Target Dates or Schedule:

Each Trimester

Evidence of Completion:

Meeting agendas and minutes

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. By June 2014, 59% of students will achieve proficiency on the Reading FCAT 2.0 (as determined by state AMO) as we implement the Reading and Writing Workshop approach for English Language Arts instruction.

G1.B1 Time to provide training in this new approach for teaching balanced literacy

G1.B1.S1 Utilize the available mornings and other professional development opportunities within the school schedule for intensive training or coaching.

Action Step 1

On-site, on-time professional development for implementing the Reading and Writing Workshop approach for literacy instruction

Person or Persons Responsible

Literacy Coach and Literacy Resource Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Exit Ticket and Follow-up assignments

Facilitator:

Literacy Coach, Literacy Resource Teacher, District Literacy Support Personnel

Participants:

K-5, ESOL, and ESE teachers

Action Step 2

Use Title I Funds to purchase the Literacy Coach, Literacy Resource Teacher, and 0.5 Rtl Resource Teacher positions.

Person or Persons Responsible

Administration

Target Dates or Schedule

For the 2013-2014 school year

Evidence of Completion

PeopleSoft Personnel Reports and Title I Budget

Action Step 3

Purchase materials for professional development and classroom use

Person or Persons Responsible

PD Committee members (Reading coach, LTF, Literacy Resource Teacher)

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional development agendas

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

Checking for implementation of strategies from Professional Development

Person or Persons Responsible

Principal, Assistant Principal, Literacy Coach

Target Dates or Schedule

Walkthroughs

Evidence of Completion

Inclusion in lesson plans, Documentation on Look For checklists

Plan to Monitor Effectiveness of G1.B1.S1

Use the Data-Feedback-Strategy Method for progress monitoring with End of Unit Summative Assessments, Diagnostic Reports, and other assessments.

Person or Persons Responsible

LTF

Target Dates or Schedule

End of units of instruction, ongoing throughout the year

Evidence of Completion

Elementary Literacy Assessment Data, Reading CCSS assessments, Writing Post Assessments, Diagnostic Data, COREK12 MBA, IBM assessments, etc.

G1.B1.S2 Attend the CCSS Institute in July 2013 to gather professional development materials for teachers.

Action Step 1

Attend the CCSS Institute

Person or Persons Responsible

Administration and select lead teachers

Target Dates or Schedule

July 2013

Evidence of Completion

Agendas from training and professional development materials

Facilitator:

CCSS Lead Teachers

Participants:

All Teachers

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

Professional Development sessions will focus on the content learned at the CCSS summer institute at faculty meetings, LTM, team planning meetings, or other professional development opportunities.

Person or Persons Responsible

CCSS Lead Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Meeting agendas

Plan to Monitor Effectiveness of G1.B1.S2

Student achievement data will be analyzed to monitor the effectiveness of the CCSS teaching strategies brought back from the CCSS institute.

Person or Persons Responsible

All Teachers, LTF, CCSS Lead Teachers

Target Dates or Schedule

LTM, Data Chats done by all teachers

Evidence of Completion

LTM agendas and data chat samples

G1.B3 The fidelity of assessments, time for interventions, and flexible student groupings

G1.B3.S1 Provide reading interventions on targeted skills to struggling students based on assessment data. In addition, create learning goals and scales during unit planning to guide the selection or creation of formative and summative assessments.

Action Step 1

Provide professional development opportunities to guide teachers as they review data sources to create their action plan for each unit of study in literacy.

Person or Persons Responsible

District Support Personnel, Literacy Coaches, Literacy Lead Teachers

Target Dates or Schedule

Professional Development Opportunities, Learning Team Meetings, Team Meetings, Lab Sites, and Coaching within the classroom.

Evidence of Completion

PDD agenda, Team Meeting Minutes, LTM agendas, and coaches logs

Facilitator:

District Support Personnel, Literacy Coaches, Literacy Lead Teachers

Participants:

Literacy Teachers (Classroom, ESE, and ESOL)

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Professional development topics include, but are not limited to implementing Reading and Writing Workshop, Analyzing Student Data to Guide Instructional Planning, Assessments and the New Standards Based Report Card, New Literacy Rollout Unit Planning, Conferencing with Students, and Planning for Skill Group and Strategy Group Instruction.

Person or Persons Responsible

District Support Personnel, Literacy Coaches, Literacy Lead Teachers

Target Dates or Schedule

Professional Development Opportunities, Learning Team Meetings, Team Meetings, Lab Sites, and Coaching within the classroom.

Evidence of Completion

Implementation of strategies from training will be noted in lessons plans, walkthroughs, and formal/informal observations

Plan to Monitor Effectiveness of G1.B3.S1

Student achievement progress will be monitored

Person or Persons Responsible

District Support Personnel, Literacy Coaches, Administration, Classroom/ESE/ESOL Teachers

Target Dates or Schedule

Ongoing School Based Leadership Team Meetings will be used to monitor student achievement data and determine effectiveness of effective teaching strategies implementation.

Evidence of Completion

Look Fors checklists from walkthroughs, iii group progress monitoring logs, Tier 2 and Tier 3 progress monitoring logs, teacher conferring notes, EDW reports for the Elementary Reading Assessments,

G1.B5 Students are learning English as a second language

G1.B5.S1 ESOL teachers are pushing into the high cluster sheltered ESOL units.

Action Step 1

Providing differentiated instruction through small groups

Person or Persons Responsible

ESOL teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Monitor student progress using EDW reports and Record Cards

Person or Persons Responsible

ESOL Coordinator, Administrators, ESOL & Classroom Teachers

Target Dates or Schedule

Monthly Data Chats

Evidence of Completion

EDW reports and Record Card data

Plan to Monitor Effectiveness of G1.B5.S1

Monitor student progress using EDW reports and Record Cards

Person or Persons Responsible

ESOL Coordinator, Administrators, ESOL & Classroom Teachers

Target Dates or Schedule

Monthly Data Chats and Learning Team Meetings

Evidence of Completion

EDW reports and Record Card data

Plan to Monitor Fidelity of Implementation of G1.B5.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B5.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B5.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B5.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B5.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B5.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B7 Students return to school after summer with a decrease/loss in reading and writing proficiency

G1.B7.S1 Reading and Writing Tutorials

Action Step 1

Title I funds will be used to establish a Reading Tutorial program for selected students.

Person or Persons Responsible

Administration, Literacy Coach, and Literacy Resource Teacher

Target Dates or Schedule

January - April 2014

Evidence of Completion

FCAT 2.0 Data Results

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Student progress on targeted benchmarks/standards will be monitored

Person or Persons Responsible

Administration and the Tutorial manager

Target Dates or Schedule

Throughout the tutorial program (January - April 2014)

Evidence of Completion

EDW special group report, COREK12 reports, PBW results

Plan to Monitor Effectiveness of G1.B7.S1

Analysis of the FCAT 2.0 results

Person or Persons Responsible

Administration and the Tutorial Manager

Target Dates or Schedule

June 2014

Evidence of Completion

EDW special group report

G2. By June 2014, 64% of students will achieve proficiency on the Math FCAT 2.0 (as determined by state AMO) as we shift to Florida Standards (formerly known as the Common Core State Standards).

G2.B1 Students do not have fluency of math facts.

G2.B1.S1 Build Math facts fluency using a variety of programs. (Multiplication Times Trials, FASST Math, Division Derby) and Math Lab with iPads.

Action Step 1

Increase practice with Math facts.

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Math Block

Evidence of Completion

Formative Assessments

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

Math Facts

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Chats

Plan to Monitor Effectiveness of G2.B1.S1

Math Facts

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Learning Team Meeting notes, FASTT Math Reports

G2.B2 Teachers need training in differentiating instruction.

G2.B2.S1 Send grade level representatives to training on Differentiated Instruction in Math during October and November 2013.

Action Step 1

Provide Teachers with professional development for Math Differentiated Instruction

Person or Persons Responsible

Select Classroom Teachers

Target Dates or Schedule

October and November 2013

Evidence of Completion

Agendas from Area Trainings

Facilitator:

District/Area Math Departments

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Differentiated Instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

Classroom walkthroughs and lesson plans

Evidence of Completion

Common Assessment and Summative Assessments

Plan to Monitor Effectiveness of G2.B2.S1

Evidence of differentiated instruction in lesson plans

Person or Persons Responsible

Classroom Teachers, Administration

Target Dates or Schedule

Classroom walkthroughs and lesson plans

Evidence of Completion

Data analysis of Common Formative and Summative Assessments

G2.B3 Some teachers not trained to use the manipulatives.

G2.B3.S1 Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.

Action Step 1

Effective teaching strategies will be shared during LTMs and team meetings based on test analysis.

Person or Persons Responsible

Classroom teachers and LTF

Target Dates or Schedule

regularly scheduled meetings

Evidence of Completion

meeting agenda and minutes

Facilitator:

Team Leader and LTF

Participants:

Classroom Teachers and Resources Teachers

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Evaluations

Plan to Monitor Effectiveness of G2.B3.S1

Lesson plan checks

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Evaluations

G2.B3.S2 Math Resource Teacher will support classroom teachers in the implementation in the use of manipulatives for instruction.

Action Step 1

Math Resource Teacher position will be purchased to implement manipulative based instruction in the math lab setting to provide support for classroom teachers in the use of manipulatives for instruction.

Person or Persons Responsible

Math Resource Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Math Lab schedule

Facilitator:

Math Resource Teacher

Participants:

Classroom and ESE teachers

Plan to Monitor Fidelity of Implementation of G2.B3.S2

Student achievement data in math will be monitored during LTMs and by the classroom teachers.

Person or Persons Responsible

Classroom Teachers and LTF

Target Dates or Schedule

Ongoing

Evidence of Completion

LTM agendas and minutes, Classroom teachers' data tracking tools

Plan to Monitor Effectiveness of G2.B3.S2

Lesson plans will show evidence of use of manipulatives in math

Person or Persons Responsible

Administration will check for evidence during walkthroughs and observations

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation results

G2.B4 Teachers do not have time or skills to initiate new technology tools (GIZMOS, Think Central, Riverdeep etc.).

G2.B4.S1 Increase the use of technology to enhance/reinforce classroom instruction (Common Core Math, Gizmos, Riverdeep, FCAT Explorer, FASTT Math, Math Lab)

Action Step 1

Professional development will be provided to support teachers in the implementation of new technology tools.

Person or Persons Responsible

Administration and Resource Teachers with district support

Target Dates or Schedule

LTM, PD opportunities

Evidence of Completion

Agenda and minutes

Facilitator:

District Representatives and Selected Teachers

Participants:

Classroom and Resource Teachers

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Usage reports and evidence in lesson plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Classroom walkthroughs

Evidence of Completion

Progress of Mathematics Diagnostics Test (Fall and Winter); Common Core Math, COREK12 assessments. Mid-chapter and End-of-Chapter Reviews.

Plan to Monitor Effectiveness of G2.B4.S1

Student achievement data on formative and summative assessments

Person or Persons Responsible

Classroom teachers, LTF, and data chat with administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Mathematics Diagnostics, Core K-12 reports, Common Core Assessments, Focus Calendars tracking primary and secondary benchmarks

G3. By June 2014, we will increase our rating of benchmarks in place on the School-wide Benchmarks of Quality rating form by 9% through the implementation of our School-wide Positive Behavioral Support system.

G3.B1 Lessons plans for teaching expected behaviors are not being implemented.

G3.B1.S1 Faculty meeting time will be used to share resources and brainstorm ways to include lesson opportunities to teach expected behaviors.

Action Step 1

Resources for lessons plans for teaching expected behaviors from the Professional Development website will be shared.

Person or Persons Responsible

Guidance Counselor

Target Dates or Schedule

September 2013 Faculty Meeting

Evidence of Completion

Meeting agenda

Facilitator:

Guidance Counselor

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Teacher survey of implementation of lesson plan resources

Person or Persons Responsible

SWPBS Team

Target Dates or Schedule

End of each trimester

Evidence of Completion

Survey results

Plan to Monitor Effectiveness of G3.B1.S1

Decrease in the number of behavioral referrals to SBT

Person or Persons Responsible

SBT Leader

Target Dates or Schedule

May 2013

Evidence of Completion

Response to Intervention EDW Report

G3.B3 Need to increase parent involvement

G3.B3.S1 Include parent involvement/family night events

Action Step 1

Work with SAC to plan family night events to involve parents in their child's education.

Person or Persons Responsible

SAC Chairperson, administration, and SBLT

Target Dates or Schedule

monthly events

Evidence of Completion

flyers of events

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Attendance at events will be tracked

Person or Persons Responsible

Title I Coordinator

Target Dates or Schedule

monthly

Evidence of Completion

sign-in sheets for events

Plan to Monitor Effectiveness of G3.B3.S1

Student achievement data will be tracked

Person or Persons Responsible

SBLT, LTF, and SAC

Target Dates or Schedule

Ongoing

Evidence of Completion

EDW data analysis, FCAT scores

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

Title I, Part A: Title I funds are used to provide four resource teacher positions. Both the Literacy (Reading) Coach and Literacy Resource Teacher will facilitate teachers in the monitoring of student data to guide instructional practices for reading and writing instruction. They provide coaching and professional development in the most effective teaching strategies. The third position is a part-time Response to Intervention (RtI) teacher and part-time Learning Team Facilitator. As the RtI Resource Teacher, this position helps the SBT Leader to monitor students and provides additional intensive interventions for selected students. Also, this teacher facilitates the Learning Team Meetings to monitor student data and guide instructional decisions made by each grade level team. The fourth position is the Math Resource Teacher. This teacher provides hands-on math science lessons in the math lab setting. Additionally, services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. Staff development is funded through the use of Title 1 funds along with resources needed in all classrooms. 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 II: N/A

Title III: N/A

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 (FY2014) will receive free nutritional breakfast.

Housing Programs: N/A

Head Start: N/A

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. By June 2014, 59% of students will achieve proficiency on the Reading FCAT 2.0 (as determined by state AMO) as we implement the Reading and Writing Workshop approach for English Language Arts instruction.

G1.B1 Time to provide training in this new approach for teaching balanced literacy

G1.B1.S1 Utilize the available mornings and other professional development opportunities within the school schedule for intensive training or coaching.

PD Opportunity 1

On-site, on-time professional development for implementing the Reading and Writing Workshop approach for literacy instruction

Facilitator

Literacy Coach, Literacy Resource Teacher, District Literacy Support Personnel

Participants

K-5, ESOL, and ESE teachers

Target Dates or Schedule

On-going

Evidence of Completion

Exit Ticket and Follow-up assignments

G1.B1.S2 Attend the CCSS Institute in July 2013 to gather professional development materials for teachers.

PD Opportunity 1

Attend the CCSS Institute

Facilitator

CCSS Lead Teachers

Participants

All Teachers

Target Dates or Schedule

July 2013

Evidence of Completion

Agendas from training and professional development materials

G1.B3 The fidelity of assessments, time for interventions, and flexible student groupings

G1.B3.S1 Provide reading interventions on targeted skills to struggling students based on assessment data. In addition, create learning goals and scales during unit planning to guide the selection or creation of formative and summative assessments.

PD Opportunity 1

Provide professional development opportunities to guide teachers as they review data sources to create their action plan for each unit of study in literacy.

Facilitator

District Support Personnel, Literacy Coaches, Literacy Lead Teachers

Participants

Literacy Teachers (Classroom, ESE, and ESOL)

Target Dates or Schedule

Professional Development Opportunities, Learning Team Meetings, Team Meetings, Lab Sites, and Coaching within the classroom.

Evidence of Completion

PDD agenda, Team Meeting Minutes, LTM agendas, and coaches logs

G2. By June 2014, 64% of students will achieve proficiency on the Math FCAT 2.0 (as determined by state AMO) as we shift to Florida Standards (formerly known as the Common Core State Standards).

G2.B2 Teachers need training in differentiating instruction.

G2.B2.S1 Send grade level representatives to training on Differentiated Instruction in Math during October and November 2013.

PD Opportunity 1

Provide Teachers with professional development for Math Differentiated Instruction

Facilitator

District/Area Math Departments

Participants

Classroom Teachers

Target Dates or Schedule

October and November 2013

Evidence of Completion

Agendas from Area Trainings

G2.B3 Some teachers not trained to use the manipulatives.

G2.B3.S1 Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.

PD Opportunity 1

Effective teaching strategies will be shared during LTMs and team meetings based on test analysis.

Facilitator

Team Leader and LTF

Participants

Classroom Teachers and Resources Teachers

Target Dates or Schedule

regularly scheduled meetings

Evidence of Completion

meeting agenda and minutes

G2.B3.S2 Math Resource Teacher will support classroom teachers in the implementation in the use of manipulatives for instruction.

PD Opportunity 1

Math Resource Teacher position will be purchased to implement manipulative based instruction in the math lab setting to provide support for classroom teachers in the use of manipulatives for instruction.

Facilitator

Math Resource Teacher

Participants

Classroom and ESE teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Math Lab schedule

G2.B4 Teachers do not have time or skills to initiate new technology tools (GIZMOS, Think Central, Riverdeep etc.).

G2.B4.S1 Increase the use of technology to enhance/reinforce classroom instruction (Common Core Math, Gizmos, Riverdeep, FCAT Explorer, FASTT Math, Math Lab)

PD Opportunity 1

Professional development will be provided to support teachers in the implementation of new technology tools.

Facilitator

District Representatives and Selected Teachers

Participants

Classroom and Resource Teachers

Target Dates or Schedule

LTMs, PD opportunities

Evidence of Completion

Agenda and minutes

G3. By June 2014, we will increase our rating of benchmarks in place on the School-wide Benchmarks of Quality rating form by 9% through the implementation of our School-wide Positive Behavioral Support system.

G3.B1 Lessons plans for teaching expected behaviors are not being implemented.

G3.B1.S1 Faculty meeting time will be used to share resources and brainstorm ways to include lesson opportunities to teach expected behaviors.

PD Opportunity 1

Resources for lessons plans for teaching expected behaviors from the Professional Development website will be shared.

Facilitator

Guidance Counselor

Participants

All teachers

Target Dates or Schedule

September 2013 Faculty Meeting

Evidence of Completion

Meeting agenda

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	By June 2014, 59% of students will achieve proficiency on the Reading FCAT 2.0 (as determined by state AMO) as we implement the Reading and Writing Workshop approach for English Language Arts instruction.	\$166,053
G2.	By June 2014, 64% of students will achieve proficiency on the Math FCAT 2.0 (as determined by state AMO) as we shift to Florida Standards (formerly known as the Common Core State Standards).	\$65,378
G3.	By June 2014, we will increase our rating of benchmarks in place on the School-wide Benchmarks of Quality rating form by 9% through the implementation of our School-wide Positive Behavioral Support system.	\$437
Total		\$231,868

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Professional Development	Evidence-Based Materials	Other	Total
District provided personnel	\$0	\$0	\$0	\$0	\$0
Title I for substitutes to send teachers to trainings	\$0	\$1,769	\$0	\$0	\$1,769
District funded position	\$0	\$0	\$0	\$0	\$0
Title I	\$63,609	\$0	\$9,220	\$4,253	\$77,082
Title I Budget 0.5 Rtl Resource Teacher - \$31,804 (Swanson) 1.0 Literacy Resource Teacher - \$57,604 (Bartlett) 1.0 PD Resource Teacher/Literacy "Reading" Coach - \$63,609 (Roche)	\$153,017	\$0	\$0	\$0	\$153,017
Total	\$216,626	\$1,769	\$9,220	\$4,253	\$231,868

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. By June 2014, 59% of students will achieve proficiency on the Reading FCAT 2.0 (as determined by state AMO) as we implement the Reading and Writing Workshop approach for English Language Arts instruction.

G1.B1 Time to provide training in this new approach for teaching balanced literacy

G1.B1.S1 Utilize the available mornings and other professional develop opportunities within the school schedule for intensive training or coaching.

Action Step 2

Use Title I Funds to purchase the Literacy Coach, Literacy Resource Teacher, and 0.5 Rtl Resource Teacher positions.

Resource Type

Personnel

Resource

Reading Coach, Literacy Resource Teacher, and 0.5 Rtl Resource Teacher

Funding Source

Title I Budget 0.5 Rtl Resource Teacher - \$31,804 (Swanson) 1.0 Literacy Resource Teacher - \$57,604 (Bartlett) 1.0 PD Resource Teacher/Literacy "Reading" Coach - \$63,609 (Roche)

Amount Needed

\$153,017

Action Step 3

Purchase materials for professional development and classroom use

Resource Type

Other

Resource

Reading and Writing Workshop Supplies (chart paper for anchor charts, sticky notes or reading and writing workshop, writing folders,) Office Depot - \$454.80 Fischer Science - \$454.80 ACE - \$535.60 ASP - \$1758.40 Carson Dellosa - 346.12 Ink for printing EDW reports to monitor student progress - \$587.70

Funding Source

Title I

Amount Needed

\$3,576

G1.B1.S2 Attend the CCSS Institute in July 2013 to gather professional development materials for teachers.

Action Step 1

Attend the CCSS Institute

Resource Type

Other

Resource

In-county travel expenses

Funding Source

Title I

Amount Needed

\$240

G1.B3 The fidelity of assessments, time for interventions, and flexible student groupings

G1.B3.S1 Provide reading interventions on targeted skills to struggling students based on assessment data. In addition, create learning goals and scales during unit planning to guide the selection or creation of formative and summative assessments.

Action Step 1

Provide professional development opportunities to guide teachers as they review data sources to create their action plan for each unit of study in literacy.

Resource Type

Personnel

Resource

0.5 Learning Team Facilitator Position

Funding Source

District funded position

Amount Needed

\$0

G1.B5 Students are learning English as a second language

G1.B5.S1 ESOL teachers are pushing into the high cluster sheltered ESOL units.

Action Step 1

Providing differentiated instruction through small groups

Resource Type

Personnel

Resource

ESOL Teachers

Funding Source

District provided personnel

Amount Needed

\$0

G1.B7 Students return to school after summer with a decrease/loss in reading and writing proficiency

G1.B7.S1 Reading and Writing Tutorials

Action Step 1

Title I funds will be used to establish a Reading Tutorial program for selected students.

Resource Type

Evidence-Based Materials

Resource

Evidence-Based Materials will be used to provide remediation and intervention tutorial sessions to selected students.

Funding Source

Title I

Amount Needed

\$9,220

G2. By June 2014, 64% of students will achieve proficiency on the Math FCAT 2.0 (as determined by state AMO) as we shift to Florida Standards (formerly known as the Common Core State Standards).

G2.B3 Some teachers not trained to use the manipulatives.

G2.B3.S2 Math Resource Teacher will support classroom teachers in the implementation in the use of manipulatives for instruction.

Action Step 1

Math Resource Teacher position will be purchased to implement manipulative based instruction in the math lab setting to provide support for classroom teachers in the use of manipulatives for instruction.

Resource Type

Personnel

Resource

Math Resource Teacher

Funding Source

Title I

Amount Needed

\$63,609

G2.B4 Teachers do not have time or skills to initiate new technology tools (GIZMOS, Think Central, Riverdeep etc.).

G2.B4.S1 Increase the use of technology to enhance/reinforce classroom instruction (Common Core Math, Gizmos, Riverdeep, FCAT Explorer, FASTT Math, Math Lab)

Action Step 1

Professional development will be provided to support teachers in the implementation of new technology tools.

Resource Type

Professional Development

Resource

Training offered by district and area offices

Funding Source

Title I for substitutes to send teachers to trainings

Amount Needed

\$1,769

G3. By June 2014, we will increase our rating of benchmarks in place on the School-wide Benchmarks of Quality rating form by 9% through the implementation of our School-wide Positive Behavioral Support system.

G3.B3 Need to increase parent involvement

G3.B3.S1 Include parent involvement/family night events

Action Step 1

Work with SAC to plan family night events to involve parents in their child's education.

Resource Type

Other

Resource

Parent Involvement funding: 4580.00 Materials for Math, Science, & Technology Family Night Paper for Parent-School Compact - \$94.96 Materials for Stations at Family Night: Michaels - \$6.08 Wal-mart - 137.84 Wal-mart - 32.25 Amazon - 12.98 Target - 71.76 Office Depot - 20.83 Pellets, Inc. - 67.00 4142.38 remaining for additional family night events

Funding Source

Title I

Amount Needed

\$437