Diamond View Elementary School

2019-20 Schoolwide Improvement Plan

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Diamond View Elementary School

5300 HAVERHILL RD, Greenacres, FL 33463

https://dves.palmbeachschools.org

Demographics

Principal: Carolyn Seal

Start Date for this Principal: 7/1/2007

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Native American Students Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: B (55%) 2016-17: C (46%) 2015-16: C (51%) 2014-15: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	B	C	C

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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	Job Duties and Responsibilities
Diaz, Yanny	Assistant Principal	Supports the academic program at our school Coordinates and helps establish systems of support Promotes and ensures safety procedures in place Establishes positive rapport with teachers, parents, students and community Organizes and documents teacher support in campus
Remon, Donna	Administrative Support	ESOL contact - coordinates and monitors ESOL program Supports teachers , students , parents and community with the ESOL program and services for all students Mentor teacher Professional Development team member
Sheppard, Elizabeth	Teacher, K-12	Supports the academic program at our school Science and Math resource teacher Promotes and ensures safety procedures in place Establishes positive rapport with teachers, parents, students and community Mentor teacher
Roche, Rachel	Administrative Support	Serves as the Single School Culture SEL Champion - establishes positive rapport with teachers, parents, students and community SBT coordinator , PBS chairperson Supports the academic program at our school Provides support for registering and documenting professional learning (PLC)
Seal, Carolyn	Principal	Chief supporter and instructional leader on our campus
Siegel, Michelle	Other	SAI resource teacher Establishes positive rapport with teachers, parents, students and community Mentor teacher Professional Development team member
Mauro, Kaitlyn	Instructional Media	Literacy teacher Voluntary lead mentor Professional Development team member Teacher leader
Ott, Olivia	SAC Member	3rd grade classroom teacher SAC chairperson

Name	Title	Job Duties and Responsibilities
Esham, Torrey	Administrative Support	ESE contact- coordinates and monitors ESE program Supports teachers , students , parents and community with the ESE program and services for all students
Anicola , Michelle	Teacher, ESE	Marzano Liaison - supports teachers and provides Palm Beach Focused Model (PBFM) training and support for all teachers , supports teachers completing their PGP plan

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	129	126	141	156	127	135	0	0	0	0	0	0	0	814
Attendance below 90 percent	27	20	19	15	19	24	0	0	0	0	0	0	0	124
One or more suspensions	1	0	2	4	3	7	0	0	0	0	0	0	0	17
Course failure in ELA or Math	72	71	112	106	111	56	0	0	0	0	0	0	0	528
Level 1 on statewide assessment	0	0	0	0	45	47	0	0	0	0	0	0	0	92

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	21	15	16	61	62	41	0	0	0	0	0	0	0	216

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	2	2	5	12	0	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
53

Date this data was collected or last updated
Thursday 9/26/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	13	17	16	84	57	47	0	0	0	0	0	0	0	234

Prior Year - 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	27	20	19	15	19	24	0	0	0	0	0	0	0	124
One or more suspensions	1	0	2	4	3	7	0	0	0	0	0	0	0	17
Course failure in ELA or Math	72	71	112	106	111	56	0	0	0	0	0	0	0	528
Level 1 on statewide assessment	0	0	0	58	52	48	0	0	0	0	0	0	0	158

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	21	15	16	61	62	41	0	0	0	0	0	0	0	216

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	47%	58%	57%	39%	53%	55%
ELA Learning Gains	61%	63%	58%	51%	59%	57%
ELA Lowest 25th Percentile	59%	56%	53%	54%	55%	52%
Math Achievement	54%	68%	63%	49%	62%	61%
Math Learning Gains	67%	68%	62%	51%	62%	61%
Math Lowest 25th Percentile	59%	59%	51%	44%	53%	51%
Science Achievement	53%	51%	53%	33%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	129 (0)	126 (0)	141 (0)	156 (0)	127 (0)	135 (0)	814 (0)
Attendance below 90 percent	27 (34)	20 (25)	19 (20)	15 (34)	19 (20)	24 (20)	124 (153)
One or more suspensions	1 (1)	0 (1)	2 (1)	4 (0)	3 (2)	7 (4)	17 (9)
Course failure in ELA or Math	72 (46)	71 (73)	112 (81)	106 (114)	111 (104)	56 (71)	528 (489)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (81)	45 (48)	47 (42)	92 (171)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	39%	54%	-15%	58%	-19%
	2018	35%	56%	-21%	57%	-22%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	47%	62%	-15%	58%	-11%
	2018	48%	58%	-10%	56%	-8%
Same Grade Comparison		-1%				
Cohort Comparison		12%				
05	2019	47%	59%	-12%	56%	-9%
	2018	48%	59%	-11%	55%	-7%
Same Grade Comparison		-1%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	46%	65%	-19%	62%	-16%
	2018	43%	63%	-20%	62%	-19%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	56%	67%	-11%	64%	-8%
	2018	44%	63%	-19%	62%	-18%
Same Grade Comparison		12%				
Cohort Comparison		13%				
05	2019	51%	65%	-14%	60%	-9%
	2018	60%	66%	-6%	61%	-1%
Same Grade Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	50%	51%	-1%	53%	-3%
	2018	55%	56%	-1%	55%	0%
Same Grade Comparison		-5%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	22	48	52	31	58	50	33				
ELL	35	50	61	47	67	60	47				
AMI	38			38							
ASN	57	62		71	54						
BLK	49	71	60	54	68	61	59				
HSP	42	53	58	52	68	62	49				
WHT	60	81		61	63						
FRL	44	59	60	50	65	58	48				

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				

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
FRL	36	50	50	47	54	45	31				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	462
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	45
Native American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	61
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	61
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA in grades 3rd-5th showed the lowest performance in students receiving a 3 on the FSA . Although,individual grade levels have made some gains in isolated years, the overall growth pertaining to ELA has been minimal. In FY 18 our students in grade 3 were at 39% proficiency, in

grade 4 students at 47%, and in grade 5 students at 47%. Although our third grade students showed a 4% increase in ELA from FY 18 to FY19, our school scores in ELA have remained under the state average in all grade levels. Data trends remaining below the 50 percentile over the past five years suggest that our students entering the third grade need to be better prepared for reading on grade level prior to reaching 3rd grade. In FY19, according to reporting category report, Key Ideas and Details dropped 7 percentage points in the 3rd grade.

Some of the contributing factors for this has been the following;

-adjusting to a newer reading curriculum and making sure to include enough time for guided and independent reading as a school.

-ensuring phonics instruction is systematic and repetitive to ensure students are prepared for third grade reading.

-giving more training to support teachers in individualizing their instruction to benefit our schools ELL and ESE population.

-Not enough focus on Standards-based ELA instruction to improve reading proficiency scores to help close the

gap of 47% at the school level as compared to the state at 57% overall reading proficiency.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

5th math proficiency declined by 10% from prior year

Some factors that contributed to the decline:

-18% of 5th grade students had less then 90% attendance

-5.3% of 5th graders had 1 or more suspensions.

- Having more teachers knowledgeable of their math content to help increase fluency in operation and algebraic thinking.

-Prior year students came in less proficient in math skills as compared to FY17. When looking at a three year trend students were less proficient coming into 5th grade.

-focus was on differentiation rather than building math fluency and content base vocabulary which lead to the gap of 47% at the school level as compared to the state at 57% overall reading proficiency.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA achievement level 3+ showed the greatest gap with a difference of 9% between the school and state average.This has been a trend over the past two years.

Some factors that contributed to this achievement gap are the following,

-A need for tailored PD support and coaching to assist teachers in meeting the diverse need of our High ELL and SWD population.

-More ELL and ESE instructional Resource materials and support

-Need for more intense K-2 Early Interventions to support student prior to third grade.

Which data component showed the most improvement? What new actions did your school take in this area?

4th grade math proficiency increased 12% from the prior year.

Increase of 7% of L25 students making a learning gain in math from prior year

Black students in grades 3rd-5th increased proficiency in ELA by 7% and in Math by 12%

Some new actions taken were increased dedicated time;

-collaborative planning

-teachers updated the scope and sequence to allow for spiral review and enrichment opportunities

-Double Down model during most math blocks

-Attendance monitoring
-Extended day learning opportunities for students
-Enrichment instructional groupings
-School-wide weekly math fluency challenge

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

According to the EWS data:
21% of Kindergarten students had less then 90% attendance rate
18% of 5th grade students had less then 90% attendance rate

Overall the greatest area of potential concern for attendance rates at our school are that 23% of Hispanic and 23% of SWD have less than 90% percent.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. 3rd grade ELA proficiency levels
2. 5th grade math proficiency levels
3. Increase FSA reading proficiency for SWD
4. Increase reading proficiency of K-2 students.
5. Increase average daily attendance of all students especially Hispanic students and SWD (including early releases and tardies).

Part III: Planning for Improvement

Areas of Focus:

#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 third grade. (LTO#1)
Rationale	*In ELA the percent of level 3+ showed the lowest performance. Over the past 5 years it has been a trend for there to be minimal overall growth. ELA Achievement proficiency levels also showed the greatest gap with a difference of 9% between the school and state average. *This area of focus aligns with the District Strategic Plan to increase reading on grade level to 75% and ensure 75% high school readiness.
State the measurable outcome the school plans to achieve	Increase 3rd grade ELA proficiency by 56 % to be on target of meeting Long Term Outcome #1 of the Strategic Plan by 2021.
Person responsible for monitoring outcome	Carolyn Seal (carolyn.seal@palmbeachschools.org)
Evidence-based Strategy	1. Professional development on ELL Go-To Strategies, small group reading instruction, shared reading, targeted training for teachers of SWD, etc. 2. All teachers will use data binders to closely monitor progress of all students and provide intervention based on district decision trees. 3. Vertical and horizontal planning to help drive instruction 4. Smart goals developed by teachers based on class data 5. Students will be provided with an environment that cultivates a growth mindset to assist with gains in literacy 6. Additional support will be provided by resource teachers, tutorial program, double down model, etc. 7. Differentiated small group instruction within all ELA classrooms 8. Home-school collaboration for additional student practice (K-5)
Rationale for Evidence-based Strategy	Standards-based teaching/learning cycle ensures better accountability-holding teachers and schools responsible for what goes on in the classrooms. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers in the process of assessment and helps to target the specific learning needs of all students.
Action Step	
Description	1. Vertical and horizontal planning a. Weekly leadership team meetings b. Rigor walks (K-3) c. Collaborative meetings such as PLC, PD, etc (Including ESE/ASD and ELL team PLC) d. Data driven collaboration e. Home-school collaboration and planning 2 Early identification and intervention for students identified as "at risk" a. Data binders to track student progress b. SBT, ESE and ELL case liaisons to provide additional in-depth support and collaboration c. Intervention coaching and fidelity checks

d. Attendance monitoring

3. Small group differentiated instruction in ELA and Math
a. professional development and coaching support
b. Instruction will be targeted for ESSA identified sub-groups
c. Double down model utilized during math (4-5) and ELA blocks

Person Responsible   Carolyn Seal (carolyn.seal@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Pillars of Effective Instruction: Students are immersed in rigorous task 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 in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:
The History of the Holocaust
The History of Black and African Americans
The Contributions of Latino and Hispanics
The Contributions of Women
The Sacrifices of Veterans and Medal of Honor recipients within US History.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring PBS through data. In alignment, to school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures.
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.

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 Schoolwide Improvement Plan 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. SEL newsletters will be sent home on a monthly basis to inform parents of ways they can support their child's social emotional learning at home.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), 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 as well as a Professional Mental Health Professional staff member to support students with counseling services and behavioral mental health needs.

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.

Supplemental Academic Instruction (SAI): funds will be coordinated with Title I funds to provide service for students in grades 2, 3 who are reading at L1 or not reading on gr. level.

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.

Nutrition Programs: All students a receive free nutritional breakfast.

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 and encourage incoming K students to visit K classrooms.
* 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
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.
Head Start: ESE funds have provided a Pre-K ASD unit for selected students

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 & 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, PLC's, Lit. Lead , School-Based Team, Safety Committee, and the PBS meetings.

Funds are used to provide 3.5 teacher positions , 1-K-2 Lit Resource Teacher to provide literacy instruction to targeted students and coaching and professional development in the most effective teaching strategies. A Math Resource teacher to provide hands-on math /science lessons. Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer. 2 staff developers will assist our teachers with professional development throughout the year as well as monitor student progress.
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 materials & ELL district support services to improve the education of immigrant and English Language Learners.

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 free and appropriate education.

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

Partnerships with Tradewinds middle school to enhance the music program at our school has been established. 4th & 5th grade students have the opportunity to participate in band twice a week under the guidance of the middle school band director. 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.

Business partners are involved in many different ways throughout the year:
- Bridges of Lake Worth provides after school tutorial and other activities to students in the community
- STEM Career Fair is scheduled for all grades in the month April
- We have a Robotics club, Green Club, SECME, Critter club (pets club) , FFEA , Arts , Music, PE-Crossfit STEAM based program in afterschool program.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: If we deliver effective and relevant instruction in all subject areas to meet the needs of all students, then we will increase the number of students reading on grade level by the end of third grade. (LTO#1)				$236,528.06
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	100-Salaries	3261 - Diamond View Elementary School	Title, I Part A		$103,800.00
			Notes: Math & Science resource teacher - (support with tier instruction and FA STEM lab) - Elizabeth Sheppard SUpplemental instructional support 1-5 - Hilary Duncan			
	5000	160-Other Support Personnel	3261 - Diamond View Elementary School			$16,880.00
			Notes: Supplemental Reading support K-3 - Michelle Breiding			
	5100	100-Salaries	3261 - Diamond View Elementary School	Title, I Part A		$17,000.00
			Notes: Extended school tutorial opportunities			
	6000	519-Technology-Related Supplies	3261 - Diamond View Elementary School	Title, I Part A		$1,000.00
			Notes: software licence /subscription - Reading and Science A-Z, Raz Plus			
	5000	500-Materials and Supplies	3261 - Diamond View Elementary School	Title, I Part A		$28,232.14
			Notes: classroom supplies - paper, chart paper, classroom libraries, supplies for supplemental instruction teachers - intervention supplies used (Breiding - 469.52)			

	6150	100-Salaries	3261 - Diamond View Elementary School	Title, I Part A		$1,956.50
			Notes: Parent Liaison - Garibel O'neill			
	6150	500-Materials and Supplies	3261 - Diamond View Elementary School	Title, I Part A		$1,926.17
			Notes: postage for parental mailings, supplies for parent trainings, AV materials			
	6400	100-Salaries	3261 - Diamond View Elementary School			$51,900.00
			Notes: Instructional support - academic and professional development - Rachel Roche			
	6000	100-Salaries	3261 - Diamond View Elementary School	Title, I Part A		$7,500.00
			Notes: Collegial Planning (150 hours) , Extra duty days - summer collaborate planning ,			
	6000	590-Other Materials and Supplies	3261 - Diamond View Elementary School	Title, I Part A		$1,500.00
			Notes: PD supplies - chart paper, copy paper, post its, highlighters , PD books			
	6000	140-Substitute Teachers	3261 - Diamond View Elementary School	Title, I Part A		$4,833.25
			Notes: PD - substitute to cover for PD for teachers during school day (50 days)			
					Total:	**$236,528.06**