

The School District of Palm Beach County

Diamond View Elementary School



2020-21 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: 7/15/2007

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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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Diamond View Elementary School

5300 HAVERHILL RD, Greenacres, FL 33463

<https://dves.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	C

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities 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

Demographic Information

Principal start date

Sunday 7/15/2007, Carolyn Seal

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

81

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 .	

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	43	40	38	35	20	26	0	0	0	0	0	0	0	202	
One or more suspensions	0	1	1	5	1	3	0	0	0	0	0	0	0	11	
Course failure in ELA	64	62	69	120	88	36	0	0	0	0	0	0	0	439	
Course failure in Math	29	46	52	95	71	27	0	0	0	0	0	0	0	320	
Level 1 on 2019 statewide ELA assessment	0	0	0	44	38	32	0	0	0	0	0	0	0	114	
Level 1 on 2019 statewide Math assessment	0	0	0	44	34	28	0	0	0	0	0	0	0	106	
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	106	63	70	0	0	0	0	0	0	0	239	
FY20 Math Winter Diag Levels 1 & 2	0	0	0	98	55	61	0	0	0	0	0	0	0	214	

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	42	49	50	94	70	26	0	0	0	0	0	0	0	331

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 8/20/2020

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	
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	

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	
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	

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	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%				
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				
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

ESSA Federal Index	
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0

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.

Fy19, ELA in 3rd-5th showed the lowest performance in students receiving a 3 on the FSA. 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.

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

- ensuring phonics instruction is systematic and repetitive to ensure students are prepared for third grade reading.
- 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. FY20 ELA Modules supported with consistent instruction.

During FY20, we implemented CKLA this was very productive and supported all students with vocabulary rich content which enhanced learnign for our SWDs/ELLs. Unfortunately when we went to distance learning we found students engagement lapsed. This program offers hands-on support.

Midyear data reflects:

i-Ready proficiency from the 2nd diagnostic shows an increase in grades 3-5 from SY19 to SY20 (3rd from 28% to 43%, 4th from 25% to 38% and 5th grade from 19% to 30%)

RRR: Overall 32.7% in K-2 were meeting end of year proficiency.

K- 37.5%

1st - 41.9%

2nd- 22.1%

ELA Diag from SY19 to SY20 shows a drop in proficiency of 11.2% (41.2% to 30%)

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

FY19, 5th math proficiency declined by 10% from prior year

Some factors that contributed to the decline:

- 18% of 5th grade students had less than 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.

FY20 Diagnostic Data

Grade 3 36% a decline of 10% from FY19

Grade 4 63% an increase of 7% from FY19

Grade 5 56% an increase of 5% from FY19

Success Maker showed 91% of the 3rd grade students achieved a skills mastered status.

During FY20 we supported teachers during PLCs with professional development on the use of the Gradual Release Model of instruction. We hosted data analysis sessions to ensure teacher understanding to reteach, remediate and enrich students during small group instruction. We concentrated on the standards and strategically planning for instruction. Resources teachers pushed-in to enhance instruction. Our whole focus was on the Continuous Improvement Model; Plan > Do > Check > Act . Students' data was analyzed to determine tutorial groups.

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.

FY19, 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.
- 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%

Midyear data reflects:

i-Ready proficiency 3-5 from SY19 to SY20 (3rd > 28% to 43%, 4th > 25% to 38% & 5th > 19% to 30%)

RRR: Overall 32.7% in K-2 were meeting end of year proficiency.

K- 37.5%

1st - 41.9%

2nd- 22.1%

ELA Diag from SY19 to SY20 shows a drop in proficiency of 11.2% (41.2% to 30%)

FY20 Math

Grade 3 36% a decline of 10% from FY19

Grade 4 63% an increase of 7% from FY19

Grade 5 56% an increase of 5% from FY19

To support students we implemented the Gradual Release Model of instruction. We focused heavily on the standards and strategically planning for instruction.

Success Maker showed 91% of the students achieved a skills mastered status.

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

In FY19, 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%.

During FY20, 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
- Modified SBT process

Midyear data reflects:

i-Ready proficiency 3-5 from SY19 to SY20 (3rd > 28% to 43%, 4th > 25% to 38% & 5th > 19% to 30%)

RRR: Overall 32.7% in K-2 were meeting end of year proficiency.

K- 37.5%

1st - 41.9%

2nd- 22.1%

ELA Diag from SY19 to SY20 shows a drop in proficiency of 11.2% (41.2% to 30%)

FY20 Math

Grade 3 36% a decline of 10% from FY19

Grade 4 63% an increase of 7% from FY19

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To support students we implemented the Gradual Release Model of instruction. We focused heavily on the standards and strategically planning for instruction.

Success Maker showed 91% of the students achieved a skills mastered status.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

According to the EWS data:

21% of Kindergarten students had less than 90% attendance rate

18% of 5th grade students had less than 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.

Attendance is important because students are more likely to succeed in academics when they attend

school consistently. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to not be actively involved in school. This negatively affects their social and emotional growth towards their future success. We will be target excessive absenteeism through SBT/Guidance daily checks. We will be implementing plans for students that are missing more than 10% of school days. Develop student engagement and participation towards 100% attendance through various incentives and recognition; Spin the Wheel for activities.

Course failure is a concern, we see in ELA 439 students have failed and in Math 320 students. This demonstrates learning gaps, and students improvement journey will be negatively affected. Our focus will be to increase learning gains and achievement with a strategic focus on literacy and math that includes remediation of standards, foundational skills, scaffolding instruction that meets the full intent and rigor of standards in all content areas. All students, specifically ELL and SWD students will be targeted through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring.

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

At DVES we pride ourselves in ensuring all students learn in an equitable and equal environment. Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level. Our in-school, during the school day tutorial program ensured student participation and success. All teachers, including resource teachers collaborate to ensure program success. Schedules will be adjusted to ensure tutorial days are honored and student participation is guaranteed. Administrators will be assigned to support the students and build relationships with them to motivate and ensure their attendance in order to positively ensure:

1. 3rd grade ELA proficiency levels
2. 5th grade math proficiency levels for SWDs/ELLs
3. Increase FSA reading proficiency for SWDs
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).

Our goal to make the positive changes we wish to see are to enhance instruction by
-Fountas & Pinnell leveled library books purchased for small group and independent reading practice

-Social emotional learning activities are implemented school-wide with the generous support of the Wallace Foundation- some examples are morning and afternoon meetings, academic integration, adult SEL practices, etc.

-Suite 360 lessons are implemented through guidance rotations

-Guidance, Co-located Therapist & Behavior Health Profession support mental health through one-one and small group sessions

-Modified 120 minute ELA block to include more small group instruction and explicit standards based instruction

-Continue double down model in all ELA/Math classrooms

- Continue pull out model for ELA block for SWDs in third graders
- Weekly walk-thrus conducted to monitor fidelity of implementation
- Student data chats based on mid year progress and follow up with student accountability
- Resource teacher to support small group instruction and mentor teachers
- Attendance monitoring
- Extended day learning opportunities for students
- Enrichment instructional groupings
- School-wide weekly math fluency challenge

Some new actions taken were increased dedicated time;

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

In FY21, we will utilize the ELA Modules in all grades. These are the standard based modules created by the district which follow Gradual Release Model of instruction. We will closely monitor and make adjustments to instruction based on data using FSQs, USAs, Razz +, iReady, RRR.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	<p>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)</p> <p>*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.</p> <p>*This area of focus aligns with the District Strategic Plan to increase reading on grade level to 75% and ensure 75% high school readiness.</p>
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Measurable Outcome: 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. Vertical and horizontal planning
2. Early identification and intervention for students identified as "at risk"
3. Small group differentiated instruction in ELA and Math

Rationale for Evidence-based Strategy:

Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level. Our in-school, during the school day tutorial program ensured student participation and success. All teachers, including resource teachers collaborate to ensure program success. Schedules will be adjusted to ensure tutorial days are honored and student participation is guaranteed. Administrators will be assigned to support the students and build relationships with them to motivate and ensure their attendance in order to positively ensure:

1. Vertical and horizontal planning
2. Early identification and intervention for students identified as "at risk"
3. Small group differentiated instruction in ELA and Math

Action Steps to Implement

1. Vertical and horizontal planning
 - a. Weekly leadership team meetings
 - b. Smart goals developed by teachers based on class data
 - c. Rigor walks (K-3)
 - d. Collaborative meetings such as PLC, PD, etc (Including ESE/ASD and ELL team PLC)
 - e. Data driven collaboration
 - f. Home-school collaboration for additional student practice (K-5)
 - g. Monitoring will occur through administration attendance during PLCs, data chats, and fidelity walks. (AP, SSCC)

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

- 2 Early identification and intervention for students identified as "at risk"
 - a. All teachers will use data binders to closely monitor progress of all students and provide intervention based on district decision trees.
 - b. SBT, ESE and ELL case liaisons to provide additional in-depth support and collaboration

- c. Intervention coaching and fidelity checks
- d. Attendance monitoring
- e. Determine the additional services student need to support their achievement, behavior and/or attendance
- f. Monitoring will occur through administrative team meetings, PLCs, data chats. (AP, SSSC)

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

- 3. Small group differentiated instruction in ELA and Math
 - a. Professional development on ELL Go-To Strategies, small group reading instruction, shared reading, targeted training for teachers of SWD, etc.
 - b. Instruction will be targeted for ESSA identified sub-groups, specifically SWDs
 - c. Double down model utilized during math (4-5) and ELA blocks (1-5)
 - d. Monitoring will occur through administration attendance during PLCs, data chats, and fidelity walks. (AP, SSSC)

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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 statute 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 implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice/equity gaps. Teachers follow Blender's 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.

Our PBIS universal school guidelines and matrix will be demonstrated and taught through specific practices and students will be responsible to abide by the guides to be a Safe, Optimistic, Achieving, Respectful student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year.

Suite 360 is the curriculum that the school district selected to implement the five- hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

Safe and Drug Free Schools initiatives such as Red Ribbon Week and other programs that support prevention of violence in and around the school are implemented on an ongoing basis. A DATA Counselor (Drug/Alcohol) is located full-time on campus, along with a co-located therapist, behavioral health specialist, and case manager. These staff and programs work in concert to prevent the use of alcohol, tobacco, drugs, and foster a safe, drug free learning environment supporting student wellness, student achievement, and appreciation for diversity.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Diamond View has in place the Positive Behavior Support System. The PBS Team provides all stakeholders (staff, students, parents and community) with professional development on the Behavior Matrix and behavior expectations which focuses on being Respectful, Responsible and Safe 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.

Social Emotional Learning curriculum is being implemented in every grade level and after school programs. Each classroom has created a "Calm Corner" to help students develop stronger coping skills. Additionally, learning strategies, social behaviors, and self management skills are emphasized during the professional development session also used in the after school program. Diamond has helped develop a strong sense of community through specific clubs developed to meet the needs of our students such as, a Language Enhancement Camp, Teamwork USA, SECME, FEA, and a Green club. Furthermore, being a STEM certified school, we bring in community members to help promote the academic needs of our school through events like our Career Fair and Outdoor Learning Event. Lessons done through STEM and Project-based learning to help develop 21st century skills in our students to help foster a growth mindset, resilience, and persistence through the learning process.

SEL strategies are also incorporated into all parent, families and community meetings. Each meeting is initiated by an opening ritual to establish a positive and welcoming environment and the meeting concludes with a optimistic closure where participants are encouraged to provide feedback, and reflect on what was shared. On-going communication is established to keep parents informed as well.

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 anti-bullying campaign, structured lessons, and PBS programs.

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

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. Teachers follow Blender scope and sequence for additional resources and guidance to assist with the contents required.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$9,737.44
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	500-Materials and Supplies	3261 - Diamond View Elementary School	School Improvement Funds	905.0	\$9,737.44
			<i>Notes: SAC pending approval</i>			
Total:						\$9,737.44