Diamond View Elementary School

2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	

* 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)	**2020-21 Title I School**	**2020-21 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	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Diamond View strives to create a safe and equitable environment that promotes academic excellence, character development and fosters lifelong learning.

Provide the school's vision statement.

Diamond View's staff will take ownership of all students' academic mastery, emotional intelligence, and social-emotional needs by creating collaborative environments where students, families, staff, and communities help our students reach their highest potential.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position 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.
Starr, Brittany	Other	Supports the academic program at our school. Science and math resource teacher. Supports students in small groups for enrichment lessons. Promotes and ensures safety procedures are in place. Establishes positive rapport with teachers, parents, students, and community
Mauro, Kaitlyn	Other	Serves as the Single School Culture. 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	Curriculum Resource Teacher	SAI resource teacher Establishes positive rapport with teachers, parents, students, and community Mentor teacher, Professional Development team member. SEL Champion - establishes positive rapport with teachers, parents, students, and community.
Ott, Olivia	SAC Member	3rd-grade classroom teacher and SAC chairperson
Esham, Torrey	Administrative Support	ESE contact- coordinates and monitors the ESE program. Supports teachers, students, parents, and the community with the ESE program and services for all students.
Anicola , Michelle	Teacher, ESE	ESE teacher - Marzano Liaison - supports teachers and provides Palm Beach Focused Model (PBFM) training and support for all teachers, supports teachers completing their PGP plan.
Jones, Shari	Reading Coach	Reading Coach; Mentor teacher , Professional Development team member.
Watson, Caitlin	Curriculum Resource Teacher	PLC coordinator, member of the professional development team, interventionist, and instructional coach.

Name	Position Title	Job Duties and Responsibilities
Duncan, Hilary	Curriculum Resource Teacher	Supports students with interventions and supports staff with ELA curriculum, member of the professional development team.
Van Valkenburg, Allyn	Teacher, K-12	3rd-grade teacher and New Teacher Support chariperson- ESP mentor teacher support
Thomas, Christine	Curriculum Resource Teacher	SAI primary resource teacher Establishes positive rapport with teachers, parents, students, and community, mentors teachers, Professional Development team member.

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.*
15

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.*
12

Total number of teacher positions allocated to the school
75

Total number of students enrolled at the school
815

Identify the number of instructional staff who left the school during the 2020-21 school year.
5

Identify the number of instructional staff who joined the school during the 2021-22 school year.
10

Demographic Data

Early Warning Systems

2021-22

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	132	125	119	145	111	154	0	0	0	0	0	0	0	786
Attendance below 90 percent	0	36	18	32	19	20	0	0	0	0	0	0	0	125
One or more suspensions	0	0	1	3	4	1	0	0	0	0	0	0	0	9
Course failure in ELA	0	57	73	92	76	115	0	0	0	0	0	0	0	413
Course failure in Math	0	28	53	69	70	112	0	0	0	0	0	0	0	332
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	44	38	32	0	0	0	0	0	0	0	114
Level 1 on 2019 statewide FSA Math assessment	0	0	0	44	34	28	0	0	0	0	0	0	0	106
Number of students with a substantial reading deficiency	37	33	22	70	42	73	0	0	0	0	0	0	0	277
FY21 ELA Winter Diag Level 1 & 2	0	0	0	10	62	93	0	0	0	0	0	0	0	165
FY21 Math Winter Diag Level 1 & 2	0	0	0	11	45	89	0	0	0	0	0	0	0	145

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	0	39	49	67	72	109	0	0	0	0	0	0	0	336

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	1	4	3	11	0	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - 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	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	

2020-21 - 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	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
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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				47%	58%	57%	46%	57%	56%
ELA Learning Gains				61%	63%	58%	60%	61%	55%
ELA Lowest 25th Percentile				59%	56%	53%	57%	56%	48%
Math Achievement				54%	68%	63%	50%	65%	62%
Math Learning Gains				67%	68%	62%	62%	63%	59%
Math Lowest 25th Percentile				59%	59%	51%	52%	53%	47%
Science Achievement				53%	51%	53%	57%	56%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	39%	54%	-15%	58%	-19%
Cohort Comparison						
04	2021					
	2019	47%	62%	-15%	58%	-11%
Cohort Comparison		-39%				
05	2021					
	2019	47%	59%	-12%	56%	-9%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	46%	65%	-19%	62%	-16%
Cohort Comparison						
04	2021					
	2019	56%	67%	-11%	64%	-8%
Cohort Comparison		-46%				
05	2021					
	2019	51%	65%	-14%	60%	-9%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	50%	51%	-1%	53%	-3%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:
Grades K-2, we will use iReady for Fall, Winter & Spring
In grades 3-5 we will use iReady in the Fall, iReady & Diagnostic in the Winter, and iReady in the Spring.

-iReady and Successmaker: Provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need.
-Unit Standardized Assessments USAs and FSQs give teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.

Grade 1				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	20.2	17.1	37.7
	Economically Disadvantaged	18.9	15.4	32.6
	Students With Disabilities	20	10	20
	English Language Learners	14	11.6	27.3
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	N/A	56.5	65.9
	Economically Disadvantaged	N/A	53.2	62.2
	Students With Disabilities	N/A	44.8	53.6
	English Language Learners	N/A	49.2	55.7

Grade 2				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	33.3	53.7	51.9
	Economically Disadvantaged	0	52.3	50.4
	Students With Disabilities	33.3	36	34.6
	English Language Learners	0	29.8	25.9
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	N/A	60.3	65.6
	Economically Disadvantaged	N/A	60.6	65.5
	Students With Disabilities	N/A	45.8	48
	English Language Learners	N/A	42.9	49.1

Grade 3				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	N/A	50	49.2
	Economically Disadvantaged	N/A	47.5	47.3
	Students With Disabilities	N/A	22.2	28.9
	English Language Learners	N/A	29.7	30.4
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	50	51.2	43.2
	Economically Disadvantaged	47.4	49.1	42.9
	Students With Disabilities	25	33.3	33.3
	English Language Learners	41.2	41.9	32.6

Grade 4				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	N/A	37	31.9
	Economically Disadvantaged	N/A	35.3	31.5
	Students With Disabilities	N/A	11.8	5.6
	English Language Learners	N/A	14.6	9.6
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	25.7	26.4	32.4
	Economically Disadvantaged	26.8	27.3	33.8
	Students With Disabilities	0	0	5.3
	English Language Learners	15.7	9.6	12.7

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	46.7	56.5
	Economically Disadvantaged	N/A	47.2	55.5
	Students With Disabilities	N/A	25.9	37
	English Language Learners	N/A	22.9	28.9
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	58	50	39.1
	Economically Disadvantaged	57	50.5	38.9
	Students With Disabilities	38.5	30	20
	English Language Learners	46.9	42.9	25.6
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	69.9	65	70.2
	Economically Disadvantaged	68.8	64.5	67.7
	Students With Disabilities	63.2	51.9	63
	English Language Learners	51.6	44.4	56.4

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	15	44	47	23	41	43	16				
ELL	38	56	50	34	40	38	29				
AMI	55			47							
ASN	67			67							
BLK	43	52	70	34	39	42	30				
HSP	31	52	36	36	32	31	32				
WHT	47	48		41	46		54				
FRL	41	53	60	38	37	36	38				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	342
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	41

English Language Learners	
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	67
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	46
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	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	47
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to our progress monitoring data for FY21
- ELA overall data, all student groups in 2nd grade scored 51.9%, 3rd grade at 49%, and 5th grade at 56.5%
- ELA for 3rd - 5th grade focused on students with disabilities showed this subgroup scoring below 40%
- Our students with disabilities showed less than 41% across all grade levels in ELA.
- When looking at 4th grade, the overall proficiency for students across all subgroups, this grade level showed significantly lower than 40% in ELA and Math. According to FSA ELA FY21, our 4th graders scored at 34%.
- FY21 16 students tested FSAA - ELA 56% demonstrated proficiency; Math 81% ; Science .33% 2/6

Based on this data trend our focus will be to increase proficiency in ELA achievement for all students, especially the SWD subgroup. Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. Students will receive strategically targeted support through various modes of instruction, including technology, small group instruction, SAI support, peer coaching, tutorials, data chats, and student monitoring. PLC opportunities for our ASD units will occur this year to analyze student data and areas of need.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on this data trend, our focus will be to increase learning gains and achievement for grades 3-5 and focus on the needs of our students with disabilities. Reflecting on our 2019 to 2021 ELA data, students with disabilities lacked hands-on learning experiences as year priors. To address this learning loss, we will be implementing more hands-on, multisensory, and explicit instruction within the ELA blocks for all grade levels. If we do not support these concerns, we increase the learning gaps. The students' improvement journey needs to focus on subject area standards and foundational skills. In contrast, with scaffolding instruction that meets the full intent and rigor of standards in all content areas, we will support all students in reaching their full academic potential.
Additionally, high-level Research-based texts are provided for teachers to implement rigorous standards-based instruction using the three Core Actions (reading text, talking about the text, and completing a task around the text/standard).

Progress monitoring of student achievement using formative assessment data will occur, with follow-up action to address area(s) of deficiency. Implementation of small group differentiated instruction will address
the needs of our diverse learners.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Approximately 50% of 3rd-grade students were virtual learners at the time of the winter diagnostic. 50% of 2nd-grade students remained virtual through the second trimester. There was also an increased number of student and staff absences due to COVID-related incidences. Participation virtually was a concern due to students not having consistent attendance, not being as engaged, and there were technological interruptions.
Students are receiving face-to-face instruction daily as well as being identified using tiered support for interventions. Ongoing data analysis through grade-level PLCs is driving high-quality classroom instruction. Provide professional development to ensure intentionality of delivering standards-based core instruction.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

During FY21, our ELA 3rd scores demonstrate our students made significant gains; +5% (FY19 39%) According to our progress monitoring data for FY21 our ELA overall data, all student groups in 3rd grade scored at 49%; 45.8% (55/120 students) of or 3rd graders scored L3 and above compared to 39% in FY19 (diagnostic 49.5% predicted level 3); 27% of level 1 were 3rd grade SWD on FSA ELA compared with 65% in FY19; 33 - Met Good Cause promotion as of 6/15/21; Increased number of students on Tier 1 on final iReady diagnostic from 9% to 29%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Within the Core, we focused on the use of formative assessments, teachers were able to monitor student mastery of standards consistently and can adjust to remediate and conduct small
groups based on student needs (guided reading and strategy groups) The teachers kept parents abreast of student achievement and underperformance through parent phone calls and conferences. In addition, they sent home progress reports that parents had to sign. All teachers held all students to high expectations. Strategic PLCs are implemented to analyze data, monitor student progress, and develop lessons plans to support all student learning. We focused on student achievement, student-learning gains, and overall social/emotional
growth. We dedicated time to the following priorities to ensure an equitable and equal opportunity for all our students by positively influencing:
- A clear and focused path to success
-We established a Resource Room that targeted students with significant learning needs.
- An appointed SAI teacher.
- We offered school-wide tutorials for students who needed remediation.
- Teachers were given the opportunity to reflect on schedules to maximize instructional time.
- iReady - consistent use, increased teacher monitoring, incentives for growth, use reports to remediate, use resources for additional practice in small groups, and additional training for teachers
-Student accountability
-Increase question type practice opportunities
- Increase spiral review of previously learned skills

What strategies will need to be implemented in order to accelerate learning?

Small group instruction will be grounded in data analysis and reflect the needs of the learners. Interventions will be in place and target specific areas of improvement.
During PLCs, we will focus on developing effective and relevant instruction through unpacking standards, analyzing data, standards-based lessons using vetted resources and materials from the District, share best practices, following/participating with the coaching continuum model, incorporate research-based strategies included but not limited to GO-To Strategies, balanced literacy, small

group instruction, and differentiated learning.
Professional development opportunities include district support/training, in-school coaching opportunities, and on-the-spot coaching during PLC meetings. Teachers are encouraged to share best practice implementation at PLCs and during collaborative planning sessions to increase grade-level capacity as a whole. By developing strong teachers, we can improve student achievement and student growth.

Tutorial program for our level 1 & 2 students. Early identification of our Low 25% will allow for ample tracking and support to ensure their growth. Low 25% of students will connect with a reading endorsed/certified interventionist to ensure the closing of achievement gaps. In the past, the identified students were chosen based on their critical area of need and offered priority for afterschool tutoring. If we can implement a
tutoring program in the FY22 school year, these students will continue receiving priority for tutoring sessions that include math, ELA, and writing.
As an early intervention to increase student readiness to enter kindergarten, we offer a Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will attend bi-weekly PLCs to analyze student data from standards-based assessments collaboratively. Small group instruction will be strategically planned based on progress monitoring and collection of student data with support from professional development opportunities. PDs on: differentiation will be provided, Go to Strategies, standards alignment, and understanding the new content for the new K-2 reading series Benchmark Advance.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Support staff positions provided by the district will be utilized to help support teacher coaching and student small group instruction in order to close the achievement gap. We have established a Resource Room that targets students with significant learning needs. The full-time PLC facilitator will help teachers utilize data to drive instruction in all content areas with on-the-spot PD sessions. We also have appointed a primary SAI teacher and K-2 reading coach to provide additional literacy support. We also offer school-wide tutorials for students who need remediation.

Diamond View's VPK for students ages 3 to 5 uses a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance standards. 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 kindergarten program at Diamond View Elementary, we engage in the following kindergarten transition activities:
Scheduling of a talk/meeting with preschool children's families; distribution of a letter, flyer or informational brochure sent to families of preschool children; holding a kindergarten round up/open house for families of incoming kindergarten children, distributing of community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten and last but not least we provide home learning activities to families to help them prepare children for kindergarten entry.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	If we deliver high quality and standard aligned core instruction in all subject areas, then we will increase student proficiency, increase teacher capacity as well as increase the number of students making learning gains (District's strategic plan Theme 1, Goal 1 overall academic proficiency). Diamond View's goal is to be strategic and focused on standards-based instruction to ensure best practices are utilized throughout all content areas. We want to allow all our students to reach their potential and achieve their goals and establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standards and maximize core instruction. Based on our SY 21 data & findings: ELA 42% (-5%) and Mathematics 38% (-16%) , Science 38% (-15%) 52% made an ELA earning gain (-9%) ; 38% made a Math learning gain (-29%) 56% of L25 made a learning gain in ELA (-3%) ; 35% of L25 made a learning gain (-24%) Lowest groups reported : ESE- ELA 9.2% of our ESE group proficient vs 49.5% of our non ESE ; Math 14.3% vs 43.3% non ESE ; Science 11.5% ESE vs 43.2% ELL Math - 17.7% vs 50% non ELL ; 20% vs 44% non ELL ; Science 18.4% vs 44.6% non ELL Blacks - ELA 39.2% ; Math 31.7 ; Science 26.7%; Hispanic- ELA 39.2%; Math 33.6% According to our needs analysis data, our SWD and ELL group showed the lowest data reported in ELA, Math, and Science across all grade levels 3-5.. Early warning systems data indicate 63% of 1-5th gr. students with an ELA course failure; 51% with a Math course failure. 35% of students in K-5 with a substantial reading deficiency and 51% with two or more early warning indicators.
Measurable Outcome:	Increase student proficiency for SY22 in : ELA by 13% and Mathematics by 15%; Science by 15% ELA Learning gain by at least 10% and Math Learning gain by at least 20% L25% in ELA by 5% and L25% Math by at least 20%. SWD and ELL group - increase ELA and Math by 5%
Monitoring:	Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. Student's progress will be monitored regularly in order to maximize the use of targeted instruction. At our school, we strategically plan for a variety of monitoring techniques. Ongoing data analysis and data chats in Professional Learning Communities and school-based team meetings with grade-level case liaisons will allow teachers to reflect on student performance and create collaborative goals for future monitoring. The monitoring will be supported by the Principal and Assistant Principal during classroom walks, as well as other key members of the school leadership team.
Person responsible for monitoring outcome:	Yanny Diaz (yanny.diaz@palmbeachschools.org)
Evidence-based Strategy:	1. Professional Learning Community/Professional Development to ensure all teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teachers expertise and data-driven instruction 2. Incorporate small group instruction to support individualized students learning at their ability with a variety of tasks, processes, and products. 3. Identifying students needing supplemental intervention

Rationale for Evidence-based Strategy:

4. Tutoring programs to ensure learning supplemented with additional resources and teacher support.

1. PLC/PD will allow teachers and leaders an opportunity to collaborate, analyze data, and make decisions to improve student achievement and academic growth.
2. Incorporating small group instruction utilizing USA and FSQ data to meet the students' need for standards-based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FSA. Utilizing high-quality standards-based instruction will increase student achievement.
3. Identifying students needing supplemental intervention support -Early identification of student need for intervention at the beginning of the school year has indicated a strong need to provide evidence-based interventions in addition to and in alignment with effective core instruction. Supplemental and Intervention programs will support with remediation of skills and accelerate learning.
4. Tutorial program-Students that participate in tutoring programs have demonstrated an increase in student achievement based on the most recent data from standardized assessments.

Action Steps to Implement

1. Professional Learning Community/Professional Development
a. Development of a PLC schedule to include all homeroom teachers, resource teachers, and ASD classroom teachers
b. The PLCs/PD sessions will focus on data analysis and effective instruction based on student's needs
c. Instructional coaches and resource teachers will develop and implement the coaching cycle to build teachers' capacity with the gradual release model, small group instruction, and differentiated instruction, specifically in SWD and ELL subgroups.
d. Instructional coaches and resource teachers will assist with standards-based planning to build teachers' capacity with ELA and Math during PLCs.
e. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
f. Vertical/Horizontal Planning during Professional Learning Communities and Creation of Standards-Based Small Group instruction through Data Analysis.

Person Responsible Caitlin Watson (caitlin.watson@palmbeachschools.org)

2. Small group instruction
a. Students will be assessed using USA's and FSQ's in both Math and Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.
b. Teachers will analyze student data to determine strengths and weaknesses in the content area.
c. Teachers develop a rotational schedule to ensure all students will receive small group differentiated instruction and ensure all students are supported at their abilities (SWDs, ELL,).
d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
e. Teachers develop ongoing formative assessments to track student learning and make adjustments to instruction.
f. Teachers will collaborate with other resource teachers to support student ongoing needs

Person Responsible Yanny Diaz (yanny.diaz@palmbeachschools.org)

3. Early identification and intervention for students identified as "at-risk"
a. All teachers will use data binders to closely monitor the progress of all students, provide intervention based on the district decision tree and conduct fluid small groups to meet student needs.
b. SBT, ESE, and ELL Case Liaisons to provide additional in-depth support and collaboration.
c. Intervention coaching and fidelity checks

d. Attendance, behavior, and mental health monitoring
e. Determine the additional services students need to support their achievement, behavior, and/or attendance

Person Responsible   Kaitlyn Mauro (kaitlyn.byrne@palmbeachschools.org)

4- FSA tutorial program
a. Analyze student data based on mastery of standards to determine students for tutorial groups and the support necessary.
b. Choose research-based supplemental materials and resources to use during tutorials.
c. Analyze teacher classroom data to determine who will be tutors.
d. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
e. Students will be selected and grouped for pullout tutorials and after school based on the results from FY21 FSA, FSQs, USAs, and Winter Diagnostics; and ESSA identified level 1 & 2 students in subgroups: Black, Hispanic, ELL, and SWD in both ELA, Math, and Science.

Person Responsible   Yanny Diaz (yanny.diaz@palmbeachschools.org)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	If we deliver high-quality and standard aligned core instruction in ELA, then we will increase student proficiency, increase teacher capacity as well as increase the number of students making learning gains (District's Strategic Plan Theme 1, Goal 1 overall academic proficiency). Diamond View's goal is to be strategic and focused on standards-based instruction to ensure best practices are utilized in each ELA classroom. We want to allow all our students to reach their potential and achieve their goals and establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standards and maximize core instruction. Based on our SY 21 data & findings: ELA 42% (-5%) ; 52% made an ELA earning gain (-9%) ; 56% of L25 made a learning gain in ELA (-3%) ; 35% of L25 made a learning gain (-24%) Based on iready Diagnostic FY21-22 Fall window Overall Grade Level Placement report it indicates: K students showed 9% Mid or Above Grade Level and 14% early K ; 1st -students showed 8% Mid or Above Grade Level and 5 early 1st ; 2nd- students showed 8% Mid or Above Grade Level and 13% early 2nd; 3rd - students showed 9% Mid or Above Grade Level and 25% early 3rd ; 4th - students showed 12% Mid or Above Grade Level and 15% early 4th ; 5th -students showed 5% Mid or Above Grade Level and 10% early 5th
Measurable Outcome:	Increase student proficiency in ELA by 13%; Learning gain by at least 10%; L25% by 5%; SWD and ELL group by 5%. given by the Spring ELA FSA test on May 2022. Each grade level, K-5 will increase to 55% according to the iReady Overall Grade Level Placement Spring Diagnostic Report given on May 2022.
Monitoring:	Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. Student's progress will be monitored regularly in order to maximize the use of targeted instruction. At our school, we strategically plan for a variety of monitoring techniques during PLCs and SBT meetings with teachers and grade-level case liaisons. We discuss ongoing data analysis, create classroom, grade-level, and school-wide Widely Important Goals "WIG", and conduct data chats. This will allow teachers to reflect on student performance and create collaborative goals for future monitoring. The monitoring will be supported by the Principal and Assistant Principal during classroom walks, as well as other key members of the school Leadership Team.
Person responsible for monitoring outcome:	Carolyn Seal (carolyn.seal@palmbeachschools.org)
Evidence-based Strategy:	1. Professional Learning Community/Professional Development to ensure all ELA teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teachers' expertise and provide new learning opportunities for teacher growth. 2. Incorporate small group Reading instruction to support individualized students learning at their ability with a variety of tasks, processes, and products. 3. Identifying students needing supplemental and intensive interventions based on student

data in order to provide instructional support.
4. Technology programs whose platforms provide individualized instruction through Diagnostics assessments will be used to enhance students' ability to integrate (iReady, Imagine Learning, Reading A-Z (for 3rd-5th)

Rationale for Evidence-based Strategy:	1. PLC/PD will allow teachers and leaders an opportunity to collaborate, analyze data, and make decisions to improve student achievement and academic growth. 2. Incorporating small group instruction utilizing USA and FSQ data to meet the students' need for standard-based practice and to identify areas of weakness for targeted remediation. 3. Identifying students needing supplemental intervention support -Early identification of student need for intervention at the beginning of the school year has indicated a strong need to provide evidence-based interventions in addition to and in alignment with effective core instruction. 4. Technology Programs - (iReady, Imagine Learning, Reading A-Z (for 3rd-5th) program has aided in significantly increasing student achievement when the programs are used with fidelity. These programs provide effective tools that enable teachers to differentiate instruction based on a student's specific area of need.

Action Steps to Implement

1. Professional Learning Community/Professional Development
a. Development of a PLC schedule to include all homeroom teachers, resource teachers, and ASD classroom teachers as well.
b. The PLCs/PD sessions will focus on data analysis and effective instruction based on student's needs
c. Instructional coaches and resource teachers will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction, and differentiated instruction, specifically in SWD and ELL subgroups
d. Instructional Coaches and Resource Teachers will assist with standards-based planning to build teachers' capacity with ELA during PLCs.
e. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
f. Vertical/Horizontal Planning during Professional Learning Communities and Creation of Standards-Based Small Group instruction through Data Analysis.

Person Responsible	Caitlin Watson (caitlin.watson@palmbeachschools.org)

2. Small Group Instruction
a. Students will be assessed using USA's and FSQ's in Language Arts. Teacher will utilize differentiated instructional strategies and small group instruction in all ELA courses.
b. Teachers will analyze student data to determine strengths and weaknesses in the content area.
c. Teachers develop a rotational schedule to ensure all students will receive small group differentiated instruction and ensure all students are supported at their abilities (SWDs, ELL,).
d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
e. Teachers develop ongoing formative assessments to track student learning and make adjustments to instruction.
f. Teachers will collaborate with other resource teachers to support student ongoing needs to provide double down instruction for targeted groups.
g. Teachers were given the opportunity to reflect on schedules to maximize instructional time.

Person Responsible	Shari Jones (sharilynn.jones@palmbeachschools.org)

3. Identifying students needing supplemental and intensive intervention support or identified as "at-risk".
a. All teachers will use data binders created in PLCs to closely monitor the progress of all students in ELA

and provide intervention based on district decision trees, as well as to conduct fluid small groups to meet student needs.

b. Provide a K-2 SAI support teacher and a 3-5 SAI teacher for reading interventions, as well as utilize Reading Endorsed teachers for retained 3rd-grade students.

c. The Literacy Resource teachers have been identified to provide intensive small group instruction for students with significant reading deficits.

d. Supplemental writing instruction provided throughout Fine Arts rotations for all 3rd-5th grade students.

e. Students are identified for additional writing tutorial and language enhancement camp for grades 1-5.

f. K-2 Teachers will utilize the Benchmark Advanced Literacy program resources for small groups to differentiate instruction based on student needs.

Person Responsible   Hilary Duncan (hilary.duncan@palmbeachschools.org)

4. Technology programs (iReady, Imagine Learning, Reading A-Z (for 3rd-5th)

a. Provide teachers with professional development to ensure the appropriate use of adaptive technology

b. The teacher will develop a rotational schedule to ensure all students have access to technology.

c. Teacher will engage students in small group instruction based on adaptive technology results.

Person Responsible   Shari Jones (sharilynn.jones@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Diamond View is not listed on Safe Schools for Alex.

In FY21, we had a total of 63 incidents ODR reported showing a decrease of 42 incidents ODR compared to the FY20 school year. Students with 1 or more suspensions for the FY19 was 17 as compared to FY20 with 11 suspensions (-6) 14 students with two or more referrals were reported in FY19 and 16 students in FY20. Data shows, in FY21, repetitive disruptive behavior and bus disruption were coded the highest with 5 incidents reported.

To support our students and make an impact on incidents we will integrate a Single School Culture by
sharing our Universal Guidelines for Success (MATRIX) and communicating these expectations to parents via
District student handbook, and monitoring PBS through data, SEL strategies, Second Step lessons, and behavior resources. 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. Another method 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 counselors. 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 will provide mentoring opportunities to students to support and foster positive relationships with
all. The PBS team meets monthly to discuss and share discipline data to problem solve and help decrease the number of discipline referrals, provide appropriate behavioral interventions to support and address student behavior needs as well as sharing data during faculty meetings.

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.

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. Another method 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 counselors. 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.

The Social-Emotional Learning curriculum is being implemented in every grade level and after-school program. 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 and Brilliant Starz(CCLC 21 st grant- after school and summer program for targeted students and families) program. 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 Family Events. Lessons are 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, family, and community meetings. Each meeting is initiated by an opening ritual to establish a positive and welcoming environment and the meeting concludes with an 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 programs, 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.

The anti-Bullying program is delivered to all students. Also, the school offers a non-violence and anti-drug program to students that incorporate field trips, community service, and counseling. Teachers follow Blender scope and sequence for additional resources and guidance to assist with the contents required.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal - Chief supporter and instructional leader on our campus

AP- Supports, promotes, and ensures safety procedures are in place. Establishes positive rapport with teachers, parents, students, and the community.

School Guidance Counselors - provide daily lessons and behavior support

PBS Team- a representative from each grade level meets monthly to share and problem solve areas to improve and support student behavior needs.

School Leadership Team- meets weekly to problem solve and share best practices to support teachers, staff, families, and students.

Grade level team leaders- meet biweekly to discuss a variety of topics including schoolwide concerns, grade level concerns, and schoolwide events. Overall the focus is on promoting a safe and positive learning environment for both students and staff.

SAC Chairperson, Olivia Ott - presides at all SAC meetings of the council. Notifies members of upcoming meetings and votes. The chairperson organizes and presents at all School Advisory Council meetings to teachers, staff, families, and the community. Topics of discussion focus on school improvement, Social Emotional Learning, and how everyone can work as a team to promote a positive learning environment on campus.

The School Resource Officer- supports on campus throughout the day. He supports both arrival and dismissal in front of the school. Throughout the day he circulates to check on safety procedures and speak with students to build positive relationships. The school resource officer is available to support behavior concerns with students that may arise.

The Afterschool Program Director -promotes a positive culture and environment both during the school day and after school. He assists students during lunchtime to build relationships. He also promotes Social Emotional Learning throughout the afterschool program with the use of afternoon meetings.

Community Partners -The Bridges of Lake Worth West is a community partner that works closely with our families and school to promote positive relationships and education. Bridges offer a variety of programs on their site that support children of all ages and adults. Educational classes for all ages, tutorial groups, health and wellness classes, and so much more. They present monthly at our School Advisory Council meetings to share upcoming events and provide monthly calendars for the whole school.

Safety Patrols - 5th-grade students support a positive culture and environment through role model behavior during arrival and dismissal. Safety Patrols are selected by the staff to help promote safety and shining minor behavior throughout the school. Safety patrols are placed at strategic locations throughout the campus to support students with arrival and dismissal, all the while reminding them of the school-wide rules and procedures. Many students look forward to becoming a patrol in 5th grade which promotes intrinsic motivation to make positive choices in lower grade levels.

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:
(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to teach in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping.
(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.
(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall

include the contributions of women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts are introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender.

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**				**$10,984.47**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	500-Materials and Supplies	3261 - Diamond View Elementary School	School Improvement Funds	850.0	$10,984.47
			Notes: SAC pending approval			
2	III.A.	**Areas of Focus: Instructional Practice: ELA**				**$0.00**
					Total:	**$10,984.47**