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Diamond View Elementary School

5300 HAVERHILL RD, Greenacres, FL 33463

<https://dves.palmbeachschools.org>

Demographics

Principal: Carolyn Seal

Start Date for this Principal: 7/1/2007

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (48%) 2018-19: B (57%) 2017-18: B (55%)
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	ATSI
* 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

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">85%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	C	B	B

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Seal, Carolyn	Principal	<p>The Principal's role as the school's chief operations manager is to oversee both facilities and monitor the school's instructional systems. The Principal ensures that the instructional practices in the classroom support student progress and are aligned with the District approved curriculum and resources. As a school leader, the Principal helps to encourage and promote parent involvement throughout the school year. The Principal hires all staff employed at the school. Additionally, the Principal supports and coaches all teams, teachers, and leadership members to help determine areas needing continuous improvement.</p>
Diaz, Yanny	Assistant Principal	<p>The Assistant Principal supports the academic program initiatives at the school. Coordinates and helps establish systems of support across the campus. Promotes and ensures operational systems and safety procedures are in place. Establishes positive rapport with teachers, parents, students, and the school community. Organizes and documents teacher support.</p>
Mauro, Kaitlyn	Other	<p>The SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. The SSCC helps progress monitor goals aligned with the School Improvement Plan to provide support as needed. Provides support with professional development across grades and during the planning for Professional Learning Communities. Applies the Multi-Tiered System of Supports (MTSS) principles in behavior/academic intervention determination and student progress monitoring in response to the Intervention (Rtl) process. The SSCC ensures that Interventions are monitored and implemented based on need throughout the year using the Decisions Trees to reflect on multiple data points throughout the year to help guide the team's instructional decisions for each student. The SSCC assists in ensuring cultural/social competence and responsiveness within the instructional practices and implementing the school-wide culture. Also, as a PBIS member, the SSCC ensures that Schoolwide Positive Intervention systems and procedures are in place. Supporting the teachers and staff with opportunities to engage in SEL practices to support instruction and each individual's social and emotional well-being. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students both socially and academically aligned with the school improvement plan.</p>
Starr, Brittany	Science Coach	<p>The STEM and Math Enrichment Resource teacher supports our school's academic program. Supports students in small groups for enrichment lessons. Promotes and ensures safety procedures are in place. Establishes positive rapport with teachers, parents, students, and the community. Provides Professional Development and coaching for teachers in the implementation of science and math curriculum.</p>
Jones, Shari	Reading Coach	<p>The Reading Coach provides professional development and support for teachers in implementing the District-approved English Language Arts</p>

Name	Position Title	Job Duties and Responsibilities
		<p>curriculum. As the school's Literacy Lead, the Reading Coach monitors and helps to support district and state testing initiatives aligned with Kindergarten through Fifth grade ELA standards. The Reading coach instructs staff on using data to drive instruction and plan intentionally to support the student's individual needs with ELA. Additionally, the Reading Coach provides input to support student learning during Leadership Meetings, School-based Team Meetings, and Individualized Education Plan meetings. The Reading coach will also guide and provide professional development as needed with the rollout of the new ELA Benchmark curriculum and instructional needs around small group instruction.</p>
Duncan, Hilary	Curriculum Resource Teacher	<p>The school's ELA Curriculum resource teacher supports staff with planning for instruction in reading and writing. Leads curriculum Focus Walks and professional development to support the school goals in increasing achievement scores in ELA. The ELA curriculum resource teacher also provides support with student supplemental and intensive interventions. The ELA Curriculum Resource teacher is a member of the Leadership and Professional Development Planning teams.</p>
Remon, Donna	ELL Compliance Specialist	<p>The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist the ESOL a resource teaches in implementing school-based ESOL services. The ESOL contact collaborates with the District and community agencies to assist families with issues. Collaborates with community agencies and organizations in assisting families in accessing available resources. Monitors and conducts LEP student assessment and placement procedures. Monitors and conducts LEP student assessments and placement procedures. Conducts demonstration lessons for ESOL and supports teachers in comprehensible instruction for LEP students. Coordinates ESOL record-keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. The ESOL Contact also participates in School Based Team meetings to provide the team with additional data on students in the ESOL program and to help the team determine the next steps when deciding on student instructional needs. Finally, she assists school staff in ensuring ESOL program compliance.</p>
Watson, Caitlin	Curriculum Resource Teacher	<p>The PLC coordinator is a member of the professional development team as an instructional coach for all subject areas. The school's PLC Coordinator helps support data-driven weekly PLC meetings across grade levels, supporting grade-level standard implementation that supports the school's instructional goals. The PLC coordinator manages and facilitates PLC meetings with agendas and schedules instructional support and professional development as needed. The school's ELA Curriculum resource teacher supports staff with planning for instruction in reading and writing. Leads curriculum Focus Walks and professional development to support the school goals in increasing achievement scores in all subject areas. The ELA curriculum resource teacher also provides support with student supplemental</p>

Name	Position Title	Job Duties and Responsibilities
		and intensive interventions. The ELA Curriculum Resource teacher is also a member of the Leadership team and Professional Development Planning teams.
Siegel, Michelle	Curriculum Resource Teacher	Our SAI teacher has been working in classrooms. Her background is in Exceptional Student Education and Reading. She is our Supplemental Academic Instruction teacher for grades 3-5. She serves on many school-based committees that help support student academic and life success. Strives to help our students to be the best they can be. She also mentors beginning teachers and our Social Emotional Learning School Champion. Establishes positive rapport with teachers, parents, students, and the community.
Anicola , Michelle	Teacher, ESE	ESE teacher - Marzano Liaison - supports teachers and provides Palm Beach Focused Model (PBFM) training and support for all teachers support teachers in completing their PGP plan.
Ott, Olivia	SAC Member	3rd-grade classroom teacher, Team Leader, and SAC chairperson.
Marton, Christine	Other	The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with the required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by regularly consulting with students, parents, teachers, counselors, related service providers, agencies, etc.
Thomas, Christine	Curriculum Resource Teacher	Our primary SAI teacher has been working to help remediate students in their reading by providing them with research-based interventions. Our Primary SAI teacher works with students primarily in grades K-2 to help close achievement gaps before 3rd grade in reading. Establishes positive rapport with teachers, parents, students, and the community.
Martello, Michelle	Instructional Media	The Instructional Media teacher establishes and maintains library procedures. Assist students in locating and selecting desired or needed books, periodicals, pamphlets, materials, or technology support. Instruct students in library science, appropriate student behavior, and use of technology. Oversee the selection, organization, and distribution of materials and equipment. Helps to foster a culture of inclusiveness for all students and staff through the

Name	Position Title	Job Duties and Responsibilities
		<p>use of literacy. The media teacher works with all students through supporting teachers and on the fine arts rotation. The Media teacher will also be a key member of the Literacy Leadership Team which meets throughout the year to help support literacy and complete our Action Step 3.</p>
Ball, Samantha	School Counselor	<p>As a Guidance Counselor I do many different lesson to incorporate SEL practices, such as Positive Self Talk, Being Assertive, Identifying Feelings, Creating and Maintaining Friendships, Stranger Danger, and so many more throughout the year. At Diamond View, I am the Internal Coach for our PBS/SEL Team and attend Internal Coach meetings as well as lead our PBS Meetings on campus. Attendance is also a concern with some of our students, so as a Counselor I assist with monitoring this process. Something new this year is that we are piloting a new program called the “Ron Clark House System”, in which I am helping to lead and roll out this program to our school. In regards to our School Based Team, I give the teaching component to those students who are receiving Tier 2 Interventions for behavior, by using Zones of Regulation, Resilience Builder, and other intervention. During the day, I always make time to do check in’s and out’s with students that need support to help them be successful not only in school but in our community too.</p>

Demographic Information

Principal start date

Sunday 7/1/2007, Carolyn Seal

Number of teachers with a 2022 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.*

4

Number of teachers with a 2022 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.*

20

Total number of teacher positions allocated to the school

74

Total number of students enrolled at the school

785

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

9

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	116	126	134	136	130	110	0	0	0	0	0	0	0	752
Attendance below 90 percent	0	50	37	33	24	21	0	0	0	0	0	0	0	165
One or more suspensions	0	1	3	8	4	3	0	0	0	0	0	0	0	19
Course failure in ELA	0	42	64	69	63	66	0	0	0	0	0	0	0	304
Course failure in Math	0	25	45	48	41	47	0	0	0	0	0	0	0	206
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	15	35	23	0	0	0	0	0	0	0	73
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	11	34	0	0	0	0	0	0	0	45
Number of students with a substantial reading deficiency	0	37	33	22	70	42	0	0	0	0	0	0	0	204

Using the table above, complete the table below with the number of students by current grade level who have 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	32	51	54	53	57	0	0	0	0	0	0	0	247

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	5	20	15	4	0	0	0	0	0	0	0	46
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Saturday 8/6/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	44%	59%	56%				47%	58%	57%
ELA Learning Gains	61%						61%	63%	58%
ELA Lowest 25th Percentile	49%						59%	56%	53%
Math Achievement	43%	53%	50%				54%	68%	63%
Math Learning Gains	58%						67%	68%	62%
Math Lowest 25th Percentile	52%						59%	59%	51%
Science Achievement	29%	59%	59%				53%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	39%	54%	-15%	58%	-19%
Cohort Comparison		0%				
04	2022					
	2019	47%	62%	-15%	58%	-11%
Cohort Comparison		-39%				
05	2022					
	2019	47%	59%	-12%	56%	-9%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	46%	65%	-19%	62%	-16%
Cohort Comparison		0%				
04	2022					
	2019	56%	67%	-11%	64%	-8%
Cohort Comparison		-46%				
05	2022					
	2019	51%	65%	-14%	60%	-9%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	50%	51%	-1%	53%	-3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	18	49	45	19	42	47	11				
ELL	31	61	54	31	54	45	17				
AMI	48	91		52	57						
ASN	67	80		50	70						
BLK	51	65	43	47	64	58	31				
HSP	29	54	54	33	51	45	27				
MUL	45			36							
WHT	56	50		52	58		35				
FRL	41	60	49	42	60	54	30				
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				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	398
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	44
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	64
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	67
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	53
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	44

Hispanic Students	
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	41
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	52
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	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Overall, 3rd-5th ELA(FSA): FY19 47%-FY22 44%(-3)
 ELA Grade Comparison Data: FSA 3rd: FY19 39% -SY22 44%,(+5); 4th: SY19 47%-SY22 60% (+13)
 5th: SY19 47%-SY22 30%(-17)
 SWD ELA FSA SY19, 22%, SY21,15%(+3), SY22:18%(-4)
 The Overall trend shows that from 3rd-4th grade, there has been a significant increase in ELA proficiency since 2019, whereas, in 5th Grade, there has been a significant decline.
 The proficiency in ELA FSA among our SWD is significantly lower than our ESSA subgroups and below the 41% recommended threshold. This data analysis reveals that are targeted areas for SY23 shall be 3rd, 5th, and SWD.
 Overall, 3rd-5th Math (FSA): SY19 54%-SY22 43% (-11)

Math Grade Comparison Data: 3rd: FY19 46%-SY22 42%(-4), 4th: SY19 56%-SY22 60% (+4), 5th:SY19, 51%- SY22 28%(-23).

SWD Math FSA FY19, 31%, SY21,23(-8), SY22 19%(-4)

The overall data trend shows a significant decline in Math proficiency in 3rd (-4%), 5th (-23%), and among our SWD subgroup (-12% since 2019) compared to an increase in 4th grade(+4).

Overall 5th Science In SY19, 53%, SY21 38%(-15%) SY22 29% (-11%).

In science, the data reflects a significant (-22%) downward trend since 2019.

iReady Progress Monitoring Tool:

Fall vs.Spring Comparative Data: At or above grade-level K(+54%);1st (+44%); 2nd (+26%);3rd (+18%), 4th (+17%)

Fall vs. Winter: 5th (+5%)

Overall SWD:Fall 6% to Spring 22% (+16)

The overall iReady data shows significant progress from Fall to Spring in literacy skills in K-4th. Reading proficiency in K-1st averages 45% compared to 2nd-4th 20%. SWD is below 25% in reading in SY22.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data trend demonstrates the greatest need for improvement is in ELA from 2nd-5th, Math in 3rd-5th, and 5th grade Science. Additionally, SWDs made limited proficiency in ELA and Math over the past few years.

Our focus will be to increase learning gains and achievement for grades 3rd -5th by providing hands-on learning experiences and individualized instruction as year priors. To address this learning loss, we will implement more hands-on, multisensory, and explicit small group instruction within the ELA, Science, and Math blocks.

Additionally will provide SWDs more differentiation to meet their individual needs.

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

Contributing Factors: Implementing the new Reading curriculum in K-2nd grade and adjusting to its' pacing. Teachers had to adapt to planning backward to identify the primary standard to be taught for each lesson when provided with multiple standards for each lesson (SPIRAL Curriculum).

Teachers need more professional development in progress monitoring using data to create and implement action steps within their instructional practices to meet the needs of diverse learners, especially our SWDs.In FY22, most K-5 Teachers did not implement small group instruction fidelity due to COVID. It was a slow start to transition from Whole Group to Small Group, which led to SWDs not being provided consistently in classrooms. High absenteeism negatively affected student learning. Student absences were due to COVID-and other reasons.

New Actions: Schedules were adjusted to meet the diverse needs of our students, providing more support during Triple iii instruction. Training for our staff in Sound Sensible, SPIRE, Voyager Passport, and Guided Reading to support interventions. Students who missed school in the years prior due to COVID lacked foundational literacy skills. Heggerty supports Phonemic Awareness and will be provided in Kindergarten. The data proves that by the end of 2nd grade, many students are unprepared to read 3rd-grade material.

Professional Development to support K-5 Standards-Based Instruction is needed. All K-5 teachers will use the District-approved Benchmark curriculum for ELA instruction. Furthermore, during these planning

and professional development opportunities, teachers will focus on planning their small group lessons to remediate and reteach as needed.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

ELA:

The data trend shows the most improvement with our 4th Grade ELA with 60% proficiency, an increase of 13% from SY19. In the FSA Writes, 49% of 4th and 5th-grade students scored an 8 or above.

Additionally, 3rd-grade proficiency increased by 5% in SY22.

According to IReady Fall Overall Diagnostic ELA reports in Fall SY21, 22% were on grade level, and 54% (+32) by Spring.

Math:

The data trend shows the most improvement with our 4th Grade Math with 60% proficiency, an increase of 4% from SY19.

Additionally, Learning Gains in Math went up 20%, from 38% in 2021 to 58% in 2022.

According to iReady Overall Diagnostic results in Math taken from Winter to Spring, we were at 49% proficiency.

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

PLC Implementing Strategic PLCs to analyze data, monitor student progress, and develop lesson plans to support all student learning. During PLCs, formative assessments were discussed on student mastery of standards during PLC to monitor progress. As a school, we integrated phonics-based activities throughout the day during the Core to help remediate students' reading in Kindergarten through 5th grade.

Data Analysis and Progress Monitoring: The School has a system of grade-level Liaisons to support all reading interventions and support the classroom teachers in implementing research-based interventions to close achievement gaps. Additionally, consistent support through experienced SAI teachers for K-4 struggling readers to help close gaps.

Tutoring: We implemented a tutoring program to assist identified students needing support in writing.

We want to continue the same practices and ensure fidelity across grade levels.

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

To increase reading proficiency, our school will plan with the intent during collegial planning and PLCs. Grade levels will consistently use DID binders with additional progress monitoring, reading progress, and student goal setting. Additionally, teachers across grade levels will create and monitor school and individual WIGS to ensure progress and accurate learning in all core subjects.

Tutorial program for our level 1&2 identified students.

Early identification of our Low 25% will allow for ample tracking and support to ensure their growth. In the

past, the identified students were chosen based on their critical area of need and offered priority for afterschool tutoring, sessions that include math, ELA, and writing. As a school, we also focus on student achievement but also the overall social-emotional well-being of the student through integrating morning meetings and SEL activities to get to know our students better.

Early intervention that is offered to increase student readiness in entering 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.

ELA and all other subject area planning during biweekly PLCs, we will focus on developing effective and relevant instruction through unpacking standards, analyzing data, and developing standards-based lessons using vetted resources and materials from the District. During PLC, teachers will share best practices, incorporating research-based strategies for our SWD students.

Professional Development Teachers will engage in collaborative planning and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups SWD achieving below the Federal Index. Also, we will provide refresher training for teachers to integrate GO-To Strategies in their lessons to continue to support our ELL students. Small group instruction and differentiated learning should occur daily. Additionally, providing PD support for teachers to look at the reading strategies that can transfer to support students in other core content areas such as math and science to increase proficiency in all areas.

Teachers will engage in common collegial planning and lessons to improve instructional capacity and learn the new K-5 Benchmark curriculum. Teachers will also be encouraged to engage in Whole Class conversations around High-level texts. Furthermore, all PLCs will be data-driven, with teachers reflecting on action steps to increase their proficiency scores and collaborating with their upper to meet their Wildly Important school and individual goals. Each teacher will have a data binder with all their class data and resources at their fingertips to bring to PLC.

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

Small Group Differentiated Instruction: Targeted small group instruction using rigorous texts designed to increase learning gains in ELA and Math. Data-driven differentiated instruction is planned to meet the needs of all students. However, students who fall within our ESSA Subgroups will be specifically monitored for progress and receive additional support by teachers ensuring instruction to support the specific needs of students. Ongoing progress monitoring for all students.

As an early intervention to increase student readiness to enter Kindergarten, Diamond View offers Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These programs are supported by the Department of Early Childhood Education and Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates, including the use of 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 transitioning school-based and community children into the kindergarten program at Diamond View. The school engages in the following transition activities; scheduling a meeting with preschool children's families and providing informational

brochures. Each year Diamond View welcomes the new students entering Kindergarten at the annual K-Round-Up event to provide all additional information and resources for summer enrichment activities.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

ELA learning gains are an area to focus on when comparing the FSA scores from SY22 with those from SY19. The gap between the 2022 ELA Achievement is 44% for 3rd, 60% for 4th, and 30% for 5th. The District average for 3rd Grade was 54%, 4th Grade 62%, and 5th grade 57%. The 4th Grade was only 2% below the District average, whereas the 3rd and 5th showed significant gaps.

In SY22, Mathematics Achievement was at 42% for 3rd, 60% for 4th, and 28% for 5th, whereas the District average was 58% for 3rd, 59% for 4th, and 50% for 5th Grade. 4th Grade was only 1% below the District average, and 3rd and 5th showed significant gaps.

Science Achievement declined from SY19 53% to SY22 29%, bringing proficiency down by 24 percentage points. However, we must consider the students reading proficiency scores in correlation with the science scores.

Over the past few years, our SWDs group has made limited progress. ESSA data shows SWD at 36% -5 percentage points below the 41% identified subgroups threshold. A sub-group that has gone down in proficiency since 2019 but is currently not below the recommended threshold in FY22 is our ELL student. All other ESSA subgroups were not identified as showing a significant loss.

If we focus on increasing our overall proficiency score in reading, we will see increased proficiency scores in other subjects as assessments involve reading skills. Diamond View will implement our first Instructional Priority, to deliver content, concepts, or skills aligned to the benchmark and intended learning. This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence growth.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2023, our schoolwide goal is to increase the overall percentage in ELA by 5%, bringing us from 44% to 49% proficiency.

Due to the literacy-based assessments in ELA and Science, focusing on increasing ELA proficiency skills will ultimately support progress in other core subject areas.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Our goal is to monitor for implementation and impact of BEST Standards. School-wide and Individual Wildy Important Goals will be created and monitored to ensure student progress is met. At Diamond View, we strategically plan for various monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom Walks, Student work samples, Student/teacher data binders, Formal Observations, Professional Learning Communities attendance/participation, and all related Formative/Summative Assessments.

Monitoring is a critical detail in achieving student progress. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is an essential step toward student achievement and school improvement. It provides teachers and administration the data they need to make decisions about instruction and differentiated support for all students.

Person responsible for monitoring outcome:

Yanny Diaz (yanny.diaz@palmbeachschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

1. Professional Learning Community (PLC)/ Professional Development will ensure teachers collaboratively unite to focus on best practices.
2. FAST tutoring programs to ensure learning supplemented with additional resources and teacher support

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

PLCs and PDs allow teachers and leaders an opportunity to collaborate, analyze data, and make decisions to improve student achievement and progress. Both of these instructional practices help the teacher to guide their instruction and determine every student's individual needs. Tutoring can be offered to any student that shows there is a need.

Describe the resources/criteria used for selecting this strategy.

Tutoring provides students the additional support needed to close achievement gaps in their learning.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1 Professional Learning Community/Professional Development

a. PLC schedule includes all homeroom teachers, resource teachers, and ASD classroom teachers to plan and unpack standards.

b. The PLCs/PD sessions will focus on data analysis and effective standard-based for students' needs

c. Instructional coaches and resource teachers will develop and implement the coaching cycle to build teachers' capacity with the gradual release model as needed.

d. Instructional coaches and resource teachers will assist with standards-based planning to build teachers' capacity with ELA and Benchmark implementation.

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 StandardsBased Small Group instruction through Data Analysis for mastery of standards.

Person Responsible

Caitlin Watson (caitlin.watson@palmbeachschools.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

We will increase student achievement by focusing on standards-based instruction to increase learning gains in school-wide ELA and Math. To ensure alignment with the District's Strategic Plan, Diamond View will focus on our second instructional priority and use trends in student data and work samples to identify learning needs and adjust instruction. This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence growth, specifically with item 3; Improve equitable participation in programs. In maintaining our focus in these instructional areas, we can further support our SWDs individual needs.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2023, we increase the overall percentage of our SWD in ELA by 5%, bringing us from 18% to 23% proficiency.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

At Diamond View, we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom Walks, Student work samples/ portfolio/binder reviews, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, and all Formative/Summative Assessments and Technology

Person responsible for monitoring outcome:

Yanny Diaz (yanny.diaz@palmbeachschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

1. Incorporate Small group instruction:
 - a. Students will be assessed using FAST and iReady in Math and Language Arts. Teachers 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 will create all small group rotational cycles to ensure all students supported in their abilities
 - d. Early identification and intervention for students identified as "at-risk."
 - e. 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.
 - f. SBT, ESE, and ELL Case Liaisons to provide additional in-depth support and collaboration.
 - g. Intervention coaching and fidelity checks
 - g. Teachers will create lesson plans utilizing various resources, instructional materials,

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

and teaching methodologies to support all learners.

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 FAST and iReady data to meet the students' need for standards-based practice and to identify areas of weakness for targeted remediation. 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

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- a. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.
- b. Provide teachers with professional development to ensure the appropriate use of adaptive technology.
- c. Provide Specified training to support students with district-provided resources to help close achievement gaps in ELA, marking accommodations needed during lessons, etc.
- d. Provide District training as needed to support our SWD students with teacher professional development in strategies being used in the classroom.

Person Responsible

Kaitlyn Mauro (kaitlyn.byrne@palmbeachschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Diamond View will focus on Standards-based instruction to increase overall 3rd-5th to help improve proficiency scores school-wide in ELA. In that case, we will increase student proficiency in ELA by focusing on Implementing Instructional Priority#1, on delivering content, concepts, or skills aligned to the benchmark and intended learning. This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence growth. Our goal is to be strategic and focus on standard-based instruction to ensure best practices are utilized throughout all content areas and in ELA.

Our second Instructional Priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift within small groups. This area of focus aligns directly with our District Strategic Plan, Theme D-Goal 2, to ensure all employees are committed to effective practices and performance expectations centered on students. Teachers will use small group instruction to meet the needs of all students.

iReady SY22 data shows that 45% of our incoming third-grade students are reading at or on-grade level. iReady data also shows that our overall proficiency in the primary grades declines over time.

K-75% proficiency

1st-56% proficiency

2nd-45% proficiency

Fall vs.Spring IReady Comparative Data: At or above grade-level K(+54%);1st (+44%);2nd (+26%)

SY23 iReady Fall Data on or above Grade Level

K:13% proficiency

1st:11% proficiency

2nd:21% proficiency

SY23 PM 1 FAST Data:

K: 31% proficiency

1st: 37% proficiency

2nd: 33% proficiency

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Diamond View will focus on Standards-based instruction to increase overall 3rd-5th to help improve proficiency scores school-wide in ELA. Implementing our first instructional priority of delivering standard-based instruction in ELA will ensure best practices are utilized throughout all content areas. This focus aligns with our District Strategic Plan, Theme A-Goal 3, Academic Excellence growth. Our second Instructional Priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift within small groups. Our goal is to be strategic and focus on standard-based instruction to ensure best practices are utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard. This area of focus aligns directly with our District Strategic Plan, Theme D-Goal 2, to ensure all employees are committed to effective practices and performance expectations centered on students.

FY22 data shows our third-grade students were 44% proficient on the FSA.

Overall, 3rd-5th ELA(FSA): FY19 47%-FY22 44%(-3)

ELA Grade Comparison Data: FSA 3rd: FY19 39% -SY22 44%,(+5); 4th: SY19 47%-SY22 60% (+13)
5th: SY19 47%-SY22 30%(-17)

SWD ELA FSA SY19, 22%, SY21,15%(+3), SY22:18%(-4)

The Overall trend shows that from 3rd-4th Grade, there has been a significant increase in ELA proficiency since 2019, whereas, in 5th Grade, there is a significant decline.

iReady SY22 Comparative Data

3rd (+18%), 4th (+17%)

SY22 iReady Data:

3rd:53% proficiency

4th:44% proficiency

5th: took an alternative test

iReady SY23 Fall Data

3rd:29% proficiency

4th:28% proficiency

5th: 23% proficiency

SY23 Fall PM1 FAST Assessment Data:

3rd: 8% proficiency

4th: 29% proficiency

5th:37% proficiency

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By May 2023, Kindergarten will use the new coordinated FAST screening and progress monitoring system, where 5% or more will increase in achievement, increasing from 31% to 36% proficiency.

By May 2023, 1st Grade will use the new coordinated FAST screening and progress monitoring system, where 5% or more will increase achievement from 37% to 42% proficiency.

By May 2023, 2nd Grade will use the new coordinated FAST screening and progress monitoring system, where 5% or more will increase achievement from 34% to 39% proficiency.

By May 2023, 95% of our K-2nd teachers will utilize standards-based small group instruction in ELA.

Grades 3-5: Measureable Outcome(s)

By May 2023, the 3rd Grade will use the new coordinated FAST screening and progress monitoring system, where 5% or more will increase in achievement, increasing from 8% to 13% proficiency.

By May 2023, the 4th Grade will use the new coordinated FAST screening and progress monitoring system, where 5% or more will increase in achievement, increasing from 29% to 34% proficiency.

By May 2023, the 5th Grade will use the new coordinated FAST screening and progress monitoring system, where 5% or more will increase achievement from 37% to 42% proficiency.

By May 2023, 95% of our 3rd-5th grade teachers will utilize standards-based small group instruction in ELA.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitor assessment and student progress frequently through teacher and student-led data chats. Identify areas of continuous improvement and instruction to support student learning needs through PLC and collegial planning.

Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and growth monitoring checks, Reading running records, and end-of-unit assessments from the Benchmark Series.

We will also use grade level FSQ and USA to track growth within standards.

We will review Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments, and Technology. Analysis of teachers' rotational schedules and classroom walks looking for evidence of various Text, Talk, Task within the classroom.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Diaz, Yanny , yanny.diaz@palmbeachschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Small group instruction: Teachers and supplemental support teachers will provide strategic, differentiated instructional support for all learners.

The Multi-Tiered System of Supports (MTSS) framework ensures students are provided with specific instruction, resources, time, and intensity needed for success. Diamond View will use K-5 Reading interventions with school guidelines, and the District provided an intervention handbook with options for research-based-based interventions by ELA skills to determine student needs. Each trimester the teacher and support staff will look at the District's decision tree to implement interventions to help close achievement gaps in ELA. Although we have made progress in closing the gap in the primary grades decode words, there is still work to be done to maintain the strides made with improving foundational skills mastered in grades K-2nd. Heggerty will be implemented in Kindergarten, supporting students with stronger Phonemic Awareness skills.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

These practices align with supporting our teachers in learning the new Best Standards and implementing them within their instruction. Teachers will teach and implement the best standards in their small group instruction. Professional development through PLCs with the implementation of the new standards would occur with the support of our school's reading coach, PLC facilitator, and the District's Literacy contact. Furthermore, Using the Multi-Tiered system of support and identifying students who fall under supplemental or intensive early own will better support our efforts in closing achievement gaps in ELA in grades K-5th. School-based Liaisons will serve as a point of contact to check in with the teacher for the fidelity of interventions and provide coaching support as needed with progress monitoring in Triple iii.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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Assessment: To monitor progress in ELA

1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) (Professional Learning/Literacy Coaching)
 - a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQ Language Arts. The teacher will utilize Differentiated Instruction strategies and small group instruction (Assessment).
 - b. Teachers will analyze student data to determine strengths and weaknesses in the content area.
 - c. Teachers will create all small group rotational cycles to ensure all students are supported at their abilities
 - d. Teachers will create lesson plans utilizing various resources, instructional materials, and teaching methodologies to support all learners.
 - e. Teachers follow the District Assessment schedule of ongoing formative assessments to track student learning instruction continuously

Mauro, Kaitlyn,
kaitlyn.byrne@palmbeachschools.org

PLC allows teachers and leaders an opportunity to collaborate, analyze data and make decisions to improve student achievement and progress. It also supports teachers in collaboration with the best teaching strategies.

PLCs: (Professional Learning)

- a. Development of a PLC schedule to include all content area teachers and resource teachers.
- b. The PLCs sessions will focus on data analysis and effective instruction based on the needs
- c. Instructional coaches will develop and implement the coaching cycle to build teachers' capacity with the gradual release model, small group instruction, and differentiated instruction.
- d. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.

Seal, Carolyn,
carolyn.seal@palmbeachschools.org

Develop Literacy Leadership Schools must have a Literacy Leadership Team consisting, in part, of a
 School administrator,
 Reading coach,
 Media specialist,
 Lead teacher
 Develop a plan to monitor the implementation and ensure compliance with the reading plan
 Walkthroughs to weekly monitor and support reading instruction Small Group (Look, Fors, CAO updates)
 School Leaders have a process to identify areas of strengths and next steps (Utilizing data, Analyzing Data)

Seal, Carolyn,
carolyn.seal@palmbeachschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Diamond View has in place the Positive Behavior Support System. The PBIS Team provides all stakeholders, staff, students, parents, and community) Professional development on the Behavior Matrix and behavior expectations focus on being Respectful, Responsible, and Safe throughout the building (classroom, hallways, cafeteria, common areas). Each classroom has created a "Calm Corner area " to help students develop stronger coping skills. Learning strategies, social behaviors, and self-management skills are also emphasized during the professional development session and used in the after-school program. A schoolwide program has also been implemented through our PBIS team with the implementation of the Ron Clark House system to encourage community and a sense of belonging for all staff and students. A student mentoring program is also in place to provide pre-identified students with guidance and support. The PBIS team meets monthly to discuss data and develop new ideas and ways to ensure a safe, positive and respected environment is kept thought-out the year.

Diamond View has helped develop a strong sense of community through specific clubs developed to meet the needs of our students, such as clubs like Language Enhancement Camp, Teacher of Tomorrow, SECME, and the Green club.

Diamond View monitors students' progress continuously and updates our Action Plans during Professional Learning Communities (PLCs) and other professional development opportunities.

Diamond View continues to provide Parent involvement opportunities to help inform parents of their student's progress and provide resources to support students at home. These meetings are held during IEP and SBT Meetings, Parent Training nights, SAC meetings, and other planned family nights throughout the year. Diamond View strives to increase parent involvement at our school.

We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and PIBS 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 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's scope and sequence for additional resources and guidance to assist with the contents required.

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

Additionally, Diamond View has the following programs and resources available to support the needs of the school:

Principal - Chief supporter and instructional leader on our campus

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

Single School Culture Coordinator/SBT Lead-

School Guidance Counselors - provide daily lessons and behavior support.

PBIS 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 various topics, including schoolwide concerns, grade level concerns, and schoolwide events. Overall the focus is on promoting a safe and positive learning environment for students and staff.

SAC Chairperson - 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 Police Officers- support on campus throughout the day. The school resource officer is available to support behavior concerns with students that may arise. 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 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. The staff selects Safety Patrols 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 while reminding them of the schoolwide rules and procedures. Many students look forward to becoming a patrol in 5th grade, promoting 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 with 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 *