

Diamond View Elementary School



2014-15 School Improvement Plan

Diamond View Elementary School

5300 HAVERHILL RD, Greenacres, FL 33463

www.edline.net/pages/diamond_view_elementary_school

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

83%

Alternative/ESE Center

No

Charter School

No

Minority

82%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	B

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At Diamond View Elementary the teachers infuse the following content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b):

- *History of the Holocaust
- *History of Africans and African Americans
- *Hispanic Contributions
- *Women's Contributions
- *Sacrifices of Veterans

Our teachers continue to learn about our students' cultural backgrounds through classroom meetings, SBT, counseling program, and mentoring opportunities for targeted students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Diamond View has in place the SWPBS. The SWPBS Team provides all stakeholders (staff, students, parents) with professional development on the Behavior Matrix and behavior expectations which also include safety and respectful attitude throughout the building (classroom, hallways, and cafeteria, common areas). Learning strategies, social behaviors, and self management skills are emphasized during the professional development session also used in the after school program and 21st CCLC (Blazing Stars program).

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Diamond View Elementary's Behavior Matrix (R.O.C.K) (Ready to learn; Own your actions, Considerate of others, and Keep your voice at the assigned level) guidelines provide students and teachers with a list expectations and behaviors while in the classrooms, hallway, common areas and cafeteria.

The behavior guidelines are explicitly taught to teachers and students at the beginning of the school year and reviewed throughout the year. Posters and visual aids are posted throughout the school to remind teachers and students of the expected behaviors.

SWPBS Team provides support to the classrooms as needed throughout the school year. Also, Diamond View has a compliment /catch me doing making good choices programs where students are rewarded with "Diamond Dollars" in order to promote positive behavior.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Diamond View has in place the SWPBS. The SWPBS Team provides all stakeholders (staff, students, parents) with professional development on the Behavior Matrix and behavior expectations which also include safety and respectful attitude throughout the building (classroom, hallways, and cafeteria, common areas). Learning strategies, social behaviors, and self management skills are emphasized during the professional development session also used in the after school program and 21st Century (Blazing Stars program)

Also, Diamond View's School Based Team (SBT) meets weekly to discuss students with academic, social, and/or behavioral concerns. Other methods of social-emotional support available to students is the Checkin/Check-out process which involves daily goal setting and feedback with one of the school's counselor. A student mentoring program is also in place to provide pre-identified students with guidance and support.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

62 students scored Level 1 on the FCAT Reading test in May 2014.
 58 students scored Level 1 on the FCAT Mathematics in May 2014.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	3	4	5	
Attendance below 90 percent	0	0	0	
One or more suspensions	0	0	0	
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	18	25	19	62
Level 1 on statewide assessment (math)	14	25	19	58
	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	18	17	14	49

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- *Collaborative Planning by grade level
- *SAI; iii; LLI; (Tier II and III interventions)
- *Learning Team Meetings with all grade levels including ESE, ESOL , Fine Arts departments
- * On-going scheduled data Chats (parents, students, teachers, administration)
- *Notification /communication with /to parents
- *Meet weekly to discuss and problem solve on students not meeting expectations (SBT meeting, CST)
- * on-going monitoring, goal setting, discussions
- *tutorial - before, during and after school

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

*Diamond View Elementary obtains feedback from parents through PTO / SAC , Parent Involvement Plan, Open House, Curriculum Night, and Title 1 Parent Night.

*Teachers and administration are introduced to families through Open House, Curriculum Night, Title 1 Parent Night, and multiple grade level activities that involve family participation.

Information is communicated via parent phone calls, and parent-teacher meetings, parent links (text messages).

DVE has establish partnerships with Palm Beach State College, Lake Worth Community Center to assist parents to help help increase student achievement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Diaz, Yanny	Assistant Principal
Beverly, Bridgett	Other
Lucarelli, Erica	Teacher, ESE
Remon, Donna	Other
Sheppard, Elizabeth	Teacher, K-12
Swartz, Shelly	SAC Member
Roche, Rachel	Instructional Coach
Seal, Carolyn	Principal
Bartlett, Janet	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal/Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Monitors student achievement data throughout the year and updates the SIP to guide instructional practices during on-time, on-site professional development sessions known as Learning Team Meetings.

Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities. For behavioral expectations the Single School Culture is established at the Tier 1 level for all students through the School-wide Positive Behavioral Support system, called CHAMPS.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Instructional Coach - Literacy: Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills

Guidance Counselors: Provide quality services and expertise on issues ranging from program design

to

assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Our school monitors student achievement data from multiple sources as part of our MTSS and SIP structures to address effectiveness of core instruction, resource allocation, teacher support systems, and small group and individual student needs. Administration conducts observations and data chats to discuss and guide teachers in effective core instruction and differentiating instruction based on students' needs. Title I and additional district funding is allocated for a Literacy Resource Teacher, SAI Teacher, and Math and Science Resource Teacher. Materials are purchased to support instructional needs for the workshop approach model of instruction. Small group instruction is provided for students not meeting proficiency in reading during daily iii time outside of the reading block. Teachers utilize flexible, small groups instruction to enrich, reteach, or reinforce skills and strategies, as needed. The workshop approach also includes time for teachers to implement one-on-one conferences with students. Differentiating instruction based on students' needs through the core instruction, supplemental instruction, and intensive instruction is discussed at various meetings weekly by grade level teams, Learning Teams, the Literacy Leadership Team, the School-Based Team, Safety Committee, and the School-wide Positive Behavioral Support Team.

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

Title I, Part A: Title I funds are used to provide two teacher positions. Literacy Resource Teacher/ Literacy Coach will facilitate teachers in the monitoring of student data to guide instructional practices for reading and writing instruction. They provide literacy instruction to targeted students . In addition, they provide coaching and professional development in the most effective teaching strategies. Another position is the Math Resource Teacher. This teacher provides hands-on math science lessons in the math lab setting. Additionally, services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. Staff development is funded through the use of Title 1 funds along with resources needed in all classrooms. Two staff developers will assist our teachers with professional development throughout the year as well as monitor student progress (Literacy Cohort support) Also, the district coordinates with Title II and Title III in ensuring staff development needs are provided. Title 1 funds Family involvement activities throughout the year in Reading, Math, Science and Writing.

Title I, Part C: Migrant Liaison provides services and support to students and parents. The liaison

coordinates with Title I and other programs to ensure student needs are met. Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title I, Part D: District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title X Homeless: District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI): SAI funds will be coordinated with Title I funds to provide service for students in grades 2, 3 who are reading at Level 1 or not reading on grade level according to the Elementary Literacy Assessment's Reading Running Record.

Violence Prevention Programs: Anti-Bullying program is delivered to all students. Also, the school offers a non-violence and anti-drug program to students that incorporates field trips, community service, and counseling. Through Safe Schools, the CHAMPS program and school counselors the school addresses a non-violent approach to conflict resolution and an anti-drug message. District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs: All students attending Diamond View Elementary (FY2015) will receive free nutritional breakfast.

Housing Programs: N/A

Head Start: ESE funds have provided a Pre-K ASD unit for selected students

Adult education: N/A

CTE: The school hosts an annual Career Day to give students an idea of the possible career choices and education needed.

Job training: N/A

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Rochelle Swartz	Teacher
Carolyn Seal	Principal
Amanda Carman	Parent
Ibis Campos	Parent
Wendy Martin	Education Support Employee
Luis Lebron	Education Support Employee
Lina Pierre	Business/Community
Nephtalie Jean	Business/Community
Karlee Theodore	Business/Community
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

At the SAC and SIP meeting, the SAC Chair and administration will share last year's goals and data where participants will be able to analyze data from programs in place from the previous year and

determine the effectiveness of these programs and staff development and compare data from state assessments.

Development of this school improvement plan

SAC will be involved in discussing and amending SIP plan throughout the year. SAC will give input and approve any expenditures requested by staff. SAC will coordinate with Palm Beach State College to set up a tutoring/mentor program with the Honor Society as well as assistance at family nights and other school events.

Preparation of the school's annual budget and plan

The annual budget will be presented at a faculty meeting and at the first SAC meeting of the current year. The principal, assistant principal and Leadership Team will evaluate and discuss the best use of funds to meet the needs of all of the students.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The projected use of SAC funds is to enhance the classroom libraries to help teachers reach all levels of readers in their classroom. The funds will be available to teachers if requested for purchases that will support student achievement.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Diaz, Yanny	Assistant Principal
Seal, Carolyn	Principal
Beverly, Bridgett	Other
Remon, Donna	
Lucarelli, Erica	Administrative Support
Roche, Rachel	Instructional Coach
Bartlett, Janet	Instructional Coach
Swartz, Shelly	SAC Member

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT is to provide professional development to deepen the level of understanding in literacy skills by studying professional literature in the area of literacy skills such as. Professional books include ; Growing Readers by Kathy Collins, Units of Study by Lucy Calkins and other professional articles)

Strategies include:

- Fitting all components of balanced-literacy into the 90 minute block
- implement reading notebooks
- Helping students make connections and transitions from reading to writing
- providing resources for teachers to use during guided instruction
- Improve teacher's understanding and use of the Literacy Continuum
- provide descriptive anecdotes for struggling readers (while conferring , guided reading and small group instruction)
- analyze data to determine areas of focus
- Incorporate reading into all subject areas of instruction

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

- Common planning time to study curriculum during Fine Arts common planning.
- Learning Team Meetings are held biweekly to allow for deeper study of standards and data analysis.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Our school uses a variety of strategies to recruit and retain effective teachers. These strategies include but are not limited to:

- Regular meetings with Principal
- Partnering teachers with veteran staff (Assistant Principal)
- Professional Development opportunities (Principal, Assistant Principal, PD team, Team Leaders, Learning Team Meetings)
- Providing a safe and secure environment for all (Principal, Assistant Principal, SWPBS team)
- Team planning-open communication (Grade-level chairs, Principal, Assistant Principal, Department chairs)
- Teacher Learning Meetings (TLC) - (Assistant Principal, PD Team, LLLI , District team)
- Administration uses information from " End of year teacher surveys" to gather information / suggestions to add value to the school environment (club ideas, recognition, social committee ect..)

In efforts to recruit high quality, effective teachers to the school, we are partnered with the local universities to provide student teaching experiences for undergraduate teaching majors. Diamond View has undergraduate teachers observing our teachers and school on a weekly basis to complete their practicum and student teaching experiences for an entire semester, as well.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The Educator Support Program (ESP), the program of support and induction for new educators, is designed to elicit evidence that a beginning teacher has demonstrated teaching competence that promotes student learning. The ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. This program supports new teachers through their first three years of teaching. Although, our school continues to support all teachers as we continue to focus on student learning and achievement as new, contemporary research emerges.

New Teacher / ESP Mentor / Rationale for Pairing

Ms. Kelly - Mrs. Olitzky ESP (Experienced teacher to support understanding of school climate & curriculum)

Mrs. Goris - Ms. Beverly (complete ESP) (Experienced ESE teacher to support understanding of school climate & curriculum)

Ms. D'Andrea - Mrs. Bartlett - PD support (Experienced teacher to support understanding of school climate & curriculum)

Mrs. Zulauf - Mrs. Lucarelli - PD support (Experienced teacher to support understanding of school climate & curriculum)

Ms. Sanchez - Mrs. Frost - PD support (Experienced teacher to support understanding of school climate & curriculum)

Ms. Knopf - (SLP) - Ms. Crrzan - buddy / District support (ESP)

Ms. Dion - (SLP) - Mrs. Hirschman - buddy / District support (ESP)

Ms. Hough - Mrs. Bartlett and Mrs. Roche - PD support (Experienced teacher to support understanding of school climate & curriculum)

Mentoring (ESP) activities include but are not limited to:

- Monthly support meetings,
- Weekly and daily check-ins by mentor with mentee(s)
- Weekly curriculum planning support
- Monthly check-ins with Assistant Principal
- Ongoing support provided (support PD & ESP)
- Learning Meetings (Teacher Learning Communities (TLC) , Learning Team Meetings (LTM), Collaborate teacher meetings)

In efforts to recruit high quality, effective teachers to the school, we are partnered with the local universities to provide student teaching experiences for undergraduate teaching majors. Diamond View has undergraduate teachers observing our teachers and school on a weekly basis to complete their practicum and student teaching experiences for an entire semester, as well.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

- Teachers plan together weekly to ensure core instruction and materials are in place each week. - Standards are "unpacked" during collaborative team planning and Learning Team Meetings . Also, teachers use the district approved content scope and sequence that are aligned to the standards to help them guide instruction. Administration monitors and checks lesson plans as well as student assessment results.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers use evidence from student work to:

- provide small group instruction to reteach and differentiate instruction based on students needs
- determine students who need immediate intensive instruction
- provide tutoring and enrichment opportunities
- provide descriptive feedback
- use of research based resources (LLI, guided reading strategies, prescriptive strategies, etc.) to

support
students who need supplemental instruction

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 28,800

Blazing Starz (21st CCLC) is an after school program offers daily academic enrichment and character education for at risk students.

Strategy Rationale

To provide additional learning opportunities for at risk students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Roche, Rachel, rachel.roche@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Strategy: After School Program

Minutes added to school year: 90

Enrichment activities that contribute to a well rounded education offered to students at our school include but are not limited to Reading Rocks Book Clubs, Chorus, Critter Club, Reader's Theater, Green Club, SECME, Safety Patrols, Reading Buddies, Art Club, the Service Learning Program, and the Teacher-Student mentoring program.

Strategy Rationale

To provide additional learning opportunities based on student's interests.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Diaz, Yanny , yanny.diaz@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Multiple sources of student achievement data are utilized to select and monitor student in extended learning opportunities.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

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

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

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By June 2015, 63% of students will achieve proficiency on the Florida Standards Assessment (as determined by state AMO) as we continue to implement the Reading and Writing Workshop approach in conjunction with the LAFS for ELA instruction.
- G2.** By June 2015, 68% of students will achieve proficiency on the Florida State Assessment (as determined by state AMO) as we implement Mathematics Florida Standards (MAFS).

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. By June 2015, 63% of students will achieve proficiency on the Florida Standards Assessment (as determined by state AMO) as we continue to implement the Reading and Writing Workshop approach in conjunction with the LAFS for ELA instruction. **1a**

G036759

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	63.0

Resources Available to Support the Goal **2**

- School based Literacy Facilitators to assist in progress monitoring of student data and to provide professional development in effective teaching strategies for action planning.
- Intervention materials will be used to provide supplemental instruction in small groups (Fountas & Pinnell LLI, Wilson, Foundations)
- Reading and Writing Workshop materials and classroom leveled libraries
- Reading A-Z subscription for online resources
- ESOL Teachers (implementing the Collaborative model for delivery of instruction)
- 2 Literacy District Support Personnel (K-2 and 3-5)
- Teachers College (TC) to provide literacy professional development to teachers
- Provide a .5 literacy coach to assist with professional development for teachers
- Provide a .5 interventionist / resource teacher to provide supplemental instruction in small groups (Fountas & Pinnell LLI,)
- RAZ kids subscription for online resources
- Rosetta Stone English Language Program to support ELL students
- Attend Multicultural Conference on Nov 4 in Orlando, FL (4 - ELL teachers)

Targeted Barriers to Achieving the Goal **3**

- Quality of core instruction

Plan to Monitor Progress Toward G1. **8**

Gains in student achievement

Person Responsible

Carolyn Seal

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Elementary Literacy Assessment Data, Reading LAFS assessments, Performance Writing Assessments, Diagnostic Data, Performance Matters Assessment tool, and state assessments (FSA , FAA, CELLA)

G2. By June 2015, 68% of students will achieve proficiency on the Florida State Assessment (as determined by state AMO) as we implement Mathematics Florida Standards (MAFS). 1a

G036760

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	68.0

Resources Available to Support the Goal 2

- Math and Science Lab with Technology Integration
- Math and Science Resource Teacher
- Manipulatives in Math and Science Lab and Classroom
- Extended Math / Science instruction for 5th grade students
- Additional computer times for all classes
-

Targeted Barriers to Achieving the Goal 3

- Teachers incorporating and monitoring the use of strategies and manipulatives during math instruction

Plan to Monitor Progress Toward G2. 8

Gains in student achievement

Person Responsible

Carolyn Seal

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Mathematics assessment data (MAFS) ; Performance Matters assessment tool; FSA, & FAA

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. By June 2015, 63% of students will achieve proficiency on the Florida Standards Assessment (as determined by state AMO) as we continue to implement the Reading and Writing Workshop approach in conjunction with the LAFS for ELA instruction. **1**

 G036759

G1.B1 Quality of core instruction **2**

 B088058

G1.B1.S1 Unpack standards during learning team meetings and collaborative planning sessions **4**

 S098787

Strategy Rationale

To develop a deeper understanding of Language Arts Florida Standards to strengthen core instruction

Action Step 1 **5**

Schedule regular learning team meetings

Person Responsible

Carolyn Seal

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Agenda, discussions and follow-up activities

Action Step 2 5

Use Title I Funds to provide a Coach

Person Responsible

Carolyn Seal

Schedule

Daily, from 8/12/2014 to 6/5/2015

Evidence of Completion

PeopleSoft Personnel Reports and Title I Budget

Action Step 3 5

Purchase materials to support literacy block

Person Responsible

Carolyn Seal

Schedule

On 6/4/2015

Evidence of Completion

Professional development agendas

Action Step 4 5

Meet with curriculum leaders to plan for student needs

Person Responsible

Carolyn Seal

Schedule

Biweekly, from 8/8/2014 to 6/5/2015

Evidence of Completion

Curriculum plans will be created based on data analysis

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Participating in LTM's and collaborative planning sessions, conducting walkthroughs, data chats

Person Responsible

Carolyn Seal

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

lesson plans, iObservation reports, student work , data analysis and discussions

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Active participation in LTMs and application of knowledge acquired in classroom instruction.

Person Responsible

Carolyn Seal

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans , student activities and evidence , discussions through data chats and LTMs, walkthroughs

G1.B1.S2 Provide Professional Development that will continuously immerse teachers in the Continuum of Literacy Learning and LAFS **4**

 S109442

Strategy Rationale

To develop a deeper understanding of Language Arts Florida Standards to strengthen core instruction and intervention

Action Step 1 **5**

Purchase materials and supplies for classroom instruction (Leveled readers , non fiction books, teacher easels, black and white compositions, books for libraries, magnetic letters)

Person Responsible

Carolyn Seal

Schedule

On 6/5/2015

Evidence of Completion

Classroom walkthroughs , lesson plans, environment check ,

Action Step 2 **5**

Purchase materials and supplies for staff development

Person Responsible

Carolyn Seal

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Professional Development agendas, sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Active participation in PDDs and application of knowledge acquired in classroom instruction.

Person Responsible

Carolyn Seal

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

lesson plans, iObservation reports, student work , data analysis and discussions

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Actively participating in PDD's and collaborative planning sessions and engaging in conversations

Person Responsible

Carolyn Seal

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PDD sign in sheets, walktroughs, iOservation, data chats

G1.B1.S3 Provide tutorial and intervention opportunities for students 4

S127715

Strategy Rationale

To develop a deeper understanding of Language Arts Florida Standards and increase student achievement

Action Step 1 5

Provide tutorial opportunities for selected targeted students

Person Responsible

Yanny Diaz

Schedule

Daily, from 10/13/2014 to 4/30/2015

Evidence of Completion

sign in sheets, lesson plans, pre/ post data to select and monitor students,

Action Step 2 5

Provide interventions for selected targeted students during school day using LLI instruction and Continuum of Literacy

Person Responsible

Janet Bartlett

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

lesson plans, pre/ post data (RRR) to select and monitor students, walkthroughs, classroom observations

Action Step 3 5

Increase parent involvement opportunities

Person Responsible

Yanny Diaz

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Classroom invitations (reading and writing celebrations, agendas, sign in sheets

Action Step 4 5

Purchase technology (laptops, software) for classroom use

Person Responsible

Yanny Diaz

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

lesson plans, walkthroughs, classroom observations

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

select targeted students to participate in tutorial program

Person Responsible

Elizabeth Sheppard

Schedule

Daily, from 10/6/2014 to 4/30/2015

Evidence of Completion

L25% EDW report listing students ; students enrolled , parent permission slips

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

provide appropriate interventions for selected students

Person Responsible

Elizabeth Sheppard

Schedule

Daily, from 10/6/2014 to 4/30/2015

Evidence of Completion

Lesson plans, technology program reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Active participation in tutorial program

Person Responsible

Elizabeth Sheppard

Schedule

On 4/30/2015

Evidence of Completion

Student attendance, lesson plans, technology programs, pre- post test results

G2. By June 2015, 68% of students will achieve proficiency on the Florida State Assessment (as determined by state AMO) as we implement Mathematics Florida Standards (MAFS). 1

G036760

G2.B2 Teachers incorporating and monitoring the use of strategies and manipulatives during math instruction 2

B088069

G2.B2.S1 Provide continuous Professional Development that will provided repeated exposure to multiple strategies and use of manipulatives to reinforce mathematical concepts 4

S098797

Strategy Rationale

Deepen teachers knowledge of multiple strategies and use of manipulatives to reinforce mathematical concepts so students will be able to demonstrate the use of multiple strategies that lead to the algorithm

Action Step 1 5

Effective teaching strategies will be shared during LTMs, PDs and team planning meetings based on data analysis.

Person Responsible

Elizabeth Sheppard

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Meeting agenda and minutes

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Active participation in PDD's and application of knowledge in classroom instruction.

Person Responsible

Carolyn Seal

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

IObservation reports, lesson plans, data analysis and discussions

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Discussion and reflection on the use of mathematical strategies as evidenced by math notebooks, test scores, etc. during LTMs

Person Responsible

Elizabeth Sheppard

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

PDD sign in sheets, walk-throughs, iObservations reports, data chats

G2.B2.S2 Differentiate instruction by monitoring student's application of strategies during the 60 minute math block 4

 S098798

Strategy Rationale

Identify student's strengths and deficiencies with mathematical strategies to help students reach proficiency

Action Step 1 5

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

Person Responsible

Carolyn Seal

Schedule

Daily, from 8/11/2014 to 6/5/2015

Evidence of Completion

Math Lab schedule

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

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

Person Responsible

Carolyn Seal

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

LTM agendas and minutes, Classroom teachers' data tracking tools

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Lesson plans will show evidence of use of manipulatives in math

Person Responsible

Carolyn Seal

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Observation results, walkthroughs, data-chats

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Schedule regular learning team meetings	Seal, Carolyn	9/8/2014	Agenda, discussions and follow-up activities	5/29/2015 biweekly
G2.B2.S1.A1	Effective teaching strategies will be shared during LTMs, PDs and team planning meetings based on data analysis.	Sheppard, Elizabeth	8/18/2014	Meeting agenda and minutes	6/4/2015 monthly
G2.B2.S2.A1	Math Resource Teacher position will be purchased to implement manipulative based instruction in the math lab setting to provide support for classroom teachers in the use of manipulatives for instruction.	Seal, Carolyn	8/11/2014	Math Lab schedule	6/5/2015 daily
G1.B1.S3.A1	Provide tutorial opportunities for selected targeted students	Diaz, Yanny	10/13/2014	sign in sheets, lesson plans, pre/ post data to select and monitor students,	4/30/2015 daily
G1.B1.S2.A1	Purchase materials and supplies for classroom instruction (Leveled readers , non fiction books, teacher easels, black	Seal, Carolyn	8/18/2014	Classroom walkthroughs , lesson plans, environment check ,	6/5/2015 one-time

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Diamond View Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and white compositions, books for libraries, magnetic letters)				
G1.B1.S1.A2	Use Title I Funds to provide a Coach	Seal, Carolyn	8/12/2014	PeopleSoft Personnel Reports and Title I Budget	6/5/2015 daily
G1.B1.S3.A2	Provide interventions for selected targeted students during school day using LLI instruction and Continuum of Literacy	Bartlett, Janet	8/18/2014	lesson plans, pre/ post data (RRR) to select and monitor students, walkthroughs, classroom observations	6/5/2015 daily
G1.B1.S2.A2	Purchase materials and supplies for staff development	Seal, Carolyn	8/18/2014	Professional Development agendas, sign in sheets	6/5/2015 weekly
G1.B1.S1.A3	Purchase materials to support literacy block	Seal, Carolyn	8/18/2014	Professional development agendas	6/4/2015 one-time
G1.B1.S3.A3	Increase parent involvement opportunities	Diaz, Yanny	8/18/2014	Classroom invitations (reading and writing celebrations, agendas, sign in sheets	5/29/2015 monthly
G1.B1.S1.A4	Meet with curriculum leaders to plan for student needs	Seal, Carolyn	8/8/2014	Curriculum plans will be created based on data analysis	6/5/2015 biweekly
G1.B1.S3.A4	Purchase technology (laptops, software) for classroom use	Diaz, Yanny	8/18/2014	lesson plans, walkthroughs, classroom observations	6/4/2015 daily
G1.MA1	Gains in student achievement	Seal, Carolyn	8/18/2014	Elementary Literacy Assessment Data, Reading LAFS assessments, Performance Writing Assessments, Diagnostic Data, Performance Matters Assessment tool, and state assessments (FSA , FAA, CELLA)	6/5/2015 daily
G1.B1.S1.MA1	Active participation in LTMs and application of knowledge acquired in classroom instruction.	Seal, Carolyn	8/18/2014	Lesson plans , student activities and evidence , discussions through data chats and LTMs, walkthroughs	6/5/2015 daily
G1.B1.S1.MA1	Participating in LTM's and collaborative planning sessions, conducting walkthroughs, data chats	Seal, Carolyn	8/18/2014	lesson plans, iObservation reports, student work , data analysis and discussions	6/5/2015 daily
G1.B1.S2.MA1	Actively participating in PDD's and collaborative planning sessions and engaging in conversations	Seal, Carolyn	8/18/2014	PDD sign in sheets, walkthroughs, iObservation, data chats	6/5/2015 weekly
G1.B1.S2.MA1	Active participation in PDDs and application of knowledge acquired in classroom instruction.	Seal, Carolyn	8/18/2014	lesson plans, iObservation reports, student work , data analysis and discussions	6/5/2015 daily
G1.B1.S3.MA1	Active participation in tutorial program	Sheppard, Elizabeth	10/13/2014	Student attendance, lesson plans, technology programs, pre- post test results	4/30/2015 one-time
G1.B1.S3.MA1	select targeted students to participate in tutorial program	Sheppard, Elizabeth	10/6/2014	L25% EDW report listing students ; students enrolled , parent permission slips	4/30/2015 daily
G1.B1.S3.MA3	provide appropriate interventions for selected students	Sheppard, Elizabeth	10/6/2014	Lesson plans, technology program reports	4/30/2015 daily
G2.MA1	Gains in student achievement	Seal, Carolyn	8/25/2014	Mathematics assessment data (MAFS) ; Performance Matters assessment tool; FSA, & FAA	6/5/2015 monthly
G2.B2.S1.MA1	Discussion and reflection on the use of mathematical strategies as evidenced by math notebooks, test scores, etc. during LTMs	Sheppard, Elizabeth	8/18/2014	PDD sign in sheets, walk-throughs, iObservations reports, data chats	6/4/2015 monthly
G2.B2.S1.MA1	Active participation in PDD's and application of knowledge in classroom instruction.	Seal, Carolyn	8/18/2014	iObservation reports, lesson plans, data analysis and discussions	6/4/2015 monthly
G2.B2.S2.MA1	Lesson plans will show evidence of use of manipulatives in math	Seal, Carolyn	8/18/2014	Observation results, walkthroughs, data-chats	6/5/2015 daily
G2.B2.S2.MA1	Student achievement data in math will be monitored during LTMs and by the classroom teachers.	Seal, Carolyn	8/18/2014	LTM agendas and minutes, Classroom teachers' data tracking tools	6/5/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. By June 2015, 63% of students will achieve proficiency on the Florida Standards Assessment (as determined by state AMO) as we continue to implement the Reading and Writing Workshop approach in conjunction with the LAFS for ELA instruction.

G1.B1 Quality of core instruction

G1.B1.S1 Unpack standards during learning team meetings and collaborative planning sessions

PD Opportunity 1

Schedule regular learning team meetings

Facilitator

Learning facilitators, Literacy leads

Participants

K-5, ESOL, and ESE teachers

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

PD Opportunity 2

Use Title I Funds to provide a Coach

Facilitator

Janet Bartlett

Participants

Teachers K-5

Schedule

Daily, from 8/12/2014 to 6/5/2015

PD Opportunity 3

Purchase materials to support literacy block

Facilitator

Janet Bartlett, Rachel Roche

Participants

Classroom teachers K- 5

Schedule

On 6/4/2015

G1.B1.S2 Provide Professional Development that will continuously immerse teachers in the Continuum of Literacy Learning and LAFS

PD Opportunity 1

Purchase materials and supplies for staff development

Facilitator

Professional Development team (Janet Bartlett, Bridgett Beverly, Rachel Roche)

Participants

Classroom teachers K -5

Schedule

Weekly, from 8/18/2014 to 6/5/2015

G1.B1.S3 Provide tutorial and intervention opportunities for students

PD Opportunity 1

Increase parent involvement opportunities

Facilitator

Professional Development team, teachers

Participants

parents, teachers K - 5, students

Schedule

Monthly, from 8/18/2014 to 5/29/2015

G2. By June 2015, 68% of students will achieve proficiency on the Florida State Assessment (as determined by state AMO) as we implement Mathematics Florida Standards (MAFS).

G2.B2 Teachers incorporating and monitoring the use of strategies and manipulatives during math instruction

G2.B2.S1 Provide continuous Professional Development that will provided repeated exposure to multiple strategies and use of manipulatives to reinforce mathematical concepts

PD Opportunity 1

Effective teaching strategies will be shared during LTMs, PDs and team planning meetings based on data analysis.

Facilitator

Mathematical Lead teacher for each grade level

Participants

Classroom Teachers and Resource Teachers

Schedule

Monthly, from 8/18/2014 to 6/4/2015

G2.B2.S2 Differentiate instruction by monitoring student's application of strategies during the 60 minute math block

PD Opportunity 1

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

Facilitator

Math Resource Teacher

Participants

Classroom and ESE teachers

Schedule

Daily, from 8/11/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Goal 1: By June 2015, 63% of students will achieve proficiency on the Florida Standards Assessment (as determined by state AMO) as we continue to implement the Reading and Writing Workshop approach in conjunction with the LAFS for ELA instruction.	149,702
Goal 2: By June 2015, 68% of students will achieve proficiency on the Florida State Assessment (as determined by state AMO) as we implement Mathematics Florida Standards (MAFS).	65,878
Grand Total	215,580

Goal 1: By June 2015, 63% of students will achieve proficiency on the Florida Standards Assessment (as determined by state AMO) as we continue to implement the Reading and Writing Workshop approach in conjunction with the LAFS for ELA instruction.

Description	Source	Total
B1.S1.A3 - Professional development materials such as paper, ink, chart paper, sticky notes, highlighters, professional books, mentor texts, journals , books for studies	Title I Part A	4,000
B1.S1.A3	Title I Part A	0
B1.S2.A1 - supplies for classroom instruction - (Leveled readers , non-fiction books, big books, black and white compositions, books for classroom libraries, magnetic letters)	Title I Part A	10,000
B1.S2.A1 - teacher easels	Title I Part A	1,000
B1.S2.A2 - Consultants from Teachers College (TC)	Title I Part A	10,000
B1.S2.A2 - Travel out of county to include registrations , mileage, hotel , and food for staff to attend February 27 workshop in Orlando	Title I Part A	3,250
B1.S2.A2 - subs for professional development	Title I Part A	5,000
B1.S2.A2 - supplies for classroom instruction - (Leveled readers , non fiction books, teacher easels, black and white compositions, books for libraries, magnetic letters)	Title I Part A	12,000
B1.S2.A2 - purchase registrations for Multicultural conference for ESOL teachers (4 @100\$ each) Nov 4 - Orlando Conference	Title I Part A	400
B1.S3.A1 - Tutorial - PRT and benefits (3-5)	Title I Part A	7,000
B1.S3.A1 - Tutorial supplies (paper, ink, journals, folders, pencils, sticky notes, chart paper, books for students, highlighters)	Title I Part A	2,000
B1.S3.A1 - Tutorial - PRT and benefits (2nd grade summer program)	Title I Part A	4,000
B1.S3.A2 - LLI /resource teacher	Title I Part A	65,878
B1.S3.A2 - purchase leveled books for student use	Title I Part A	5,000

Goal 1: By June 2015, 63% of students will achieve proficiency on the Florida Standards Assessment (as determined by state AMO) as we continue to implement the Reading and Writing Workshop approach in conjunction with the LAFS for ELA instruction.

Description	Source	Total
B1.S3.A3 - Materials for parent Trainings (Literacy nights, Curriculum, Math skills, Summer Success, Technology , Kindergarten Readiness) Paper, ink, charts, books for students, post its)	Title I Part A	2,040
B1.S3.A3 - postage for parent communication	Title I Part A	500
B1.S3.A3 - PRT and benefits for teachers to present at parent trainings	Title I Part A	2,534
B1.S3.A4 - Laptops for classroom use, (10 laptops)	Title I Part A	15,000
B1.S3.A4 - mice and protective bag for laptops (10)	Title I Part A	100
Total Goal 1		149,702

Goal 2: By June 2015, 68% of students will achieve proficiency on the Florida State Assessment (as determined by state AMO) as we implement Mathematics Florida Standards (MAFS).

Description	Source	Total
B2.S2.A1 - Math lab resource teacher	Title I Part A	65,878
Total Goal 2		65,878