
Title I Comprehensive Schoolwide Plan
DIAMOND VIEW ELEMENTARY SCHOOL (3261)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Showing low Vocabulary - K-5 R1.1 - Story Elements 23% of students in ELL subgroup are proficient based on PM2 FAST data 5% of ESE 3-5 are proficient based on PM2 FAST data 6% of 3rd are proficient based on PM2 FAST data 3rd - 29% are proficient in ELA based on PM2 FAST data

2. List the root causes for the needs assessment statements you prioritized.

Need to know our standards , more standardized planning , teaching the standard to its full intent too much testing during PM 2 window Students are missing support services (support staff being pulled) Tutorial resources are not rigorous / test prep similarity(3rd) Parents need to be aware of standards being taught

3. Share possible solutions that address the root causes.

Provide opportunities for students to use hands-on experiences/practice to support student learning (student workbooks, manipulatives, intervention kits, book, etc) Provide assistive technology / online resources to support students that need remediation and enrichment (i.e. iReady, Reading A-Z, Typing and computer skills program, Easy CBM, Story Works, Flocabulary, etc) Provide additional support to students before, during and after school, and summer tutorial to strengthen taught standards Use academic tutors, resource teachers, etc. to implement interventions to meet student academic needs Continue to provide support for staff and Professional Development through PLCs to learn best strategies, analyze data, etc. to increase student achievement Planning lessons and using data with intention for whole group and small group Continue Collegial Planning Opportunities Provide opportunities for staff to attend district training as well as out of county/out of state conference to learn best practices Curriculum resources for tutorial that are not used during the school day Host parent nights to provide information and engagement activities to the specific content area being taught (ELA)

4. How will school strengthen the PFEP to support ELA?

- Communication

Provide support for parents through staff (parent liaison) to increase communication and engagement Continue to communicate via newsletters , conferences how students are doing Homework directions are provided in English, Spanish, and Haitian Creole learn how to navigate the app Class Dojo due to teachers utilizing this app to communicate throughout Diamond View

- Parent Training

All day or one evening a month having a conference night/day. Parent day with breakout rooms Standards information, and what it looks like for the children. A parent night to train parents how to help students read and retain what they are reading Having more parent information nights. I feel like our parents would benefit from more information on what their children are learning and how to support them at home. Maybe giving homework directions in different languages so parents can help their child better Trainings for families to support students with strategies that work across languages more suggestions on how to support child at home that speaks more than one language maybe also do a reading in your pajamas night where everyone wears PJs and parents can come and read different books with their kids and have some popcorn and play some literacy games Trainings for parents to assist their children in SLL skills and conflict resolution. Technology training for parents on how to access Google Classroom, SIS for report cards, reflex, etc. Technology- and I think parents should really see what is expected- what the computer screen looks like when testing on an actual student computer- the length of passages - the types of questions that students need to answer. Training for parents to fill out Middle School Choice options continue the family nights at school like Multicultural and Cardboard Game Night- maybe also do a reading in your pajamas night where everyone wears PJs and parents can come and read different books with their kids and have some popcorn and play some literacy games Evening classes for parents to learn about school work How to navigate SIS Staying Connected to the Classroom, Supporting Students at Home

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- School

continue to communicate with families on how their student is doing support parents to help their student at home with homework provide more books to read at home more homework to be sent home provide the book fair provide free book giveaway at events continue to put books in our community library out front of the school

- Students

Take ownership of their learning , create academic goals to increase student achievement complete homework daily come to school ready to learn (already on compact)

- Parents

Emphasize the importance of bringing student to school on time ,every day More homework for students provide time at home to read books sign up for bridges lake worth west - this agency supports students with homework including computer based support take students to lantana library and use its resources

- Staff Training

Trainings to support families with strategies that work across languages to support their child at home send home reading questions in multiple languages to support families and reading at home Questions-to-Ask-When-Reading-with-Your-Child-Spanish.pdf Questions-to-Ask-When-Reading-with-Your-Child-Creole-version.pdf Questions-to-Ask-When-Reading-with-Your-Child-English.pdf

- Accessibility

parent conference nights and during the day to support all families / flexibility support families with barriers to support their student

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

AR.2.1 is consistently our lowest standards (its within the district)multi -step word problems Balancing equations 23% of 3-5 students showing proficiency based in PM 2 FAST data 11% of SWD and ELL 3-5 subgroup are showing proficiency based in PM2 FAST data 10% of K-2 students showing proficiency based on PM2 iReady data. 1st grade - 14% of students are proficient based on iReady math

2. List the root causes for the needs assessment statements you prioritized.

skills are not being mastered in the previous grade level Need to know our standards , more standardized planning , teaching the standard to its full intent too much testing during PM 2 window Students are missing support services (support staff being pulled students not knowing foundational skills (multiplication facts / division) Parents need to be aware of standards being taught more intentional planning Start iReady lab early in the year Continue LEC camp w/primary Continue academic tutor Lacking supplemental materials to support math standards being taught

3. Share possible solutions that address the root causes.

Teach geometry vocabulary during the writing block after the writing assessment Revisiting AR cluster at the end of the year, common vertical and intentional planning with this rigorous cluster. Math support push in would be helpful in being able to meet the needs more appropriately and consistently in a smaller group setting with flexible planning and groupings. STRESS THE IMPORTANT OF ALL CHILDREN HAVING ACCESS TO MANIPULATIVES!!!! More training for teachers on B1G-M. More tutorial for the younger students to bridge gaps sooner, early intervention. More training for myself personally on rti in math when that rolls out with research based intervention, I would love to be able to intervene with a research based intervention with students that are showing larger gaps in foundational skills. More collegial planning to break down standards, Backwards design / planning Intentional planning to group the standards for mastery and vertical planning Host parent nights to provide information and engagement activities to the specific content area being taught (Math) Need supplemental materials to support math standards

4. How will school strengthen the PFEP to support Math?

• Communication

Continuous communication on how their student is doing , grows and glows learn Dojo to communicate more with teachers and parents

- Parent Training

more fluency facts , multiplication flash cards word problems with literacy transfer over to math apply to real world situation at home , find things at home ex beans, seeds, pasta ..etc. to help with math facts cooking night using #'s , fractions , shopping with %, and cost Trainings for parents to assist their children in SLL skills and conflict resolution Technology training for parents on how to access Google Classroom, SIS for report cards, reflex, etc. Technology- and I think parents should really see what is expected- what the computer screen looks like when testing on an actual student computer- the length of passages - the types of questions that students need to answer. Training for parents to fill out Middle School Choice options Parent Training events could be recorded and made available on our school website. continue the family nights at school like Multicultural and Cardboard Game Night Evening classes for parents to learn about school work How to navigate SIS Staying Connected to the Classroom, Supporting Students at Home teach basics of math curriculum (add, subtract, multiply, and divide strategies and take-home-game night)

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- School

communicate how student is doing academically , how they are doing on their goals more math homework being sent home Send home family support textbook flyers with each chapter in each language Teachers share lessons and videos through Google Classroom for students to access for homework support purchase flashcards to support learning basic facts Reflex computer program used to support basic facts StudyJams- <http://studyjams.scholastic.com/studyjams/> KhanAcademy- <https://www.khanacademy.org/> Brain Pop Jr and Brain Pop has a math section with videos. Linked as a tile in the Student Portal.

- Students

take ownership of their strengths and weaknesses and setting individual goals communicate with parent how the student is doing

- Parents

Importance of bringing student to school on time each day ! take ownership of their student's strengths and weaknesses and supporting their individual goals communicate with student and teacher how the student is doing

- Staff Training

parents/families as they work with their students at home (Math) staff will learn strategies to support math standards Math night - with childcare
Grade level cadres led by the district

- Accessibility

parent conference nights and during the day to support all families / flexibility support families with barriers to support their student

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Fair game standards showing lowest (life cycle , plant animal structure ,) 45% of our students are currently meeting standards based on PM 2
Diagnostic testing

2. List the root causes for the needs assessment statements you prioritized.

Fair game standards are not being mastered in previous grade levels or retained by students K-4 Science teachers need to focus more on science fair
game standards increase hands on opportunities Parents need to be more aware of Science standards being taught

3. Share possible solutions that address the root causes.

More intentional planning for K-5 grade , vertical planning Teaching the standard to its full intent More collegial planning to break down Science
standards, Backwards design / planning FA team to support with fairgame standards Host parent nights to provide information and engagement
activities to the specific content area being taught (Science) Need supplemental materials to support science standards

4. How will school strengthen the PFEP to support Science?

- **Communication**

Communicate more on how the student is doing Information sent home in multiple languages about strategies to support science at home Information about assessments and assessment results explained and shared in multiple language

- **Parent Training**

How about more ways to teach families to grow their own food.-bread fruit is sustainable and may be the rice of the future. Support parents in creating and setting schedules for students in their home lives. Science Fair Night Cardboard Game Night

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

communicate progress being made in Science more science homework Science vocabulary flash cards Translated science vocabulary cards from ELL students STEM lab supports science standards during fine arts Host a family night with the Science Center or local professionals Career Day

- **Students**

take ownership of their strengths and weaknesses and setting individual goals communicate with parent how the student is doing

- **Parents**

find ways to support students at home / community with science skills Understand student's strengths and weaknesses and supporting their individual goals

- **Staff Training**

parents/families as they work with their students at home (Science) School-wide STEM days to support families

- Accessibility

communicate resources available parent conference nights and during the day to support all families / flexibility support families with barriers to support their student

Action Step: Classroom Instruction

Provide instructional programming customized to students' needs through student supports offered during and outside the school day to ensure student engagement and success.

Budget Total: \$240,198.98

| Acct Description | Description | | | | | | | | |
|----------------------|---|----------|---------|------|-------|-------|-----------|----------|------------|
| Out-of-system Tutors | Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total |
| | Certified Out-of-System Temp Tutor will work with at-risk/struggling students in grades K-5 in ELA and Math through a push-in/pull-out model supporting teachers in increasing student engagement/time on task and achievement through differentiation of instruction. Tentative start date is Mid-September 2024 WHITELY | 1 | \$37.00 | 4 | 4 | 15 | Certified | Original | \$8,880.00 |
| Resource Teacher | Resource Teacher will focus on ELA small group push-in/pull-out instruction for grades 3-5 as part of our "Double-Down" strategy during our literacy block so that the standards based instruction is delivered in a small group by one teacher and the other teacher instructs a guided reading or strategy group lesson based on need | | | | | | | | |

| Acct Description | Description | | | | | | | | | | | | |
|--|---|------------|-------------------------|-------------------------|------------|---|--|------------|-------------------------|-------------------------|------------|----------|--|
| Online subscription | <table border="1"> <thead> <tr> <th data-bbox="428 212 1425 293">Item</th> <th data-bbox="1425 212 1572 293">Quantity</th> <th data-bbox="1572 212 1738 293">Rate</th> <th data-bbox="1738 212 1900 293">Type</th> <th colspan="2" data-bbox="1900 212 2030 293">Total</th> </tr> </thead> </table> | | | | | | Item | Quantity | Rate | Type | Total | | |
| | Item | Quantity | Rate | Type | Total | | | | | | | | |
| | <table border="1"> <tbody> <tr> <td data-bbox="428 293 1425 492">Raz Plus (K-2) Learning A-Z an online interactive leveled book program to support differentiated instruction for ELL students to listen to read and also record themselves to use in the classroom and at home. Used for printing of books and materials / ELA to serve 300 students</td> <td data-bbox="1425 293 1572 492">1</td> <td data-bbox="1572 293 1738 492">\$281.00</td> <td data-bbox="1738 293 1900 492">Original</td> <td colspan="2" data-bbox="1900 293 2030 492">\$281.00</td> </tr> </tbody> </table> | | | | | | Raz Plus (K-2) Learning A-Z an online interactive leveled book program to support differentiated instruction for ELL students to listen to read and also record themselves to use in the classroom and at home. Used for printing of books and materials / ELA to serve 300 students | 1 | \$281.00 | Original | \$281.00 | | |
| | Raz Plus (K-2) Learning A-Z an online interactive leveled book program to support differentiated instruction for ELL students to listen to read and also record themselves to use in the classroom and at home. Used for printing of books and materials / ELA to serve 300 students | 1 | \$281.00 | Original | \$281.00 | | | | | | | | |
| <table border="1"> <tbody> <tr> <td data-bbox="428 492 1425 646">iReady Tool Box to provide equitable access to 3-5th grade students to practice standards based instruction and support online learning specific to students' needs. 3-5 / ELA to serve 810 students.</td> <td data-bbox="1425 492 1572 646">1</td> <td data-bbox="1572 492 1738 646">\$3,468.00</td> <td data-bbox="1738 492 1900 646">Original</td> <td colspan="2" data-bbox="1900 492 2030 646">\$3,468.00</td> </tr> </tbody> </table> | | | | | | iReady Tool Box to provide equitable access to 3-5th grade students to practice standards based instruction and support online learning specific to students' needs. 3-5 / ELA to serve 810 students. | 1 | \$3,468.00 | Original | \$3,468.00 | | | |
| iReady Tool Box to provide equitable access to 3-5th grade students to practice standards based instruction and support online learning specific to students' needs. 3-5 / ELA to serve 810 students. | 1 | \$3,468.00 | Original | \$3,468.00 | | | | | | | | | |
| <table border="1"> <tbody> <tr> <td data-bbox="428 646 1425 776">BT 492976- Allocated additional funds to cover Raz-Plus price increase</td> <td data-bbox="1425 646 1572 776">1</td> <td data-bbox="1572 646 1738 776">\$32.00</td> <td data-bbox="1738 646 1900 776">Budget Transfer</td> <td colspan="2" data-bbox="1900 646 2030 776">\$32.00</td> </tr> </tbody> </table> | | | | | | BT 492976- Allocated additional funds to cover Raz-Plus price increase | 1 | \$32.00 | Budget Transfer | \$32.00 | | | |
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| Supplies | <table border="1"> <thead> <tr> <th data-bbox="428 787 1171 868">Item</th> <th data-bbox="1171 787 1318 868">Quantity</th> <th data-bbox="1318 787 1472 868">Rate</th> <th data-bbox="1472 787 1728 868">Supply Type</th> <th data-bbox="1728 787 1917 868">Type</th> <th colspan="2" data-bbox="1917 787 2030 868">Total</th> </tr> </thead> </table> | | | | | | Item | Quantity | Rate | Supply Type | Type | Total | |
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| | <table border="1"> <tbody> <tr> <td data-bbox="428 984 1171 1057">Composition wide rules notebooks (case of 24)</td> <td data-bbox="1171 984 1318 1057">5</td> <td data-bbox="1318 984 1472 1057">\$22.49</td> <td data-bbox="1472 984 1728 1057">General Supplies</td> <td data-bbox="1728 984 1917 1057">Original</td> <td colspan="2" data-bbox="1917 984 2030 1057">\$112.45</td> </tr> </tbody> </table> | | | | | | Composition wide rules notebooks (case of 24) | 5 | \$22.49 | General Supplies | Original | \$112.45 | |
| | Composition wide rules notebooks (case of 24) | 5 | \$22.49 | General Supplies | Original | \$112.45 | | | | | | | |
| <table border="1"> <tbody> <tr> <td data-bbox="428 1057 1171 1172">Measuring up workbooks to support students with ELA and Math skills as supplemental materials</td> <td data-bbox="1171 1057 1318 1172">1</td> <td data-bbox="1318 1057 1472 1172">\$1,991.70</td> <td data-bbox="1472 1057 1728 1172">Instructional Materials</td> <td data-bbox="1728 1057 1917 1172">Original</td> <td colspan="2" data-bbox="1917 1057 2030 1172">\$1,991.70</td> </tr> </tbody> </table> | | | | | | Measuring up workbooks to support students with ELA and Math skills as supplemental materials | 1 | \$1,991.70 | Instructional Materials | Original | \$1,991.70 | | |
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| <table border="1"> <tbody> <tr> <td data-bbox="428 1172 1171 1250">Copy paper</td> <td data-bbox="1171 1172 1318 1250">3</td> <td data-bbox="1318 1172 1472 1250">\$44.61</td> <td data-bbox="1472 1172 1728 1250">General Supplies</td> <td data-bbox="1728 1172 1917 1250">Original</td> <td colspan="2" data-bbox="1917 1172 2030 1250">\$133.83</td> </tr> </tbody> </table> | | | | | | Copy paper | 3 | \$44.61 | General Supplies | Original | \$133.83 | | |
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| Resource Teacher | Resource Teacher will focus on STEM support during FA wheel to impact science standards for grades K-5. | | | | | | | | | | | | |

| Acct Description | Description | | | | | | | | |
|------------------|--|----------|---------|------|-------|-------|-----------|----------|------------|
| Tutorial | Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total |
| | Extended Learning Opportunities Tutorial program after school provided by certified tutors for at-risk/struggling students in grades K-5 in the areas of reading, writing, math and science- Tentative start date is October 2024. | 9 | \$37.00 | 2 | 1.5 | 10 | Certified | Original | \$9,990.00 |
| Resource Teacher | Resource Teacher SAI will focus on K-2 Literacy intervention and supplemental push in and pull out support | | | | | | | | |

Action Step: Parent and Family Engagement

Increase ongoing communication between school and families and build home-school connections for students' academic success. Provide parents and families with additional strategies and resources for continuing learning at home.

Budget Total: **\$5,390.27**

| Acct Description | Description | | | | | |
|------------------|--|----------|----------|------------------|----------|----------|
| Supplies | Item | Quantity | Rate | Supply Type | Type | Total |
| | K, 1st, 4th Grade Parent Communication Folders (Nicky's) | 336 | \$1.35 | General Supplies | Original | \$453.60 |
| | Ink Lexmark Cyan, Yellow, Magenta (1 each) | 3 | \$195.00 | Technology | Original | \$585.00 |

| Acct Description | Description | | | | | |
|------------------|--|----------|---------|------------------|----------|-----------|
| | Item | Quantity | Rate | Supply Type | Type | Total |
| | K Round-up pamphlets 80 (English) 80 (Spanish) | 160 | \$1.00 | Program Supplies | Original | \$160.00 |
| | Construction Paper | 10 | \$5.00 | General Supplies | Original | \$50.00 |
| | Manilla 2 prong folders - box of 100 | 5 | \$50.00 | General Supplies | Original | \$250.00 |
| | Ink Lexmark Black | 2 | \$80.00 | Technology | Original | \$160.00 |
| | Shipping | 1 | \$0.35 | General Supplies | Original | \$0.35 |
| | Card Stock various colors | 3 | \$15.37 | General Supplies | Original | \$46.11 |
| | Color Copy Paper 3 yellow, 3 blue, 3 pink, 3 gold | 14 | \$4.97 | General Supplies | Original | \$69.58 |
| | Manilla 2 prong folders - box of 100 | 6 | \$10.00 | General Supplies | Original | \$60.00 |
| | Student Agendas 2nd, 3rd and 5th grades | 477 | \$1.50 | General Supplies | Original | \$715.50 |
| | Binders 1" Binders (12pk) - School wide standard to have students keep , organize and track their academic data and share with parents during parent conferences | 5 | \$46.19 | General Supplies | Original | \$230.95 |
| | Spanish Alphabet Cards | 8 | \$10.00 | Manipulatives | Original | \$80.00 |
| | Copy paper | 50 | \$44.61 | General | Original | \$2,230.5 |

| Acct Description | Description | | | | | |
|------------------|---|-----------------|-------------|--------------------|--------------|--------------|
| | Item | Quantity | Rate | Supply Type | Type | Total |
| | | | | Supplies | | |
| | Post it notes (various sizes) | 1 | \$196.68 | General Supplies | Original | \$196.68 |
| Postage | Item | Quantity | Rate | Type | Total | |
| | Postage - Items to be mailed for parent communication letters, Kindergarten Round-up invites to parents and Community Daycares. | 150 | \$0.68 | Original | \$102.00 | |

Action Step: Professional Development

Develop teacher capacity through PLCs, student data tracking, and identification of students in need of extra support/small group instruction.

Budget Total: \$182,153.00

| Acct Description | Description | | | | | |
|----------------------|--|-----------------|-------------|-------------|--------------|--|
| Travel out-of-county | Item | Quantity | Rate | Type | Total | |
| | Discover FASA Leadership Conference / Orlando / Dates TBD (two days) / learn innovative ways to support academic program of our school, collaborate and network with other colleagues in other schools and learn from keynote speakers and profesional educators (Registration \$526, Transportation \$186, Lodging \$771 and Per diem \$77) x 2 admin | 2 | \$1,560.00 | Original | \$3,120.00 | |

| Acct Description | Description | | | | | | | | | | | | | | | | | | |
|---|---|---------|----------|-------|-------|-----------|----------|------------|------|-------|---|----|---------|---|---|---|-----------|----------|------------|
| LTF | Learning Team Facilitator will focus on data and professional development support as a PLC leader. | | | | | | | | | | | | | | | | | | |
| Single School Culture Coordinator | (206 DD) Single School Culture Coordinator will provide MTSS/SBT leadership, support implementation of the Multi-Tiered System of Supports (MTSS), monitor the RtI process in behavior/academic intervention determination and student progress. | | | | | | | | | | | | | | | | | | |
| Teacher Collaboration | <table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Certified</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>All K-5 Teachers will collaborate quarterly to analyze data and plan lessons that will align with ELA Benchmark curriculum. Tentative start date September and will continue until June 2025.</td> <td>35</td> <td>\$25.00</td> <td>1</td> <td>4</td> <td>1</td> <td>Certified</td> <td>Original</td> <td>\$3,500.00</td> </tr> </tbody> </table> | Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total | All K-5 Teachers will collaborate quarterly to analyze data and plan lessons that will align with ELA Benchmark curriculum. Tentative start date September and will continue until June 2025. | 35 | \$25.00 | 1 | 4 | 1 | Certified | Original | \$3,500.00 |
| Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total | | | | | | | | | | | |
| All K-5 Teachers will collaborate quarterly to analyze data and plan lessons that will align with ELA Benchmark curriculum. Tentative start date September and will continue until June 2025. | 35 | \$25.00 | 1 | 4 | 1 | Certified | Original | \$3,500.00 | | | | | | | | | | | |

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

Diamond View's parent mission is to create effective and purposeful learning opportunities to help parents & families support their student learn and grow successfully.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

| Name | Title |
|-----------------------|--|
| Olicia Ott | SAC Chairperson |
| Carolyn Seal | Principal |
| Yanny Diaz | Assistant Principal |
| Kaitlyn Mauro | Single School Culture Coordinator |
| Brittany Starr | Math Resource Teacher |
| Marisel Yambo Torres | Community Language Facilitator |
| Bridges of Lake Worth | Business Partner |
| Hillary Duncan | Resource teacher |
| Caitlyn Watson | Learning Team Facilitator |
| Donna Remon | ESOL Contact |
| Christine Marton | ESE Coordinator |
| Sara Dyben | Parent , PTO President |
| Trevor Rogers | Parent |
| Yuselmi Roblero | Parent |
| Leonor Barrios | Parent |
| Allyn Van Vulkenburg | 3rd grade teacher, Lead Mentor Teacher |
| Christine Thomas | Primary Resource Teacher |

| Name | Title |
|-----------------|-------------------------------|
| Michelle Siegel | SAI Teacher |
| Sindie White | Science FA & Resource Teacher |

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

All stakeholders are invited to attend decision making meetings throughout the year. This group includes, parents, teachers, staff, community members and students. Invitations are sent to all stakeholders each month or as needed/ It is important for us to have accurate representation of our school population during meeting discussions for the benefit of all students . We appreciate the input of all stakeholders to support the on going needs of all of our students and families.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Feedback is documented in various forms (surveys, conversations, discussions, comments) A Stakeholders meeting is held each month . Our meeting for FY2025 have been scheduled on August 21, 2024 ; September 18, 2024; November 20, 2024; February 19, 2025 and April 16, 2025 . A CNA meeting will also be scheduled in the month of April. During this meeting we will discuss and gather input from all stakeholders to support reach our academic goals listed in our school wide plan . We will also discuss ways to strengthening the Parent and Family Engagement Plan and get feedback from the attendees. Through SAC meetings discussions , parent training parent interviews , and leadership meetings held at school. During SAC meeting, we follow the SAC bylaws when conducting input . Members submit comments and suggestions, but final decisions will be made via consensus. Consensus will be the primary decision-making method to be used by the SAC. Consensus is reached when all members understand the decision, will support it, and are willing to implement the decision.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

SWP is an ongoing document. Feedback , suggestions and other ideas have been shared and will continue to be shared and updated during SAC meetings and other stakeholder meetings. Ideas are presented to the people in attendance and discussed. Time for feedback and reflection is provided at each meeting. Then . a written plan and shared via -google docs in order to provide input and comments for activities and information presented . A draft copy will be provided and sent to SAC committee, staff and parents for additional feedback before publishing.

| Name | Title |
|------------------|------------------------------------|
| Yanny Diaz | Assistant Principal |
| Carolyn Seal | Principal |
| Kaitlyn Byrne | Single school Culture Coordinator |
| Olivia Ott | Teacher & SAC chairperson |
| Hillary Duncan | Resource Teacher , PD contact |
| Caitlyn Watson | PLC coordinator , resource teacher |
| Brittany Starr | Math and Science resource teacher |
| Donna Remon | ESOL Coordinator |
| Christine Marton | ESE Contact |
| Sara Dyben | PTO President |
| Christine Thomas | K-2 SAI |
| Michelle Siegel | 3-5 SAI |

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;

- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

Annual Meeting will take place September 18, 2024@ 5:00 PM in the media center

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Teachers, parents and community members will be notified via parent link call out, a flyer with invitation information, school marquee and information will be posted on our school's Dojo page.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Invitations, Title I PowerPoint, FY25 School-parent compact individualized by grade, FY25 Parent and Family Engagement Plan, agendas, sign-in sheets, copy of detailed minutes recording Sheet as well as evaluations. Language Facilitators will be available for translating for families in Spanish and Creole.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Using Technology to support Parents help their child at home

- What specific strategy, skill or program will staff learn to implement with families?

Various academic based websites and programs, such as, eBooks , local library information , iReady, online textbook resources Programs are offered in a variety of languages Extensions to add to student Google profile to assist with learning and languages Training on how to use and best practices for Class Dojo, a communication platform

- What is the expected impact of this training on family engagement?

Support families to -learn of programs and websites available for use at home to increase their student's academic success. - be made aware of Google Extensions to support learning and language barriers - learn how to navigate SIS and FAST portal to view student grades and academic progress - learn how to utilize Class Dojo, a communication platform to stay in touch with the school and teacher

- What will teachers submit as evidence of implementation?

SIS navigation and completion of the comment log Evidence of usage reports for websites and programs used / discussed parent conferences (such as, iReady , FAST portal , Dojo , SIS)

- Month of Training

September

- Responsible Person(s)

Watson , Diaz, Martello, David , Starr

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

How to Advocate for your Student - SBT/ TIER / ESE/ 504 / ELL Process

- What specific strategy, skill or program will staff learn to implement with families?

Intervention/ enrichment strategies to support all students Learn the process of identifying a student as ESE Learn and confirm the understanding of accommodations listed on an Individualized Education Plan Learn the process of referring a student for SBT (academics/ behavior) Learn the process of following up on attendance and when to include guidance and possible SBT referral (attendance) Conference notes with families (examples) Learn and understand the ELL plan and tiers of language support

- What is the expected impact of this training on family engagement?

Families will be more informed after a conference with the teacher Families will learn of strategies used at school and strategies to use at home to support their student Families will understand the importance of attendance that leads to academic success

- What will teachers submit as evidence of implementation?

Turn in conference Notes detailing strategies/ resources families can use at home By mid-year teachers have identified students and referred them to SBT, guidance, ESE Teachers have completed PMP Progress Monitoring Plans for those that need it

- Month of Training

September

- Responsible Person(s)

Kaitlyn Mauro, Christine Marton, Michelle Georges, Samantha Ball, Donna Remon

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Monitor Students at Home with online platforms

- What specific strategy, skill or program will parents learn to implement with their children at home?

Various academic based websites and programs, such as, eBooks , local library information , iReady, online textbook resources , Typing program Programs are offered in a variety of languages Extensions to add to student Google profile to assist with learning and languages Training on how to use and best practices for Class Dojo, and other communication platform Learn ways to help your child with homework

- Describe the interactive hands-on component of the training.

Parents use computers or other tech tool to explore technology programs and resources

- What is the expected impact of this training on student achievement?

Students and Families will learn ways to support their academic needs

- Date of Training

September 12, 2024

- Responsible Person(s)

Yanny Diaz, Brittany Starr, Michelle Martello , Caitlin Watson , Mr. David

- Resources and Materials

Parent sign In Sheets Powerpoint presentation or handouts Hand-out of websites/ programs provide laptops for parents to use during training

- Amount (e.g. \$10.00)

0

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Showcasing standards through hands-on STEM

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

Increase knowledge of standard - based content and materials to support the home to school connection Playing games and helping your child learn!
Learn about depth of knowledge questions to help your child at home

- **Describe the interactive hands-on component of the training.**

Focus is learning ways to make learning fun at home . Students may present their Math/Science/ ELA / Arts cardboard game projects /learning games and have their parents try them out. Skills include : following directions, creating , viewing , listening , problem solving skills, answering questions

- **What is the expected impact of this training on student achievement?**

Support students and close achievement gaps in ELA , Math & Science skills

- **Date of Training**

October 17, 2024

- **Responsible Person(s)**

Dr. White , Resource teachers

- **Resources and Materials**

support materials, Make and take , supply for cardboard and other games for families to use at home for all attendees

- Amount (e.g. \$10.00)

0

5. Parent and Family Capacity Building Training #3

- Name of Training

WIN! What do I need to know to help my child =)

- What specific strategy, skill or program will parents learn to implement with their children at home?

Questions to ask for a Successful Teacher Conference Intervention/ enrichment strategies to support all students Identify those to contact for specific concerns: SBT - Mauro, ESE - Marton, 504 - Georges, ELL - Remon Understanding how these various support systems increase student achievement by meeting their needs Understanding how the IEP/ 504/ ELL accommodations and support systems in place help at school and how to use at home

- Describe the interactive hands-on component of the training.

Practice reviewing sample student data Discussing sample questions to ask at a teacher conference

- What is the expected impact of this training on student achievement?

Students academic/ behavioral needs are met to allow the student to be successful Families are more knowledgeable of the resources and support systems in place at school Families are able to communicate more effectively at teacher conferences to better support student achievement

- Date of Training

November 7, 2024

- Responsible Person(s)

Kaitlyn Mauro, Christine Marton, Michelle Georges, Samantha Ball, Donna Remon

- Resources and Materials

Agenda Sign In Sheets Powerpoint Presentation Handouts/ Resources for families to take with them. Contact information

- Amount (e.g. \$10.00)

0

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

ESE/ SBT

- Describe how agency/organization supports families.

Support parent's and families with students with disabilities , including resources available

- Based on the description list the documentation you will provide to showcase this partnership.

Parent invitations , Parent participation forms , sign ins

- Frequency

trimester / as needed

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Multicultural Education / ESOL

- Describe how agency/organization supports families.

At the initial contact of student registration or through any other form of district contact, the front office learns about our families and their needs. We work with the families and district support and agencies in order to provide any assistance that may be needed. The ESOL guidance counselor, ESOL coordinator and data processor work together with administration and Title I program and other district support to ensure student needs are met . Services include home visits, transportation, any special programs available to them, school uniforms and /or supplies.

- Based on the description list the documentation you will provide to showcase this partnership.

parent letter invitations , flyers or information sent home, conference notes , partnership agreement,

- Frequency

trimester / as needed

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Bridges of Lake Worth West

- Describe how agency/organization supports families.

Bridges of Lake Worth West supports DVE families throughout the year. They provide resources for the community that support student learning such as family trainings, after school tutorial, uniforms , school supplies, extra curricular activities, internet resources and support.

- Based on the description list the documentation you will provide to showcase this partnership.

SAC agenda notes and sign in sheets , calendar

- Frequency

Monthly / as scheduled

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

School-Parent Compact, PFEP summary, Parent's Right-to- Know, out-of-field teachers, Title I Annual Meeting, SAC meetings, parent trainings, curriculum nights, extended learning opportunities. Sample evidences may include: School-Parent Compact, PFEP summary, Parent's Right-to-Know letters, out-of-field teacher letters, letters about extended learning opportunities, invitations / flyers / social media snapshots / newsletters / calendars / parent link reports / photos of marquee about Title I Annual Meeting, SAC meetings, parent trainings, open house/curriculum night,ect.

- **List evidence that you will upload based on your description.**

Sample of signed School-Parent Compact, PFEP summary, Parent's Right-to-Know letters, out-of-field teacher letters, letters about extended learning opportunities (tutorial)

- **Description**

School Information is communicated via parent-teacher meetings ,curriculum Night, SAC meetings, Title I Annual Meeting, parent-teacher conferences, IEP/LEP meetings will be ways school will communicate curriculum information and proficiency level expectations.

- **List evidence that you will upload based on your description.**

Curriculum night presentation handouts, sample signed PMP's or IEP goals, parent conference notes showing data and or goals shared

- **Description**

Information will be shared via monthly SAC meetings - during each meeting we will focus on a different subject. Parent-teacher conferences notes, mid-progress reports, Parent letters , iReady and FAST parent reports , parent link call outs.

- **List evidence that you will upload based on your description.**

Assessment reports being sent home , Mid-progress reports, Assessment Parent letters , iReady and FAST parent reports

- Description

All parents are invited to Stakeholders meetings (Comprehensive Needs Assessments, School Advisory Council - SAC meeting focusing each month on a different subject matter, Title I Annual Meeting, and parent - teacher conferences, IEP/LEP meetings.

- List evidence that you will upload based on your description.

invitations for Stakeholders Meeting, SAC, and Title I Annual meeting invitation and sign-in sheets

- Description

Flexible scheduled times , including via phone , for parents will be provided for meetings such as (Teacher conferences , CST, 504, SBT, ESOL and guidance meetings).

- List evidence that you will upload based on your description.

Parent invites , parent-teacher conference notes showing different times or virtual/ goggle option

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

We will make sure parents have access to all information pertaining to their child in their native language by translating of all communication that goes home (such as flyers, parent link messages , letters , agendas, PFEP summaries) and having interpreters available during parent teacher conferences, SAC meetings, parent trainings and IEP / LEP meetings.

- List evidence that you will upload based on your description.

Translated compacts, PFEP summaries, and translated letters with academic reports listed

- Description

Supporting our parents and families with disabilities is important . The key factor is getting to know our students and their families by building relationships with each of them. Prior to an upcoming meeting, teachers and staff are expected to prepare for any needs that may be needed in order for meeting to be successful for all. . For parent and families with disabilities , having an ADA compliant building is important. We demonstrate this by having disabled parking visible and available, special seating during meetings, and scheduling of home visits.

- List evidence that you will upload based on your description.

Information sent to parents via email (CARD) , photos of handicapped parking, ramp

- Description

At the initial contact of student registration or through any other form of district contact, the front office learns about our families and their needs. We work with the families and district support and agencies in order to provide any assistance that may be needed. A welcome packet is given to the families with information of resources and services available. The ESOL guidance counselor, ESOL coordinator and data processor work together with administration to ensure student needs are met . Services include home visits, transportation, any available services through Migrant Education Program, distribution of uniforms, school supplies, etc. to help families, referral to Migrant Department. .

- List evidence that you will upload based on your description.

registration information, copies of new student family survey, flyer of services offered, transportation logs

- Description

At Diamond View, we work with the District Homeless Social Worker to provide resources for families identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A welcome packet for new families, donation of uniforms, school supplies, food, sharing information about available services, home visits, Student Housing Questionnaire and reaching out to District or other organizations for support. The guidance counselor communicates with all teachers about any needs the teacher or school may be aware in order to provide the families with the support their need. Also, once the school identifies these students through possible number of absences or tardies, we try to make contact with the families in order to provide them with any support that may be needed.

- List evidence that you will upload based on your description.

Completed Student Housing Questionnaire (SHQ) form (2479), McKinney-Vento program flyer of services offered, flyer of distribution logs of students in need (donated food ,uniforms, school supplies and transportation logs)

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

- Name of Activity

N/A

• Brief Description

N/A

2. Activity #2

• Name of Activity

N/A

• Brief Description

N/A

3. Activity #3

• Name of Activity

N/A

• Brief Description

N/A

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Promote positive behavior;
- Address social/emotional needs;
- Develop students organizational skills;

- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

Diamond View has in place the Positive Behavior Intervention Support System. The PBIS Team provides all stakeholders (staff, students, parents and community) with professional development on the Behavior Matrix and behavior expectations which focuses on being Respectful , Responsible and Safe throughout the building (classroom, hallways, and cafeteria, common areas). Skills for Learning and Life (SLL) lessons are being implemented in every grade level and after school programs. Each classroom as created a "wellness space " area to support students. Also individualized baggies are created by our guidance counselors with fidget toys and items to support students with anxiety and other coping skills they may be experiencing. Additionally, learning strategies, social behaviors, and self management skills are emphasized during the professional development session also used in the after school program. Other methods of social-emotional support available to students is the Check In/Check-out process which involves daily goal setting and feedback with one of the school's counselor. A student mentoring program is also in place to provide pre-identified students with guidance and support. The PIBS team meets monthly to discuss data and come up with 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, a Language Enhancement Camp, Teamwork USA, SECME, FFEA, and a Green club, STEM. Furthermore, being a STEM rounded school, we bring in community members to help promote the academic needs of our school through events like our Career Fair and Outdoor Learning Activities Lessons done through STEM and Project-based learning to help develop 21st century skills in our students to help foster a growth mindset, resilience, and persistence through the learning process. Our teachers continue to learn about our students' cultural backgrounds through classroom meetings, SBT, counseling program, and mentoring opportunities for targeted students. Skills for Learning and Life (SLL) program has been established in order to to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. Diamond View is implementing the Ron Clark House System. Diamond View has 4 Houses. These houses make up smaller communities within our school. Every staff membered student belongs to a house so everyone feels a sense of belonging at school. Each house represent different traits, history, and traditions. -Builds character and school-wide community- provides opportunities for students to socialize with peers outside of their classes and with positive adult role models beyond just their classroom teachers -Provides youth leadership opportunities - Promotes a culture of constructive competition - students learn how to be team players, contribute their efforts toward a group, and learn that those who work hard and stick with it are often the ones rewarded. Each student's personal accomplishments are rewarded with points that collectively count toward his/her house. This gives students an opportunity to be recognized and thanked by their peers for their individual contributions to the overall team.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

Diamond View's School-Based Team (SBT) meets weekly to discuss students' academic, social, and behavioral needs. The team is constructed of individuals with the student's best interest at heart, collaborating with parents to determine a plan to support students and their needs. USING THE PROBLEM-SOLVING MODEL, the SBT team meets regularly to discuss student cases and SBT referrals. During an SBT meeting, the team decides the interventions needed to help the individual student based on data collected through a multi-tiered system of Support (MTSS). Together, the Team will identify students who need additional academic and behavioral support (supplemental or intensive). An intervention plan is developed (PBCSD Form 2284), which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address the areas of concern. At meetings, the team will determine the intended research-based intervention, the probe used to collect data and track the student's progress, and a Specific, Measurable, Attainable, and Timely (SMART) goal. At Diamond View, the SBT team also includes Case Liaisons who follow up with all grade-level teachers and interventionists, giving each identified student supplemental support. The Case Liaisons will ensure all plans are carried out with fidelity. The Case Liaisons attend all the SBT meetings assigned to their grade level to help identify and communicate the needs of each student referred to SBT. For Tier 1 implementation, instruction is focused on grade level/subject area/behavior standards using effective large/small group instruction following the District Strategic Plan goals and initiatives. Students needing supplemental instruction (Tier 2 students) are provided interventions and strategies such as Leveled Literacy instruction, Voyager Passport, UFLI, and Spire. Students needing intensive instruction (Tier 3 students) are to provide intensive interventions in a small group setting for additional time outside the Reading Block and Triple iii. Parents are informed of their child's response to intervention via parent conferences, attending SBT meetings, or SBT conferences. Parents are a part of the team and are included in discussions and/or updated with information and resources to continue supporting their child at home. The SBT team makes every effort to meet the needs of all students during PLCs, collaborative grade-level meetings, and faculty meetings. All SBT information is entered into the district's Student Information System (SSS). Training and support are frequently given to the teachers and faculty members, providing Tier interventions to help close achievement gaps through MTSS. Once data has been collected over specified times, the SBT will look at trend lines from graphed data to determine a few of the following things: whether the student is making progress and has a positive response to the intervention, if the intervention is showing limited to no progress and will move on to another Tier or be evaluated further, or if the student needs more time. On the other hand, the students may be moved to be monitored or closed if there is a positive response to intervention over time. It could also be determined that the students receiving these interventions may need a different intervention or testing probe to make progress. If interventions are made, and the SBT agrees after interventions and support are in place for the required time, some students will be referred to the Child Student Team (CST). If a student moves on to qualify for an Individualized Education Plan, the interventions will continue to be monitored monthly to provide students with continued support. Together, the Diamond View team ensures that all students will be given the support needed to ensure all students can achieve academic success.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

Diamond View strives to determine our students' individual needs by drilling down and desecrating data of common formative assessments. The Leadership team meets weekly to discuss the school and identify areas of opportunity to grow. Once an area of needed improvement is discovered, the leadership team would develop a plan of action and support related grade levels as needed. Furthermore, the school has a resource teacher designated for both the primary and secondary grade levels to support student achievement and professional development for teachers. The school ensures that standards drive all instructional practices by hosting Monthly Professional Learning Community (PLC) meetings, where grade levels can reflect on the data from classroom and district assessments and other teacher observations. During this time, the teacher will be able to dive deeper into their individual data and identify their class needs. During these meetings, teachers would share ideas for instruction and best practices to ensure that both grade level and school goals are met. At Diamond View, all students participate in core classes that are supplemented with a 30 minute period of fine arts instruction. Our fine arts consists of seven offerings: music, art, health/wellness, computer literacy, STEM lab and Media skills. Students rotate through the fine arts each 6 days. Guidance promotes character education through small groups or whole classroom instruction based on student needs and teacher recommendation. Each of the fine arts classes has a district approved curriculum and is taught by a teacher who is certified in the content. The Fine Arts teacher also incorporate SLL strategies within their daily instructional practices. Diamond View will consider all areas of instructional opportunities that support closing the achievement gap and help all students reach proficiency in related subject areas. After reviewing the school's Diagnostic and PM -FAST Assessment reports , USA's testing data, the school will identify which students would benefit from targeted standard-based teaching in afterschool tutorials. Our school supports and encourages teachers to create a variety of hands-on learning experiences to make learning engaging and authentic. Within our instructional planning during team meetings and Professional Learning meetings, grade level teachers meet to integrate cross-curricular subject areas to enhance student learning. Additional STEM-related activities are planned and taught during Fine Arts and throughout other grade levels. Students are provided with many opportunities to learn in and outside of the classroom. As a STEM focused school , inquiry based home projects and other homework opportunities is an extension of what students learn in the classroom during the day, Also, through Fine Arts wheel students will have opportunities to learn technology skills to enhance their learning during Media lessons. In additional clubs such as safety patrols , Art contests, Reading , Music and Drama Talent show will be provided.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);

- Dual enrollment opportunities;
- Career and technical courses;
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

At Diamond View, we have established a Science, Technology, Engineering & Mathematics (STEM) program Pre-K - 5. Teachers provide and prepare learning experiences that help students of all backgrounds learn how to think and act like mathematicians and scientists as the new standards require. Our K-5th grade students get to participate on a hands-on lab during their fine arts rotation which focuses on Science standards. The STEM lab teacher becomes a facilitator as students explore the world of learning. A " Career Fair" is organized in the month of March to expose students in all grade levels Prek=5th grade of different careers. Students were invited to dress up as their career of choice and research and share with others about their career of choice. An expectation of hands-on approach and real-world learning has traveled throughout the building. Several classrooms incorporate project based learning as well. Also, this year we will incorporate virtual visits and field as well as virtual field trips. Our 5th grade curriculum incorporates career development and invites guest speakers throughout the year to share experiences with our students. Teachers and adults become facilitators and mentors in order to increase student readiness for college and careers in the 21st century. Diamond View also offers opportunities for enrichment classes in all grade levels.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K

- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter Kindergarten, Diamond View Elementary offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life. In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer 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 the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates. To assist with the transition of school-based and community children into the school's kindergarten, the school engages in:

- * Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education)
- * Scheduling of a talk/meeting with preschool children's families
- * Distribution of a letter, flyer or informational brochure sent to families of preschool children
- * Holding open house for families of incoming kindergarten children
- * Scheduling kindergarten registrations at private preschools and centers
- * Scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher
- * Making plans for preschool children to practice kindergarten routines, such as carrying lunch trays
- * Scheduling opportunities or creating guides for reading books or having conversations with children about what kindergarten will be like
- * Providing for the transmittal of written records of a child's experiences or status to the kindergarten teacher
- * Providing opportunities for school-based and/or community-based , private preschool teachers to meet with kindergarten teachers to discuss standards and goals for children
- * Distributing of community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten
- * Providing home learning activities to families to help them prepare children for kindergarten entry
- * Collaborating with other child and family support agencies to promote school readiness (such as Bridges of Lake Worth West)
- * Creating website offerings about transition to kindergarten resources for families
- * 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
- * We provide an opportunity for parents and incoming students to visit Kindergarten classrooms and expectations are shared and discussed. All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Professional development happens daily at Diamond View. Teachers meet twice a month through professional learning communities (PLC) to share and discuss best practices. Teachers engage in collaborative planning, unpacking of standards, book/article study, and professional discussions to inform their teaching. PLCs are supported by the resource teachers, the Single School Culture Coordinator (SSCC), as well as administration. Regional and district curriculum support and resources on blender are also available for teachers to develop their skills sets. Each year, teachers create a Professional Growth Plan (PGP), to identify an area of growth. They get the opportunity to attend training throughout the year including teachers being a contact for each subject area (by grade level) bringing back information to the rest of the team to support each subject area. Other opportunities available for teachers includes "train the trainer" where a staff /teacher participates in a training and then bring back information and trains the rest of the staff or grade level team. The administrative leadership team has the opportunity to participate in the Building Expertise Educators' Conference during the summer to learn innovative ways to support teaching and learning in the classroom. DVE also creates a school improvement plan to identify the areas the school needs to focus on and plans professional development throughout the year. Instructional meetings focused on data analysis, and planning will help ensure student growth and achievement. A culture of collaboration will continue to be at the forefront of our school's focus when staff works together to support our goals through PLCs, Collegial Planning, and PDs. It has been identified that providing students with stronger foundational skills in ELA before 3rd grade helps prepare students for reading in secondary elementary grade levels. A Systematic Phonics program will be implemented and supported by our primary SAI, serving as also a literacy coach. Furthermore, our Math Resource teacher will support the planning and the alignment of standards in all grades while providing enrichment opportunities for identified students in need of acceleration.

1. Working collaboratively with teachers with additional instructional staff during PLC, Collegial, Planning, Team Leader meetings, PBIS meetings, PDs, and Instructional Leadership Meetings to ensure a positive school culture allows for everyone to share and receive feedback for the success of all students. Coaching throughout the school year will be provided to support teachers in their professional development needs. A focus on standards-based planning and instruction will be implemented this year.
2. Creating a data-rich culture that uses multiple data sources to support teachers in their instruction planning through PLCs, Teacher Data Chats, Student Data Chats, and parent conferences. The school will continue to use resources within the community to support the school's needs and help provide instruction resources.
3. Communication is critical to reaching our school's goals. Providing frequent updates on progress monitoring using student data with the staff, parents, and the school community will positively impact the systems in place. The school and staff will use feedback to adjust instructional practices to serve the individual needs of our students.
4. For new teachers, there is the Educator Support Program (ESP), this 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. Each new teacher is assigned a mentor teacher and buddy teacher to support them through the process. In addition teachers with two or three years of experience, new to Palm Beach County are assigned a teacher buddy to provide them with on going support with the District's Educational Support Program (ESP) and school year needs. This year we have a volunteer teacher lead mentor who meets monthly with all mentor teachers to support them and coach them to become proficient mentors for our new teachers. Teachers are also expected to plan collaborative once a week. This gives everyone in the team a common time to share and plan together weekly to ensure core instruction and materials are in place each week.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

Our school uses a variety of strategies to recruit and retain effective teachers. These strategies include but are not limited to: -"Growing our Own" with staff as aspiring teachers through our Aftercare program and Student teaching programs such as EXCEED , AIT and practicum , field experience opportunities . -Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures -Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants -Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events -School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position. -Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time - Establish and maintain relationships with colleges and officials in the field of education to promote the District -Maintain regular contact with designated recruiter to improve talent acquisition effectiveness - Regular meetings with administration - Partnering teachers with highly effective teachers as mentors for new teachers - Teacher buddies are provided and encouraged in all grade levels - Provide professional Development opportunities - New teachers - Educator Support System (ESP) monthly meetings , teacher support - Providing a safe and secure environment for all through PBS initiative - Team planning-open communication (Grade-level chairs, Principal, Assistant Principal, Department chairs) - Professional Learning Communities (PLC) - (Assistant Principal, PD Team, 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..) - ongoing feedback on breakthroughs, observations - providing ongoing support to all teachers and having an open door policy - High 5's, recognition certificates - Implementing Administration Appreciation activities throughout the year to promote a positive school culture with our staff such as monthly "shout outs" activities for team building through opening rituals, and honoring our teachers during teacher appreciation. Our non-instructional staff is also included with these activities to increase morale. Diamond View values building and developing leaders through "book studies" and other leadership opportunities throughout the year. -Opportunities are available for part-time pay such as tutoring before, during and after school.