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

ELA

1. List prioritized needs statements.

FAST PM K - results Fall 4%; Winter 14% +10 FAST PM 1- results Fall 13%; Winter 25% +12 FAST PM 2 - results Fall 20%; Winter 24% +4 FAST PM 3 - results Fall 14%; Winter 27% +13 FAST PM 4 - results Fall 27%; Winter 38% +11 FAST PM 5 - results Fall 30%; Winter 37% +7 High Frequency Words (K-1) Vocabulary (2-5) Comprehension (2-5) Reading Independently Increase Prior Knowledge

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

lack of opportunities to reteach skills due to students being absent or tardy teachers lack full delph of knowledge of ELA standards , and need more standardized planning , teaching the standard to its full intent Students are missing support services due to absensenses and lack of support staff availability Parents lack knowledge of standards in order to help their students more at home

3. Share possible solutions that address the root causes.

Provide oppotunities for students to use hands-on learning experiences to gain background knowledge and build real-world connections Provide assistive technology / online resources to support students that need remediation and enrichment (i.e. iReady, Reading AZ, Typing and computer skills program, Easy CBM, Story Works, Flocabulary, etc or other technology resources to address these skills) 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 Provide ongoing translation support , instructional accommodations to ELL learners 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 , coaching support 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) Provide support for parents through staff (parent liaison or CLF) to increase communication and engagement , translation support in spanish , english and other languages as needed

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

- **Communication**

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**

A parent night to train parents how to help students read and retain what they are reading Having more parent information nights. 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 (using songs , movements , videos) Technology training for parents on how to access Google Classroom, SIS for report cards, and other student / parent portal pertaining to Reading Data reports to better understand what is expected- Parent created homework

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

- **School**

Provide student data reports on a consistent basis across all grade levels

- **Students**

participate in data chats and take ownership of their current scores and make goals for improvement

- **Parents**

Have data chats with their students and make them accountable for their learning

- 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-Creoleversion.pdf Questions-to-Ask-When-Reading-with-Your-Child-English.pdf Parent conference tips and resources , communicating more effectively , sharing best practices with families (including ESE , ASD , ELL learners)

- Accessibility

Staying Connected to the Classroom, Supporting Students at Home parent conference nights and during the day to support all families / flexibility support families with barriers to support their student provide flexibility for parent conferences (google meet, AM , PM , phone conferences , during teacher planning, during PD / teacher planning day , parent sign up ideas via DOJO)

Math

1. List prioritized needs statements.

FAST PM K - results Fall 8%; Winter 12% +4 FAST PM 1- results Fall 10%; Winter 22% +12 FAST PM 2 - results Fall 15%; Winter 24% +9 FAST PM 3 - results Fall 5%; Winter 22% +17 FAST PM 4 - results Fall 0%; Winter 1% +1 FAST PM 5 - results Fall 9%; Winter 36% +27 FAST PM 6 (AMP) 73% to 100% +27 Multiplication & Division Addition & Subtraction Word Problems

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

skills are not being mastered in the previous grade level Teachers need to know our standards , more standardized planning and teaching the standard to its full intent PLCs/ collegial planning around each unit using the B1G-M and other necessary resources lack of opportunities to reteach skills due to students being absent or tardy teachers lack full delph of knowledge of Math standards , and need more standardized planning , teaching the standard to its full intent Students are missing support services due to absensenses and lack of support staff availability Parents lack knowledge of standards in order to help their students more at home

3. Share possible solutions that address the root causes.

Teach math vocabulary during the writing block after the writing assessment 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. Manipulatives for each unit identified and accessible for students during learning More tutorial for the younger students to bridge gaps sooner, early intervention. Continue math intervention and support teachers with planning and identifying students More collegial planning to break down standards, utilize the B1G-M, 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 Technology and digital resources to provide students with practice at school and at home Flashcards to master basic facts at home Game boards and accessories to create math games to play at school and at home Textbook resources provide for families - family connection page for each unit, math videos Provide before, during and afterschool tutorial opportunities for students Provide support for parents through staff (parent liaison) to increase communication and engagement

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

- Communication

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

Create math board games together Top strategies to use for Math for all grade levels to help with increasing foundational skills (add , subtract, multiply, divide)

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

- School

Provide student data reports on a consistent basis across all grade levels

- **Students**

participate in data chats and take ownership of their current scores and make goals for improvement

- **Parents**

Have data chats with their students and make them accountable for their learning

- **Staff Training**

staff will learn strategies to support math foundational skills and be able to provide families during data parent conferences Top strategies to use for Math for all grade levels to help with increasing foundational skills (add , subtract, multiply, divide)

- **Accessibility**

Staying Connected to the Classroom, Supporting Students at Home parent conference nights and during the day to support all families / flexibility support families with barriers to support their student provide flexibility for parent conferences (google meet, AM , PM , phone conferences , during teacher planning, during PD / teacher planning day , parent sign up ideas via DOJO)

Science

1. List prioritized needs statements.

Increased our level L3+ by 7% from this same time last year (5th graders) FY 24 - 45% are L3 FY 25 - only 52% are L3 Life Sciences Increasing Prior Knowledge Vocabulary

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 Students are missing support services (support staff being pulled) Parents need to be aware of standards being taught and vocabulary skills are not being mastered in the previous grade level Teachers need to know our standards , more standardized planning and teaching the standard to its full intent PLCs/ collegial planning around each unit and other necessary resources lack of opportunities to reteach skills due to students being absent or tardy teachers lack full delph of knowledge of Science standards , and need more standardized planning , teaching the standard to its full intent Students are missing support services due to absensenses and lack of support staff availability Parents lack knowledge of standards in order to help their students more at home

3. Share possible solutions that address the root causes.

Provide opportunities for students to use hands-on learning experiences to gain background knowledge and build real-world connections Science Tutorial More intentional planning for K5 grade , vertical planning Teaching the standard to its full intent More collegial planning to break down Science standards, Backwards design / planning Fine Arts team to support with fairgame standards Host parent nights to provide information and engagement activities to the specific content area being taught (Science) including vocabulary Share examples of activities with families to support science, such as TV programs to watch, nature walks, discuss the weather, etc. STEM Lab on the fine arts rotations Need supplemental materials, resources, hands on materials and technology to support science standards Provide support for parents through staff (parent liaison) to increase communication and engagement

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

• Communication

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 communicate progress being made in Science more science homework Science vocabulary flash cards - Translated science vocabulary cards to support science Host a family night with the Science Center or local professionals Career Day

• Parent Training

Science standards - communicate what each grade level is learning , vocabulary being learned

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

- **School**

Provide student data reports on a consistent basis across all grade levels

- **Students**

participate in data chats and take ownership of their current scores and make goals for improvement

- **Parents**

Have data chats with their students and make them accountable for their learning

- **Staff Training**

sharing hands on activities that may be done at home to support unit of study for all grade levels

- **Accessibility**

Staying Connected to the Classroom, Supporting Students at Home parent conference nights and during the day to support all families / flexibility support families with barriers to support their student provide flexibility for parent conferences (google meet, AM , PM , phone conferences , during teacher planning, during PD / teacher planning day , parent sign up ideas via DOJO)

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: \$207,119.00

Acct Description	Description																		
Resource Teacher	The resource teacher will focus on k-2 literacy intervention and supplemental support (Pull out/ Push in).																		
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="426 345 1024 418">Item</th> <th data-bbox="1024 345 1171 418">Quantity</th> <th data-bbox="1171 345 1287 418">Rate</th> <th data-bbox="1287 345 1392 418">Days</th> <th data-bbox="1392 345 1507 418">Hours</th> <th data-bbox="1507 345 1623 418">Weeks</th> <th data-bbox="1623 345 1770 418">Certified</th> <th data-bbox="1770 345 1906 418">Type</th> <th data-bbox="1906 345 2026 418">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
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<table border="1"> <tbody> <tr> <td data-bbox="426 427 1024 747">After school tutorial - 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 after school - tentative start date is October 2025.</td> <td data-bbox="1024 427 1171 747">9</td> <td data-bbox="1171 427 1287 747">\$37.00</td> <td data-bbox="1287 427 1392 747">2</td> <td data-bbox="1392 427 1507 747">1.5</td> <td data-bbox="1507 427 1623 747">10</td> <td data-bbox="1623 427 1770 747">Certified</td> <td data-bbox="1770 427 1906 747">Original</td> <td data-bbox="1906 427 2026 747">\$9,990.00</td> </tr> </tbody> </table>										After school tutorial - 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 after school - tentative start date is October 2025.	9	\$37.00	2	1.5	10	Certified	Original	\$9,990.00	
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Out-of-system Tutors	<table border="1"> <thead> <tr> <th data-bbox="426 773 1024 846">Item</th> <th data-bbox="1024 773 1171 846">Quantity</th> <th data-bbox="1171 773 1287 846">Rate</th> <th data-bbox="1287 773 1392 846">Days</th> <th data-bbox="1392 773 1507 846">Hours</th> <th data-bbox="1507 773 1623 846">Weeks</th> <th data-bbox="1623 773 1770 846">Certified</th> <th data-bbox="1770 773 1906 846">Type</th> <th data-bbox="1906 773 2026 846">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
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<table border="1"> <tbody> <tr> <td data-bbox="426 854 1024 1250">Academic Tutor - 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 2025 WHITELY</td> <td data-bbox="1024 854 1171 1250">1</td> <td data-bbox="1171 854 1287 1250">\$37.00</td> <td data-bbox="1287 854 1392 1250">4</td> <td data-bbox="1392 854 1507 1250">4</td> <td data-bbox="1507 854 1623 1250">15</td> <td data-bbox="1623 854 1770 1250">Certified</td> <td data-bbox="1770 854 1906 1250">Original</td> <td data-bbox="1906 854 2026 1250">\$8,880.00</td> </tr> </tbody> </table>										Academic Tutor - 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 2025 WHITELY	1	\$37.00	4	4	15	Certified	Original	\$8,880.00	
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Item	Quantity	Rate	Type	Total								
	Raz Plus is an online resource for printing of books and materials facilitating enrichment opportunities via Learning A-Z for ELL students in grades K-2.	1	\$281.00	Original	\$281.00							
	Easy CBM intervention- EasyCBM is a Progress Monitoring program to give access to more probes and progress monitoring materials with the opportunity to graph student performance. Use with tier 2 and 3 for grades K-5. (Site License)	1	\$49.00	Original	\$49.00							
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.											
Supplies	<table border="1"> <thead> <tr> <th data-bbox="426 782 1203 868">Item</th> <th data-bbox="1211 782 1350 868">Quantity</th> <th data-bbox="1358 782 1518 868">Rate</th> <th data-bbox="1526 782 1770 868">Supply Type</th> <th data-bbox="1778 782 1898 868">Type</th> <th data-bbox="1906 782 2024 868">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
Item	Quantity	Rate	Supply Type	Type	Total							
	Measuring up workbooks to support students with ELA and Math skills as supplemental materials	1	\$1,293.78	Instructional Materials	Original	\$1,293.78						
	Copy Paper	2	\$44.61	General Supplies	Original	\$89.22						
	Adjustment - benefits credit and final allocation	1	\$5,453.00	General Supplies	Other	\$5,453.00						

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: \$5,459.25

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Post its (various sizes)	1	\$196.68	General Supplies	Original	\$196.68
	Color Copy Paper 3 yellow, 3 blue, 3 pink, 3 gold	14	\$4.97	General Supplies	Original	\$69.58
	Student Agendas 2nd grade	150	\$1.50	General Supplies	Original	\$225.00
	Student Agendas 3rd and 5th grades	225	\$1.50	General Supplies	Original	\$337.50
	Ink Lexmark Black	2	\$80.00	Technology	Original	\$160.00
	Manilla 2 prong folders - box of 100	5	\$50.00	General Supplies	Original	\$250.00
	Copy paper	50	\$44.61	General Supplies	Original	\$2,230.5
	Shipping	1	\$4.48	General Supplies	Original	\$4.48
	K, 1st 4th parent communication folders (Nickys)	550	\$1.35	General Supplies	Original	\$742.50
	Spanish Alphabet Cards	8	\$10.00	Program Supplies	Original	\$80.00
	Ink Lexmark Cyan, yellow, magenta (1 each)	2	\$195.00	Technology	Original	\$390.00
	Manilla 2 prong folders - box of 100	6	\$10.00	General Supplies	Original	\$60.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Construction Paper	1	\$5.00	General Supplies	Original	\$5.00
	Binders 1" Binders (12pk) - School wide standard to have students keep , organize and track their academic data and share with parents during parent conferences	10	\$46.19	General Supplies	Original	\$461.90
	Card Stock various colors	3	\$15.37	General Supplies	Original	\$46.11
Postage	Item	Quantity	Rate	Type	Total	
	postage to communicate with families	1	\$200.00	Original	\$200.00	

Action Step: Professional Learning

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

Budget Total: \$184,441.00

Acct Description	Description
LTF	Learning Team Facilitator to focus on data and professional learning support as a PLC leader. Will utilize Push /pull out to model teaching strategies.

Acct Description	Description																		
Single School Culture Coordinator	206 duty day 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 data-bbox="422 391 1018 467">Item</th> <th data-bbox="1018 391 1167 467">Quantity</th> <th data-bbox="1167 391 1289 467">Rate</th> <th data-bbox="1289 391 1388 467">Days</th> <th data-bbox="1388 391 1501 467">Hours</th> <th data-bbox="1501 391 1623 467">Weeks</th> <th data-bbox="1623 391 1772 467">Certified</th> <th data-bbox="1772 391 1900 467">Type</th> <th data-bbox="1900 391 2024 467">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
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All K-5 teachers will collaborate, analyze data and plan lessons that will align with ELA/Writing/Math/Science Benchmark curriculum. Tentative start date is July 2025.	35	\$25.00	1	4	1	Certified	Original	\$3,500.00											

Mission Statement

1. Mission Statement

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

Involvement of Stakeholders

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
Nicole Martinez	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
Syndie 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 and/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 ongoing 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 FY2026 are scheduled once a month. A CNA meeting will also be scheduled in the month of March. 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 is made 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
Nicole Martinez	Resource Teacher
Caitlyn Watson	PLC coordinator , resource teacher , PD contact
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

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

Annual meeting will take place September 17, 2025 @5PM 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 , email , posted on school marquee , and communicated on DOJO application

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

Resources provided on Title I resource tile , school parent compact , Schools wide plan , FY26 Parent and Family Engagement Plan (PFEP) agenda , sign in sheet . Language Facilitators will be available to translate to our Haitian Creole and Spanish speaking families.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Growing with Technology (support Parents help their child at home)

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

Various academic based programs available to share with parents that may support students at home such as (eBooks , online library , iReady resources, online textbooks, Raz plus for ELL's , Google drive extensions and other programs available . Also , resources to support students with IEP and ELL learners .

- 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 help increase their student's academic success. For families to be aware of Google extensions to support learning and language barriers . Learn how to navigate SIS

- What will teachers submit as evidence of implementation?

Parent conference logs , sign in sheets indicating these websites/ programs were discussed in parent conferences

- Month of Training

September / October

- Responsible Person(s)

Watson , Starr , Martello , Remon , Martin . Mr. David , Diaz

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Helping parents and families advocate for their student

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

Successful parent conferences in order to help better understand ways to support their student : Learn the process of referring a student for SBT (academics/ behavior) ELL plan and tiers of language support, accommodations listed on an Individualized Education Plan Resources to support students (New Worlds Reading) SIS comment logs to communicate with parents

- 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 how their student is performing academically and learn ways to support their student

- What will teachers submit as evidence of implementation?

SIS comment log evidence of usage, parent conference notes , evidence of data chats

- Month of Training

September

- Responsible Person(s)

Mauro / Remon / Ball / Marton

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Growing with Technology (to support parents)

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

Parents learn about various academic based websites and programs, such as ebooks, online books, iReady , online textbook resources , typing program , and google extensions to support ELL and students with IEP's. Also class dojo , SIS and other communication platforms to communicate and learn ways to help their child at home

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

parents will use computers and / other tech tools to explore technology programs and resources

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

Parents and families will learn ways to support their child academic needs

- **Date of Training**

September 11, 2025

- **Responsible Person(s)**

Yanny Diaz , Brittany Starr , Caitlyn Watson , Mr. David

- **Resources and Materials**

District resources , laptops , handouts , powerpoint with technology program information

- **Amount (e.g. \$10.00)**

0

3. Parent and Family Capacity Building Training #2

- **Name of Training**

New Worlds Reading

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

The New Worlds Reading Initiative will deliver books to the homes of eligible, enrolled students each month from December through June, completely free of charge. The program is designed to create at-home libraries for K-5 students and foster a love for reading among students and their families. Students who qualify will be able to receive (9 books per schools year) Literacy Resources for families to use together to build reading confidence Books are available in English, Spanish, or Haitian Creole.

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

Lesson Extension activities were also given and completed in groups, with teachers sharing them for students to continue at home. The night also provided all families with dinner and a presentation in English and Spanish. Parents have the opportunity to enroll their students to the New Worlds Reading initiative. Students receive free books and online resources to use at home to support learning (learn lessons to do with students for each book) .

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

Parents and Students were invited to receive information to support their child's reading progress. Students in grades K-5 with a level 1 or 2 on the ELA state assessment qualified to apply for The New Worlds Reading Initiative, a book a month (computers set up for parents to use).

- Date of Training

October 9, 2025 @5:30pm

- Responsible Person(s)

Diaz , Mauro

- Resources and Materials

presenter Ryan, Mercedes - mercedesryan@coe.ufl.edu , computers, free books for students , support staff

- Amount (e.g. \$10.00)

0

5. Parent and Family Capacity Building Training #3

- **Name of Training**

STEM & Science Family Night

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

The Goal is to engage families in fun, interactive STEM and science activities that promote inquiry, collaboration, and discovery through standards-based learning. Parents will learn ways to help their children review critical vocabulary and science skills at home.

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

The Science and STEM teacher will engage families in STEM activities to help students better understand the grade-level science standards. Our teachers will help facilitate the topics and activities that will be presented and showcased on this night to support inquiry and learning about Science. Possible Glow event activities to help showcase the science work and make learning fun for students and families. Aligned stations with grade-level standards so families see connections to what kids learn in class. Parents will understand how to discuss science topics at home and the importance of STEM and Science within their education. Have student helpers or staff at each station to guide families. Encourage parents to let kids lead the activities. Offer a family photo booth with lab coats or goggles for fun. Include technology activities to help support learning. Send families home with a Take-Home STEM Challenge & Resources

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

This night will help us build our school community and support our achievement goal of raising science proficiency scores. It will help our families partake in their child's education while reinforcing the importance of understanding grade-level science and math standards.

- **Date of Training**

October - November

- **Responsible Person(s)**

Dr. White, 5th grade teachers, Diaz, Starr , FA teachers

- Resources and Materials

Paper, STEM materials , and Science Activity ideas to go home. K-5th Science Standards, materials to set up different STEM stations. Use interactive surveys or exit tickets to collect family feedback.

- Amount (e.g. \$10.00)

0

Coordination and Integration

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

- Name of Agency

Safe Schools / ESE /SBT

- 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. ESE coordinator, SBT and guidance staff work together to support families needs (behavior / attendance / academics). Services may 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 invitations , meeting notes

- 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

- 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 of activities

- Frequency

Monthly / as scheduled

Communication

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 meetings , 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/ google option

Accessibility

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.

Photos of handicapped parking, Handicap ramp, special seating during meetings

- 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 log)

Other 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

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, Reading clubs, 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

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 in all academic areas and behavior.

Provision of a Well-Rounded Education

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 , Science (STEM) Music and Drama Talent show will be provided.

Post-Secondary Opportunities and Workforce Readiness

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 or April to expose students in all grade levels Prek to 5th grade of different careers. Students are 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. Also throughout the HOUSE system , students and community get the opportunity to participate in community outreach .

Transition From Early Childhood to Elementary School

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

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

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 (mentor / buddies . PD 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.