



## **Diamond Elementary School**

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## **School Improvement Plan**

**SY 2018-2019, 2019-2020 & 2020-2021**

## Summary of Goals

#	Name	Details	Type	Total Budgetary Cost
1	Professional Learning Communities/Focused Collaboration	Objectives: 1 Strategies: 1 Activities: 22	Organizational	
2	Communication & Engagement	Objectives: 1 Strategies: 1 Activities: 13	Organizational	
3	Literacy	Objectives: 1 Strategies: 1 Activities: 4	Academic	
4	Mathematics	Objectives: 1 Strategies: 1 Activities: 5	Academic	

## Goal 1 – Professional Learning Communities/Focused Collaboration

### Alignment to DoDEA Blueprint for Continuous Improvement:

- Goal 2 – Strategic Initiative 2.1.a: Quality Implementation of Professional Learning Communities/Focused Collaboration
- Goal 2 – Strategic Initiative 2.1.c: Ongoing professional learning

### DES SMART Goals(s):

- Diamond Elementary will increase from 68% in SY 19-20 to 74% very evident in SY 21-22 on **Stage 4, Indicator D** “*Develop lesson plans with differentiation and higher-level cognitive demand tasks*” as measured on the Focused Collaboration Observation Tool.
- Diamond Elementary will increase from 69% in SY 19-20 to 75% very evident in SY 21-22 on **Stage 5, Indicator D** “*Develop in class interventions and address gaps (Formative Assessment Results)*” as measured on the Focused Collaboration Observation Tool.

<b>Information that supports the selection of SMART Goal(s)</b>			
<b>Data Source</b>	<b>Domain or Sub-skill</b>	<b>Measure</b>	<b>Scores</b>
Focused Collaboration Observation Tool	Stage 4, Indicator D: Develop lesson plans with differentiation and higher-level cognitive demand tasks	Percent Very Evident	68% (SY19/20)
Focused Collaboration Observation Tool	Stage 5, Indicator D: Develop in class interventions and address gaps (Formative Assessment Results)	Percent Very Evident	69% (SY19/20)
Learning Walkthrough Tool	Indicator 9 (lesson tasks require productive struggle, problem solving or reasoning)	Percent Observed	27% (19-20)
Learning Walkthrough Tool	Indicator 5 (lessons are paced and structured to keep all students engaged throughout the learning)	Percent Observed	72% (19-20)

<b>Name of Strategies and Activities that support SMART Goals(s)</b>				
<b>Strategy Name</b>	<b>Strategy Description</b>			
Lesson Plans with differentiation and higher-level cognitive demand tasks	Lesson plan development that provides differentiation and higher cognitive demand tasks that result in increased student achievement.			
<b>Activities</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Staff Responsible</b>	<b>Completed Y/N</b>
Teams will identify common assessments that are aligned to the standards.	Aug 2018	June 2021	Collaborative Teams	
Teams will analyze data from common assessments and use the data to make decisions about groups and to make instructional changes that facilitate higher cognitive demand tasks.	Aug 2020	June 2021	Collaborative Teams	
Teams will develop high level cognitive demand tasks in all content areas that are aligned to the essential learning standards.	Sept 2018	June 2021	Collaborative Teams	
Teams will review student work and discuss information gleaned from high cognitive demand tasks.	Sept 2018	June 2021	Collaborative Teams	
Teams will collect data using FCOT Stage 5, Indicator D: Develop in class interventions and address gaps (Formative Assessment Results)	Sept 2019	June 2021	PLC Chair & Admin	
Admin will collect data using the DoDEA Learning Walkthrough to measure implementation of Indicator 5 (differentiated lessons are paced and structured to keep all students engaged throughout the learning) Indicator 9 (Higher Cognitive Demand Task: lesson tasks require productive struggle, problem solving, or reasoning) and	Sept 2019	June 2021	Admin & ISSs	

provide actionable feedback and follow up to improve educator practice.				
Teams will utilize PLC and ERD time to plan differentiated and high cognitive demand tasks based on data analysis.	Sept 2018	June 2021	Collaborative Teams	
The school will provide PD on effective instruction at all tiers of intervention.	Sep 2018	June 2021	Administration, CSI Team, PLC Team	

<b>Name of Strategies and Activities that support SMART Goals(s)</b>				
<b>Strategy Name</b>	<b>Strategy Description</b>			
Develop in-class interventions and address gaps	Use of research-based instructional strategies to build on student strengths and create a foundation to further learning and achievement			
<b>Activities</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Staff Responsible</b>	<b>Completed Y/N</b>
Teams will identify common assessments that are aligned to the standards.	Aug 2018	June 2021	Collaborative Teams	
Teams will analyze data from common assessments to identify skill deficits and mastery of standards and use the data to make decisions about groups and differentiated tasks.	Aug 2020	June 2020	Collaborative Teams	
The teams will determine instructional interventions to address student learning problems.	Sept 2018	June 2021	Collaborative Teams	
Teams will utilize PLC and ERD time to plan differentiated Tier 1 and Tier 2 support based on data analysis.	Sept 2018	June 2021	Collaborative Teams	

Teams will identify common formative assessments to administer to monitor progress of Tier 1 and 2 interventions. Teams will determine how frequently to administer the assessments.	Sept 2018	June 2021	Collaborative Teams	
Teams will discuss/analyze results from Tier 1 and Tier 2 intervention and determine next steps for students.	Sept 2018	June 2021	Collaborative Teams	
The school will develop and implement a process to outline levels of support and timelines for data collection for each tier.	Aug 2018	Oct 2018	Administration, Math ISS and IS, CSI Team	Y
The school will identify human and material resources to support all tiers of intervention.	Aug 2018	June 2020	Administration	
The school will develop a digital and print bank of intervention resources to support Tier 1 and Tier 2 instruction.	Oct 2018	Jan 2021	Administration, CSI Team, PLC Team, School ET	
The school will develop a digital and print bank of intervention resources to support Tier 3 and Tier 4 instruction.	Jan 2019	Jun 2021	Administration, CSI Team, PLC Team, School ET	
The school will provide PD on the response to intervention.	Sep 2018	June 2021	Administration, CSI Team, PLC Team	
The school will provide PD on the resources available for all tiers of intervention.	Sep 2018	June 2021	Administration, CSI Team, PLC Team	
The school will provide PD on effective instruction at all tiers of intervention.	Sep 2018	June 2021	Administration, CSI Team, PLC Team	
The administration will implement a Counselor Watch Program.	Aug 2018	June 2021	Administration, Counselors	

Teams will collect data using FCOT (Stage 4, Indicator D) of higher-level cognitive demand tasks and differentiation in lesson plan.	Sept 2019	June 2021	PLC Chair & Admin	
Admin will collect data using the DoDEA Learning Walkthrough to measure implementation of Indicator 5 (differentiated lessons are paced and structured to keep all students engaged throughout the learning) Indicator 6 (students are engaged in flexible groups) & Indicator 7 (learning tasks incorporate formative assessment to guide the ongoing learning process), and provide actionable feedback and follow up to improve educator practice.	Sept 2019	June 2021	Admin & ISSs	



## Goal 2 – Communication & Engagement

### Alignment to DoDEA Blueprint for Continuous Improvement:

- Goal 4 – Strategic Initiative 4.2a Internal Communication-Develop and implement a DoDEA-wide internal communication plan
- Goal 5 – Strategic Initiative 5.1.b: Partnerships for Student Success- Promote, foster, and support partnerships for student success.

### School SMART Goal(s):

Diamond Elementary will increase from 29% in SY 20-21 to 35% “quite a lot” in SY 22-23 on Q4: How much opportunity does your school’s leadership give you to provide input or feedback? as measured on the Staff Communication & Engagement Survey.

Diamond Elementary will increase from 28% in SY 20-21 to 34% “quite a lot” in SY 22-23 on Q9: How much opportunity does your school give you to participate or contribute to its mission or goals? as measured on the Staff Communication & Engagement Survey.

### Information that supports the selection of SMART Goal(s)

Data Source	Domain or Sub-skill	Measure	Scores
<b>Diamond ES Faculty &amp; Staff Communication &amp; Engagement Feedback Form</b>	Q4: How much opportunity does your school’s leadership give you to provide input or feedback?	Percent Quite A Lot	29%
<b>Diamond ES Parent Communication &amp;</b>	Q9: How much opportunity does the school give you to		28%

<b>Engagement Feedback Form</b>	participate or contribute to its mission or goals?	Percent Quite A Lot	
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<b>Name of Strategies and Activities that support SMART Goals(s)</b>				
<b>Strategy Name</b>		<b>Strategy Description</b>		
<b>Awareness &amp; Opportunity</b>		Bring awareness to the opportunities available and increase the number of opportunities for staff input.		
<b>Activities</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Staff Responsible</b>	<b>Completed Y/N</b>
1. Create a Jamboard to find out what types of things staff would like to provide feedback on.	Feb 2021	March 2021	CSI Team	
2. Provide time for staff to give input on the types of things they want to provide feedback on.	Feb 2021	March 2021	CSI Team	
3. Provide time during ERD or morning collaboration time for staff to provide input on selected topics.	March 2021	May 2023	Administrators	
4. Meet with staff members in small groups to provide opportunities for feedback on the school year.	Feb 2021	May 2023	Administrators	
5. Increase staff participation with ERD/PD evaluations.	Jan 2021	May 2023	Administrators	
6. Create a presentation and quick reference sheet on feedback opportunities within the school.	March 2021	March 2021	CSI Team	
7. Conduct a book study on the Five Languages of Appreciation with CSI Team	Aug 2020	May 2021	CSI Team	

8. Deliver PD on Five Languages of Appreciation to staff.	March 2021	May 2023	CSI Team	
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<b>Name of Strategies and Activities that support SMART Goals(s)</b>				
<b>Strategy Name</b>		<b>Strategy Description</b>		
<b>Communication Plan and Awareness</b>		Develop a mission communication plan to bring more awareness to how parents can contribute to the mission & goals and increase the number of opportunities for contribution		
<b>Activities</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Staff Responsible</b>	<b>Completed Y/N</b>
1. Create an informational one-pager that describes the school's improvement process.	Feb 2021	March 2021	CSI Team- Parent Sub Committee	
2. Create a video presentation for families that describe the school's improvement process.	Feb 2021	March 2021	CSI Team- Parent Sub Committee	
3. Provide opportunities for parents to engage in family projects/tasks aligned to our school improvement goals and mission using social media and family nights.	Feb 2021	May 2023	CSI Team/All Staff	
4. Create and maintain a Parent Advisory Committee.	Feb 2021	May 2023	Administrators	
5. Increase parent participation on the CSI team.	Feb 2021	May 2023	CSI Team	

### Goal 3 – Mathematics

#### Alignment to DoDEA Blueprint for Continuous Improvement:

- Goal 1 – Strategic Initiative 1.1.c: Differentiated Instruction for All Students
- Goal 1 – Strategic Initiative 1.1.d: Access to Rigorous Instruction
- Goal 2 – Strategic Initiative 2.2.b: Aligned Standards-Based Instruction System

#### School SMART Goal(s):

- All students in grades 3-5 will increase their achievement in Mathematics on the CCRS Summative Assessment from 44% scoring at meet or exceed expectations in SY 2017-2018 to scoring 50% meet or exceed expectations in SY 2020 - 2021.
- All students in 5th Grade will increase their achievement in Mathematics on the CCRS Summative Assessment Subclaim A (Major Content) from 57% scoring at meet or exceed expectations in SY 2017-2018 to scoring 63% meet or exceed expectations in SY 2020 - 2021.
- All students in 4th Grade will increase their achievement in Mathematics on the CCRS Summative Assessment Subclaim A (Major Content) from 33% scoring at meet or exceed expectations in SY 17-18 to scoring 39% meet or exceed expectations in SY 2020 - 2021.
- All students in 3rd Grade will increase their achievement in Mathematics on the CCRS Summative Assessment Subclaim A (Major Content) from 31% scoring at meet or exceed expectations in SY 2017-2018 to scoring 37% meet or exceed expectations in SY 2020 - 2021.
- 50% of students in 2nd Grade will score at least a level 3 on the DoDEA Summative Math Assessment in SY 2020 - 2021.
- 50% of students in 1st Grade will score at least a level 3 on the DoDEA Summative Math Assessment in SY 2020 - 2021.
- 50% of students in Kindergarten will score at least a level 3 on the DoDEA Summative Math Assessment in SY 2020 - 2021.

<b>Information that supports the selection of SMART Goal(s)</b>			
<b>Data Source</b>	<b>Domain or Sub-skill</b>	<b>Measure</b>	<b>Scores</b>
<b>CCRSM Summative Assessment</b>	<b>Sub-Claim A of the CCRS Summative Assessment</b>	<b>Meets or Exceeds Expectations</b>	<b>44% Overall 57% 5th grade 33% 4th grade 31% 3rd grade</b>
<b>K-2 DoDEA Summative Math Data</b>	<b>NA</b>	<b>Level Three</b>	<b>50% overall for Grades K-2</b>

<b>Name of Strategies and Activities that support SMART Goals(s)</b>				
<b>Strategy Name</b>		<b>Strategy Description</b>		
<b>Integration of Standard Mathematical Practices and high cognitive demand tasks into classroom practices.</b>		<b>Improve integration of SMPs and high cognitive demand tasks into CCRSM instruction and implement researched based strategies during tiered instruction</b>		
<b>Activities</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Staff Responsible</b>	<b>Completed Y/N</b>
Staff will evaluate the rigor of the instructional resources and make the necessary modifications to align the level of rigor of the instructional resources to the level of rigor of the CCRSM and the CCRSM Summative Assessment.	Nov 2018	June 2021	Collaborative Teams	
Staff will refine Tier 1 instructional practices on identified major content, implementing classroom practices that will provide students a better understanding of mathematics from the concrete phase to the representation phase to the abstract phase using modeling and application.	Nov 2018	June 2021	Collaborative Teams	

Staff will increase the level of math vocabulary used through modeling techniques, and increasing opportunities for use of vocabulary orally, and through written expression.	Nov 2018	June 2021	Collaborative Teams	
Staff will engage students in modeling and application activities incorporating major content from current grade level and securely held knowledge from the prior grade level(s).	Oct 2020	June 2021	Collaborative Teams	
Staff will develop data-driven, Tier 2 Intervention plans to address deficiencies in mathematical understanding.	Nov 2018	June 2021	Collaborative Teams	
Teams will utilize DoDEA and CCR Alignment of Released Summative Examples to unit resources to select and identify lessons with differentiation and higher-level cognitive demand tasks with integration of SMPs during focused collaboration Stage 4 D.	Nov 2018	June 2021	Collaborative Teams	
Admin will collect data using the DoDEA Learning Walkthrough to measure implementation of Indicator 5 (differentiated lessons are paced and structured to keep all students engaged throughout the learning) Indicator 9 (Higher Cognitive Demand Task: lesson tasks require productive struggle, problem solving, or reasoning) and provide actionable feedback and follow up to improve educator practice.	Oct 2020	June 2021	Admin & ISSs	

## Goal 4 – Literacy

### Alignment to DoDEA Blueprint for Continuous Improvement:

- Goal 1 – Strategic Initiative 1.1.c: Differentiated Instruction for All Students
- Goal 1 – Strategic Initiative 1.1.d: Access to Rigorous Instruction
- Goal 2 – Strategic Initiative 2.2.b: Aligned Standards-Based Instruction System

### School SMART Goal(s):

- At least 50% of Diamond Elementary students in grades 3 - 5 will achieve the level of Meets and Exceeds in Literacy on the CCRS Summative Assessment in SY 20 - 21.
- At least 60% of Diamond Elementary students in grades K-5 will score at the proficient level on the Reading Proficiency Test in SY 20-21.

### Information that supports the selection of SMART Goal(s)

Data Source	Domain or Sub-skill	Measure	Scores
<b>Reading Proficiency Tool (RPT)</b>	<b>Reading</b>	<b>At or Above Proficiency</b>	Projected SY 20-21 baseline: 60% Proficient (K-5 Reading Proficiency Test)
<b>Reading Proficiency Tool (RPT)</b>	<b>Reading</b>	<b>At or Above Standard</b>	Projected SY 20-21 baseline:

<b>Baseline Year 20/21</b>			60% Proficient (K-5 Reading Proficiency Test)
<b>SRI SY 20/21 No Longer in use</b>	<b>Reading</b>	<b>At or Above Proficiency</b>	68%
<b>BAS SY 20/21 No Longer in use</b>	<b>Reading</b>	<b>At or Above Standard</b>	46% At or Above the Standard
<b>CCRS Summative Assessment in Literacy</b>	<b>Sub Claim</b>	<b>At or Above Proficiency</b>	50% baseline

<b>Strategy Name</b>	<b>Strategy Description</b>			
<p><a href="#">SMART Goal 2- Strategy 1- Close Reading (Grades K-5)</a></p> <p>All resources are housed in the DoDEA College and Career Readiness Resources Schoology Group named Community of Practice (COP) and in the <i>Benchmark Advanced</i> curriculum.</p>	<p>Close Reading helps students develop the skills that proficient readers use to make sense of rigorous texts. The strategy helps build these College and Career Readiness skills:</p> <ul style="list-style-type: none"> <li>• Managing text complexity</li> <li>• Evaluating and using evidence</li> <li>• Developing the core skills of reading (e.g. finding main idea, making inferences, and analyzing character and content).</li> </ul>			
<b>Activities (Action Plan) Grades K-5</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Staff Responsible</b>	<b>Completed Y/N</b>



Grades K-5 teachers will use the Close Reading strategy across disciplines in which students strategically answer text-dependent questions.	Sept 2019	May 2021	K-5 Elementary Teachers, SS & Science, ESOL, SPED, Reading Specialists, District ISS	
Teachers will expand the use of the Benchmark Advance annotations across disciplines.	Sept 2019	May 2021	K-5 Elementary Teachers, SS & Science, ESOL, SPED, Reading Specialists, District ISS	
Program monitor and provide feedback to teachers on Close Reading implementation using the Learning Walkthrough Tool Indicator 11 or the Mini-Lesson Observation Tool.	Sept. 2019	May 2021	K-5 Elementary Teachers, SS & Science, ESOL, SPED, Reading Specialists, District ISS	

Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)				
Baseline Score	Quarter 2 Score	Quarter 3 Score	End-of-Year Score	SMART Goal Met/Not Met
49% (Grades 6-10) 72% (Grades 4-5) 66% (Grades K-3)				

Name of Strategies and Activities that support SMART Goals(s)				
Strategy Name	Strategy Description			
SMART Goal 3- Strategy 1- Guided Reading (Grades K-5)	Guided Reading is a small-group instructional context in which a teacher supports each reader's development of systems of strategic actions for processing new texts at increasingly challenging levels of difficulty.			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Teachers will administer and analyze Running Records to assess a student's reading progress by <u>systematically</u> evaluating a student's oral reading and identifying error patterns.	Oct. 2019	June 2021	K-5th Grade Teachers	

Program monitor and provide feedback to teachers on Guided Reading implementation using the Learning Walkthrough Tool Indicator 12 or the Guided Reading Observation Tool.	Aug. 2019	June 2021	Administrators, ISSs	
Teachers will utilize Beyond & About Questions and Text Dependent Questions (TDQ) to support student comprehension at the end of each GR lesson.	Aug. 2019	June 2021	K-5th Grade Teachers	

<b>Name of Strategies and Activities that support SMART Goals(s)</b>	
<b>Strategy Name</b>	<b>Strategy Description</b>
<p><b>SMART Goal 3-CORE 6 Strategy-Write to Learn (Grades 3-5)</b></p> <p>Emphasizing Readable Writing. This includes reading, analyzing and writing constructed responses, across content areas, from multiple text and multimedia sources and informational text activities and assessments.</p> <ul style="list-style-type: none"> <li>● <b>Readable Writing</b></li> <li>● Provisional Writing</li> <li>● Polished Writing</li> </ul> <p>All resources are housed in the DoDEA College and Career Readiness Resources Schoology Group, Southeast District Fit4CCR schoology group (QFND-28XM-3GMC5), and the</p>	<p>Write to Learn is a set of nested tools for writing and learning in all content areas. These tools support three different types of classroom writing, including:</p> <ul style="list-style-type: none"> <li>● <b>Readable writing, which requires students to clarify and organize their thinking to develop on-demand essays or responses.</b> (Research Simulation Task)</li> <li>● Provisional writing, daily writing that supports learning.</li> <li>● Polished writing, which engages students in the full writing and revision process.</li> </ul> <p>CCRS have identified three types of texts that are particularly important for students' readiness for college</p>

Literacy COP group in Schoology. All teachers have access to the content in their grade level Community of Practice.	and careers in the 21st century: arguments, informative/explanatory texts and narratives ( <i>Core 6 Strategies-Silver, Dewing &amp; Perini</i> ).			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Apply the understanding by design (UbD) process to develop vertically- and horizontally aligned yearlong plans, unit plans, and lesson plans that contain the essential content and skills students must learn to meet the CCRSL writing expectations.	Aug 2020	June 2021	Collaborative Teams	
Provide students with frequent opportunities to work on provisional, readable, and polished writing tasks to inform, narrate, and express an opinion.	Aug 2020	June 2021	3rd-5th grade teachers, special area teachers and support staff who work with 3rd-5th grade students	
<p>Teachers will implement the <b>3 X 3 Writing Frame</b> for students to organize and plan out the beginning, middle, and end of writing passage.</p> <p><small>(Silver, Harvey F., et al. "Copyright Page." <i>The Core Six: Essential Strategies for Achieving Excellence with the Common Core</i>, ASCD, 2012, p. [iv]. <i>Gale In Context: High School</i>, <a href="https://link.gale.com/apps/doc/CX2787000004/GPS?u=dodea_test&amp;sid=GPS&amp;xid=df3cab4a">https://link.gale.com/apps/doc/CX2787000004/GPS?u=dodea_test&amp;sid=GPS&amp;xid=df3cab4a</a>. Accessed 19 Nov. 2020.)</small></p>	Aug 2020	June 2021	3rd-5th grade teachers, special area teachers and support staff who work with 3rd-5th grade students	

<p>Collect evidence using <a href="#">DoDEA Americas Southeast CCR Literacy Data Tracker</a> and analyze it at strategic points across the year to measure student achievement and to reflect during Focused Collaboration on the effectiveness of writing instruction.</p>	<p>Aug 2020</p>	<p>June 2021</p>	<p>3rd-5th grade teachers, special area teachers and support staff who work with 3rd-5th grade students, PLC facilitator, ISSs, administrators</p>	
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