

# School Improvement Overview

## Diamond Elementary School

**System Goal:** *All students will meet 2 or more Evidence of Learning Measures*

**School Goal(s):** All students will meet 2 or more Evidence of Learning Measures.

**Instructional Goal(s):** see chart below.

**K-2 Goals:**

**Reading:** All students, with a particular focus on our Hispanic/Latino, African American, ESOL and IEP student groups, who met one or zero of the Evidence of Learning Measures will meet the grade-level end-of-the-year reading benchmark.

**Math:** All students, with a particular focus on our Hispanic/Latino, African American, ESOL and IEP student groups, will increase at least 20 percentile points on Map-P/Map-M strand of Operations and Algebraic Thinking from the Spring 2019 administration to the Spring 2020 administration.

**3-5 Goals:**

**Reading:** All students, with a particular focus on our Hispanic/Latino, African American, ESOL and IEP student groups, will increase from “low/low average” to at least “average” proficiency/growth in the *Vocabulary Acquisition and Use of Language* strand on Map-R by the Spring 2020 administration.

**Math:** All students, with a particular focus on our Hispanic/Latino, African American, ESOL and IEP student groups, will increase at least 20 percentile points on Map-P/Map-M strand of *Operations and Algebraic Thinking* from the Spring 2019 administration to the Spring 2020 administration.

	<b>What will the focus of your work be?</b>
<p><b>Professional Learning on the Standards</b></p>	<p><b>Reading:</b> K-2 Teachers will receive professional development on various ways to teach the letter sounds. They will focus on learning the seven syllable types and phonics rules.            3-5 Teachers will receive professional development on various vocabulary strategies, such as vocabulary webs, as well as an understanding of the difference between Tier 1, Tier 2 and Tier 3 vocabulary words</p> <p><b>Math:</b> We will devote time at each staff meeting for vertical teams to get together to discuss specific math strategies which work with students and to identify strategies we will try with our focused students. Teachers will spend the next month working strategically with the strategy/strategies. They will collect anecdotal data on student success with the strategy/strategies. That data will be shared during our quarterly data chats. Classroom teachers, ESOL teachers and Resource teachers, will work collaboratively to 'study the math' each week, identifying specific vocabulary we know our focused students may struggle with. Word and picture cards of the vocabulary will be given to each student and teachers will consistently front load and reinforce vocabulary during lessons.</p>
<p><b>Analyzing Data to Inform Instruction</b></p>	<p><b>Reading:</b> For grades K-2 our school-wide learning will focus on analyzing running records. We will analyze the Foundational Skills Map-RF data, in addition to reviewing the reading levels quarterly. LLI data will be reviewed and analyzed in December and April.            For grades 3-5, we will be having quarterly data chats about our focused students. Each grade level will focus on determining next steps and following through on the results of those next steps. The data we will use included the "Projected Proficiency" report on NWEA and the District Literacy Assessments.</p> <p><b>Math:</b> We will be having quarterly data chats about our focused students. Data will be created with the latest Evidence Of Learning of the focused students. In addition, during collaborative planning, teams will bring one data point from focused students every other planning meeting to share and discuss. The data we will use includes required Eureka math assessments, Map-M data and Math assessment data.</p>

<p><b>Equitable and Culturally Responsive Instructional Strategies</b></p>	<p><b>Reading &amp; Math:</b> K-5 In order to meet the needs of our focused students, staff are encouraged to build relationships with students/parents early in the year to help give the teacher insight into the student's background knowledge. In the primary grades, this will support our focus on knowledge of letter sounds in order to improve reading level. In the intermediate grades, this will support our focus on vocabulary acquisition and use of language.</p>
<p><b>School Climate and Culture</b></p>	<p>K-5 We will continue to have monthly PBIS Booster Weeks in which Dolphin tickets are given to classes who are following school expectations. We will continue to identify and celebrate individual students weekly who exhibit our school mission, announcing our "Blue Dolphin" students on Friday mornings.</p> <p>K-5 Strengths from our climate survey include that we have high expectations for all students and believe every student can learn, and that we are committed to using a variety of methods to help every student succeed. An area of focus is for the school leadership team to involve all staff in decisions affecting work. In order to address this issue, we make the agenda and action items available to all staff, we ask the leadership team members to bring ideas and concerns from their team and we expect that the leadership team members will also share all pertinent information with their teams after a meeting.</p> <p><b>Culturally responsive relationship building</b>-Morning Meeting, Reading Buddies, Consistent school-wide greetings, Google Translate with parents</p> <p><b>Mental and emotional health</b>-Grade level appropriate counselor lessons; counselor pass system in each class</p> <p><b>Character development and empathy</b>-Blue Dolphin focus on Mission Statement, Buddy Bench, Student Government Association</p> <p><b>Restorative justice and restorative practices, trauma-informed practice</b>-Positive Behavioral Interventions and Supports, "Stop, Walk, Talk" counseling program</p>

Exhibit D

Overview for School Website

	<b>Physical health and wellness</b> -Girls on the Run, Hero Boys, Dolphin Dash
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