

DIAMOND ELEMENTARY SCHOOL 2009-2010

STUDENT AND STAKEHOLDER FOCUS

Based on the SIP Team's analysis of the performance results including TerraNova 2 data, MSA Reading, and MSA Math, our findings include:

- Of our targeted subgroups on TN2, two subgroups, African-American and FARMS, did not meet the 50% expectation.
- For some subgroups at DES last year, both goals were achieved on MSA Math and Reading. For our targeted subgroups, we have not achieved our school goals. Therefore, we will continue to work on our goal of achieving 100% proficient and 50% advanced for all students.

LEADERSHIP

Vision: Our vision is for the Diamond community to teach each child the skills to succeed in society. Every student will be successful in applying what they have learned in order to achieve a high level of self-confidence and develop a desire to become a life-long learner. We will foster a positive attitude through mutual respect and acceptance in striving for academic excellence and social growth.

Mission: The Diamond Elementary School community works together to promote excellence in teaching and rigor in learning in a stimulating, differentiated learning environment, developing confidence and individual success for all students.

Our vision, mission, values, goals, and expectations are communicated to the entire community through:

- D.E.S. web-site and private folder
- Diamond Mine and Diamond Gems
- All team meetings
- Staff meetings
- PTA meetings, activities, and events
- Parent Information Meetings and Parent/Teacher Conferences
- Bulletin boards/foyer and classrooms
- Student Government

Performance will continue to be monitored through ongoing reading, writing, and math assessments. Results will be shared with students, parents, and staff by administration,

ORGANIZATIONAL PERFORMANCE RESULTS

- MSA results (grades 3-5)
- TN2 data (grade 2)
- MAP-R (grades 3-5)
- PBIS results
- M-Class (K-2)

Grade level team and individual data meetings are held regularly. Please see the attached MSA and TN2 charts to see the disaggregated data over the past 3 years.

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- Math Unit Assessments (all grades)
- Pre/post assessment in math by unit
- Classroom formative assessments in Math
- After-School support clubs in math and reading
- Quarterly data conferences (Teachers with administration)
- Team data analysis (monthly with SDT, RS, Admin.)
- MyMCPS reports including M-Class and MAP-R (monthly/quarterly)
- STARS/CARS Assessment (quarterly)
- Running records (quarterly by principal)
- Spelling inventories – 3 times a year
- Writing assessments (6-traits) (Quarterly)
- Academic Support program-Wilson, Soar, Jr. Great Books, and William & Mary
- Academic Intervention Plans (AIP) for students in grade K-5 (ongoing)
- SWIS/PBIS data (monthly), FBA, BIP
- CAP reports (ongoing; monthly)
- Accelerated Reader data
- Math facts data
- Fountas and Pinnell Benchmark kit assessments

FACULTY AND STAFF FOCUS

Based on our school goal and needs assessment, the SDT and Reading Specialist with support from OOD, and AEI will provide ongoing professional development that will focus on:

- Creating and monitoring intervention plans
- Comprehension strategies with focus on inferencing
- Reading rigor, practices: William and Mary, Junior Great Books, and Jacobs Ladder
- Continue training staff on providing meaningful feedback to students
- School-wide Discipline Policy (PBIS)
- Training on Math and Reading Differentiation
- Continue our study on diversity and equity
- Developing shared leadership through active participation in the School Leadership Teams Institute by revising team meeting organization and planning
- Continuing focus on Quality Questioning
- Fountas & Pinnel

STRATEGIC PLANNING

Goal #1: By June 2010, all students at Diamond E. S., especially targeted Hispanic, African American, ELL and FARMS students, will meet and exceed the AMO targets for 2010. Over 50% of the children within each subgroup will meet the advanced range on MSA in both reading and math.

PROCESS MANAGEMENT

- Grade level data meetings to monitor student progress
- Develop specific academic improvement plans for all at-risk students CPS
- Focus on questioning techniques to elicit inferential and evaluative responses
- Determine vocabulary development strategies to implement at each grade level
- Use more cooperative learning groups to promote oral discourse and student engagement
- Provide feedback to students in a timely and meaningful way to be determined by team
- Accelerate math instruction K-5 through differentiation so that more students score in the advanced range on MSA
- Accelerate reading instruction K-5 through differentiation so that more students score in the advanced range on MSA by implementing Junior Great Books, William & Mary program
- Encourage participation in Accelerated Reader to motivate more reading
- Consistent use of journal writing in math & reading
- Math facts