School Name: Blue Diamond ES

Inquiry Area 1 - Student Success

Increase reading proficiency from 70% to 80% as measured by the spring MAP Assessment. Increase math proficiency from 89% from 93% as measured by the spring MAP Assessment by May 2025.

Improvement Strategies	Intended Outcomes/Formative Measures	Status *Are we implementing the improvement strategy as planned?*	Now (Lessons Learned) *What does our progress monitoring data reveal about progress toward our goal?* *What are we learning as we implement our improvement strategies?* *What challenges with implementation and gaps in performance are we noticing?*	Next (Next Steps) *What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?*	Need *What do we need to be successful in taking action?*
Increase consistency in providing differentiated Tier 1 instruction in reading and math with appropriate scaffolds.	Teachers will provide differentiated tier 1 instruction with scaffolded supports to Increase reading proficiency from 70% to 80% and math proficiency from 89% to 93% as measured by the spring 24-25 MAP Assessment.	At Risk	Our goal was based on data from the spring 23-24 MAP assessments. We learned that the data from the fall MAP assessment 24-25 (as of 9/5/24) didn't show any growth from the spring MAP assessment in math. Our proficient student percentage dropped by 11 percentage points from 89% to 78%. In reading, our percentage of proficient students decreased by 11 percentage points from 70% to 59%. Our data shows evidence that consistent scaffolding and differentiation in small groups are paramount in closing academic gaps for our students. Therefore, we will continue with our student success goal to increase our proficiency in math from 78% to 93% proficiency, and our goal in reading from 59% proficient to 80% proficiency.	Teachers will continue to implement enVision math, the Into Reading curriculum, and 95 Core Phonics programs with fidelity. The next steps are for them to continue to provide quality Tier 1 instruction with the curricula that includes strategically planned flexible and differentiated Tier 1 small groups. Teachers will receive professional learning sessions specific to effective strategies for implementation of the programs and best practices, such as scaffolding and differentiation, DOK levels that support critical thinking, and effective questioning. Lead Team members and teachers will also continue to participate with their grade levels to conduct Tier 1-focused instructional rounds to gather data and analyze areas of strength, growth, and improvement. Teachers will also continue to unwrap standards, create learning intentions and success criteria, and create rigorous standards-aligned tasks for all students during weekly, collaborative PLCs with each grade level based on student data.	In order to be successful, teachers will utilize consistent PLC time to unwrap standards, analyze data, and plan for instruction. Teachers will continue to collaborate with strategists to plan for instruction, model lessons, provide feedback, and analyze data. Teachers will also collaborate with each other to collect data during carved-out monthly time for instructional rounds. The data will be discussed and utilized to plan for professional learning and areas of strength and growth. Additionally, teachers will be observed during small group instruction in order to be reflective and engage in coaching conversations to ensure instruction is progressing, engaging, rigorous, aligned, and meeting the needs of all students at Blue Diamond ES.

Inquiry Area 2 - Adult Learning Culture

By May 2025, 100% of teachers will participate in professional learning focused on effective PLCs targeted at the analyze component of the teaching and learning cycle as measured by professional development day agendas and sign-ins and PLC agendas and data collection tool(s).

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
PLC meetings will follow a consistent structured PLC aligned with the Teaching and Learning Cycle. During weekly PLC meetings, teachers will unwrap standards, align rigorous tasks, analyze formative and summative data that drives differentiated instructional practices. Admin and strategist(s) will review evidence from walkthrough and classroom observation data to continuously plan for targeted professional learning.	Every educator will develop their teacher self-efficacy through professional learning opportunities targeting PLCs and the analyze process in the teaching and learning cycle in order to maximize student achievement.	Strong	Teachers are engaging in collaborative, weekly PLC meetings and Lead Team instructional rounds. Agendas, collaboration, and observation during the instructional rounds process show that discussion is centered around data. Data from PLC agendas and observations show that discussions are centered around planning for instruction and analyzing student data. This data provides evidence that all teachers are participating in professional learning focused on Tier 1 differentiated instruction, effective scaffolding, DOK levels, and rigorous task alignment, as well as engage in meaningful PLCs focused on the planning and analyzing component of the teaching and learning cycle as measured by professional development day agendas, sign-ins, and data collection tool (i.e. Google form and/or PLC Look For tool) by May 2025.	Classroom teachers will continue to use PLC time to develop learning intentions, success criteria, and unwrap standards to plan for instruction, tasks, and assessments. Administration will develop a Google form to collect data post-professional development sessions and will utilize the PLC Look-For Tool during PLCs.	We need to ensure consistency of use of the PLC tool during planning periods in order to analyze data and assess the implementation and performance of our formative and summative assessments. Admin also needs to plan with the strategists and Lead Team members to analyze instructional rounds data and adjust instruction to achieve student success.

Inquiry Area 3 - Connectedness

Decrease chronic absenteeism from 31% to 27% as measured by FocusED.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Utilize school wide incentives and recognition for student attendance to decrease the amount of student absences. This will allow students to have access to quality educational experiences on a consistent basis.	Increase daily student attendance to decrease chronic absenteeism.	Strong	Current data (as of 9/5/24) shows that our chronic absenteeism has decreased from 31% to 19%, which is meeting our current goal.	The next steps are to implement our school-wide attendance program with the attendance team to monitor chronic absenteeism through incentives, parent communication, documentation, check-in-check-out, attendance contracts, and TPOP.	We need staff members to consistently monitor and log student attendance by communicating with families at 3 absences. We also need to plan/calendar bi-weekly meetings with the attendance team to analyze data and plan for which students need to be on check-in-check-out, schedule parent meetings, refer to TPOP, provide contracts, and purchase incentives for students.