School Name: Blue Diamond ES

Inquiry Area 1 - Student Success

Increase reading proficiency from 82% to 90% as measured by the spring MAP Assessment. Increase math proficiency from 79% to 90% as measured by the spring MAP Assessment by May 2024.

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*	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 82% to 90% and math proficiency from 79% to 90% as measured by the spring 23-24 MAP Assessment.	At Risk	Our goal was based on data from the spring 22-23 MAP assessments. We learned that the data from the winter MAP assessment 23-24 showed an 12 percentage point growth in math, trending towards meeting our Spring 2024 goal of 90% proficiency. In reading, there was growth in proficiency of 13 percentage points. Our data shows evidence of improvements and consistency in Tier 1 instruction as supported by our PLC process and walkthroughs with feedback sessions. Our goals of 90% in math and 90% in reading will remain the same.	Teachers are continuing 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 program. Teachers will receive professional learning sessions specific to effective strategies for implementation of the programs to meet the needs of the students. Additionally, teachers will receive professional learning focused on differentiated instruction by analyzing assessments to plan for instruction that will best meet the needs of all students during Tier 1. Teachers will also continue to unwrap standards and create rigorous standards-aligned tasks for all students during weekly, collaborative PLCs with each grade level.	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. The data will be discussed and utilized to plan for professional learning and areas of strength and growth that will be used to plan for instruction in all classrooms.

Inquiry Area 2 - Adult Learning Culture

Maintain the percentage of teachers utilizing the data from formative assessments to drive their targeted instruction through staff surveys in the winter and spring of the 23-24 school year

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Teachers attend weekly PLC meetings to consistently engage in PLC's to align instruction/tasks to standards while following CCSD Teaching and Learning Cycle.	If teachers create and use common formative assessments for each standard, they will be able to provide consistent expectations of student achievement toward mastery of standards across the entire grade level. This will ensure that all students have the same success criteria which will lead to increasing student proficiency from 82% in reading to 90% and from 79% in math to 90% by May 2024 on the spring MAP assessments.	Strong	Teachers are continuing to attend PLC meetings weekly. Agendas, collaboration, and observation at PLCs show that discussion is centered around data. Data collected and analyzed from our instructional rounds providing evidence that about 90% of classrooms visited had tasks aligned to the standard.	Classroom teachers will continue to use PLC time to develop learning intentions, success criteria, and unwrap standards to plan for instruction and assessments. Admin, strategists, and teachers will continue to compile data from classroom walkthroughs to determine the percentage of classroom tasks that align to the standard being taught.	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 assessments.

Inquiry Area 3 - Connectedness

Decrease chronic absenteeism from 22% to 15% as measured by FocusED

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Utilize school wide incentives 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	At Risk	Initial data showed that our chronic absenteeism decreased to 7% This was meeting our goal. As the year progresses our chronic absenteeism is now at 20%. This is exceeding our goal of 15%.	The next steps are to continue to monitor chronic absenteeism and implement schoolwide systems to encourage students to come to school. Since the absences were due to illness, utilization of the ultraviolet light will be increased to reduce the spread of illness.	We need staff members to consistently monitor student attendance and communicate with families, as well as a system of rewards and incentives as motivation for students and families to be present at school. We also need to continue to collaborate with creative ideas to encourage students to attend school daily. We need monthly perfect attendance rewards implemented.
Admin will plan schoolwide student events	The events will motivate students in order to decrease student absences to less than 10% of the accrued school days in the school year.	At Risk			