

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% to 93% as measured by the spring MAP Assessment by May 2025.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status <i>Are we implementing the improvement strategy as planned?</i>	Now (Lessons Learned) <i>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 student success?</i>	Next (Next Steps) <i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</i>	Need <i>What do we need to be successful in taking action?</i>
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.	Strong	Our goal is based on data from the spring 23-24 MAP assessments. We learned that the data from the winter MAP 24-25 assessment showed growth from the fall MAP assessment in both math and reading. In math, our proficient student proficiency percentage improved by 29 percentage points from 57% to 86%. In reading, our percentage of proficient students increased by 19 percentage points from 62% to 81%. Our data shows evidence that purposeful planning of student learning intentions and success criteria, continued consistent scaffolding, and aligned and rigorous tasks are essential for growing all Blue Diamond students. Therefore, we will continue with our student success goal to increase our proficiency in math from 89% proficient to 93% proficiency. We are increasing our reading goal from 80% to 85% since we have met our original end of year goal.	Teachers will strategically implement enVision math, the Into Reading curriculum, and 95 Core Phonics programs with fidelity, utilizing the pacing guides and student assessment data. The next steps are for them to continue to provide quality Tier 1 instruction with the curricula, particularly in math, that includes purposely planned and consistent small groups. Teachers will receive differentiated professional learning sessions specific to effective strategies for implementation of the programs and best teaching practices, such as DOK levels that support critical thinking and effective questioning, along with problem solving and real-life application. 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 and create learning intentions and success criteria that engage students in the learning and assessment process and allow them to take ownership. They will implement and create rigorous, standards-aligned tasks for all students during weekly, collaborative PLCs with each grade level based on analyzed student data.	In order to be successful, teachers will utilize consistent PLC time to unwrap standards, analyze data, and plan for engaging, strategic, and meaningful instruction. Teachers will continue to collaborate with strategists to plan for instruction, model lessons, provide feedback, and analyze data through the coaching cycle, targeting areas of focus through the use of the Look-For tools. Teachers will also collaborate with each other to collect and analyze data during planned instructional rounds. The data will be discussed and applied during professional learning. Areas of strength and growth will be centered around our "Forbuss Four" that will be used to plan for effective instruction in all classrooms. Teachers will continue to be observed during small group instruction in order to be reflective and also engage in coaching conversations to ensure instruction is progressing, engaging, rigorous, aligned, and meeting the student needs at Blue Diamond.
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 continuing to engage 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. Our data provides evidence that teachers are increasingly making progress towards our goal of having 100% of teachers 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 PLC agendas 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 utilize our 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. We need to plan with the strategists and Lead Team members to schedule our DOK levels professional learning session
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 1/13/2025) shows that our chronic absenteeism has increased from 19% in the fall to currently 24%. With this percentage, we are still on track for meeting our 27% goal.	The next steps are to continue to implement our school-wide attendance program with the attendance team to monitor chronic absenteeism through incentives, parent communication, documentation, check-in-check-out, and attendance contracts.	We need to ensure continued consistency with staff members monitoring and logging 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.