

# Diamond Ridge Elementary School Student Achievement Plan (SSAP)

## Demographics:

| School Profile              | 2018-2019 |
|-----------------------------|-----------|
| Asian                       | 15        |
| Black                       | 33        |
| Caucasian                   | 513       |
| Native American             | 9         |
| Pacific Islander            | 28        |
| Hispanic                    | 157       |
| Total                       | 760       |
| Free and Reduced Lunch      | 34.7%     |
| Served by Special Education | 8.8%      |
| Limited English Proficiency | 14%       |

## School Grade:

| 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|-----------|-----------|-----------|-----------|
| B         | B         | B         | B         |

## School Rating: (State grading system for schools changed in 2017-2018 school year.)

| Achievement - Typical |       | Growth – Commendable  |       | English Learner Progress - Developing |       |
|-----------------------|-------|-----------------------|-------|---------------------------------------|-------|
| English Language Arts | 54.3% | English Language Arts | 51%   | English Learner's Adequate Progress   | 37.8% |
| Mathematics           | 57.8% | Mathematics           | 53%   |                                       |       |
| Science               | 53.6% | Science               | 57.2% |                                       |       |
|                       |       | Growth of Lowest 25%  | 67.6% |                                       |       |

## Instructional Commitments for All Students:

- Assess all students routinely and identify students' academic and/or behavioral support needs.
- Improve core instruction including the use of informal assessment and re-teaching to maximize student learning.
- Integrate differentiated strategies during instructional delivery.
- Increase student achievement by utilizing student engagement strategies during core instruction.
- Increase academic engagement by utilizing behavioral systems during core instruction.
- Common student expectations, classroom rules, positive reinforcement, and school-wide system of positive behavior support.
- A school culture rooted in respect, responsibility, and excellence.

## Instructional Commitments for Academically At-Risk Students:

- Differentiate curriculum and instruction based on students' targeted learning needs.
- Provide instructional interventions in small group settings.
- Utilize progress monitoring data to evaluate whether students are benefitting from supplemental instruction.
- Increase academic achievement by utilizing targeted student engagement strategies.
- Increase academic achievement by utilizing targeted behavior management strategies.
- Extend learning time.
- Use research-based strategies and practices.

**Academic Goal #1: (Reading) 85% of students school-wide will make typical or above typical growth as measured by the DIBELS Pathways of Progress data report.**

|                       | <b>2017-2018 Pathways of Progress</b> | <b>2018-2019 Middle of Year Progress</b> | <b>2018-2019 End of Year Goal</b> |
|-----------------------|---------------------------------------|--|-----------------------------------|
| Kindergarten          | 78%                                   | 80%                                      | 81%                               |
| 1 <sup>st</sup> Grade | 76%                                   | 69%                                      | 79%                               |
| 2 <sup>nd</sup> Grade | 84%                                   | 72%                                      | 85%                               |
| 3 <sup>rd</sup> Grade | 94%                                   | 84%                                      | >85%                              |
| 4 <sup>th</sup> Grade | 87%                                   | 80%                                      | >85%                              |
| 5 <sup>th</sup> Grade | 88%                                   | 85%                                      | >85%                              |
| 6 <sup>th</sup> Grade | 85%                                   | 89%                                      | >85%                              |

**Action Steps to Meet Academic Reading Goal:**

1. Analyze data from formal and informal assessments to guide instruction and determine what supports students need.
2. Provide classroom aide support for all small group reading instruction, reducing the staff-to-student ration during small group instructional time.
3. Progress monitor all students with intensive reading needs weekly, students who score at the “strategic” level of reading twice monthly, and students who are reading at grade level once monthly to ensure adequate progress is being made and/or maintained.

**Academic Goal #2: The median growth percentile, as measured by RISE, will be greater than or equal to 40% for each teacher, demonstrating at least a year’s growth in English Language Arts, mathematics, writing, and science.**

| <b>Subject</b>        | <b>2-17-2018 Median Growth Made</b> | <b>2018-2019 Growth Goal</b> |
|-----------------------|-------------------------------------|------------------------------|
| English Language Arts | 58.875%                             | >40%                         |
| Writing               | N/A (combined with ELA)             | >40%                         |
| Mathematics           | 56.375%                             | >40%                         |
| Science               | 50.4%                               | >40%                         |

Key:

0-40 = Low Growth

40-69 = Average Growth

>69 = High Growth

**Action Steps to Meet Academic Mathematics Goal:**

1. Analyze data from formal and informal assessments to guide instruction and determine what support students need.
2. Provide classroom aide support for all small group math instruction, reducing the staff-to-student ration during small group instructional time.
3. Utilize ST Math and other digital tools to develop mathematical thinking and provide differentiated learning opportunities for students.

## Community Goal: Enrich and Increase Parent and Community Engagement.

### Action Steps to Meet Community Goal:

- 100% of parents will attend SEP conferences or be contacted by the teacher using email, phone, or mail.
- 100% of teachers will set a stakeholder goal to establish and maintain frequent, consistent communication with families.
- 100% of teachers will have a web presence that is information-based and up to date.
- School will maintain a well-designed, up to date, information-based school website.
- Gather, analyze, and reflect upon stakeholder input yearly through school-home stakeholder surveys.

### School Wide Behavior Plan

- Be Safe
- Be Respectful
- Be Responsible

The Diamond Ridge Behavior Plan has been developed to provide consistent expectations, rewards, and consequences based on positive behavior interventions and support. It is our belief that our school expectations will help ensure a productive, safe learning environment for all students. Classroom expectations are designed by individual teachers to meet the needs of each classroom. Diamond Ridge Elementary has three main behavior expectations that will be taught and reinforced in all school areas throughout the school year.

| Positive Reinforcements  | Consequences   |
|--|--|
| <ul style="list-style-type: none"><li>• Positive Praise</li><li>• Positive notes, emails, or phone calls home</li><li>• Rocket Tickets</li><li>• Super Class Tickets</li><li>• Special activities</li><li>• Certificates</li><li>• Awards</li><li>• Treats</li><li>• Student of the Month</li><li>• Happy, proud kids, families, and teachers!</li></ul> | <ol style="list-style-type: none"><li>1. Verbal Warning. Reminder of expected behavior.</li><li>2. Class seat-away.</li><li>3. Out of class seat-away.</li><li>4. Parent contact and/or office referral. (White Slip)</li></ol> <p><b>Severe:</b> Teachers and administrators will determine consequences for severely disruptive behavior. Parents will be contacted. Severe behavior includes such things as fighting with the intent to cause harm or defiant behaviors that require administrative assistance.</p> |

Students who are making poor behavior choices will be approached by a staff member to review school-wide behavior expectations and ways to make better choices. If behavior does not improve, or the behavior involves student-to-student conflict, or discussion and verbal warnings have been used numerous prior times, the students will be issued a white slip and a teacher or administrative determined consequence. Consequences could include:

- Missed recess or recess restrictions
- Loss of privilege
- Letter of apology
- Restitution
- Parent conference
- In-school suspension
- Out-of-school suspension