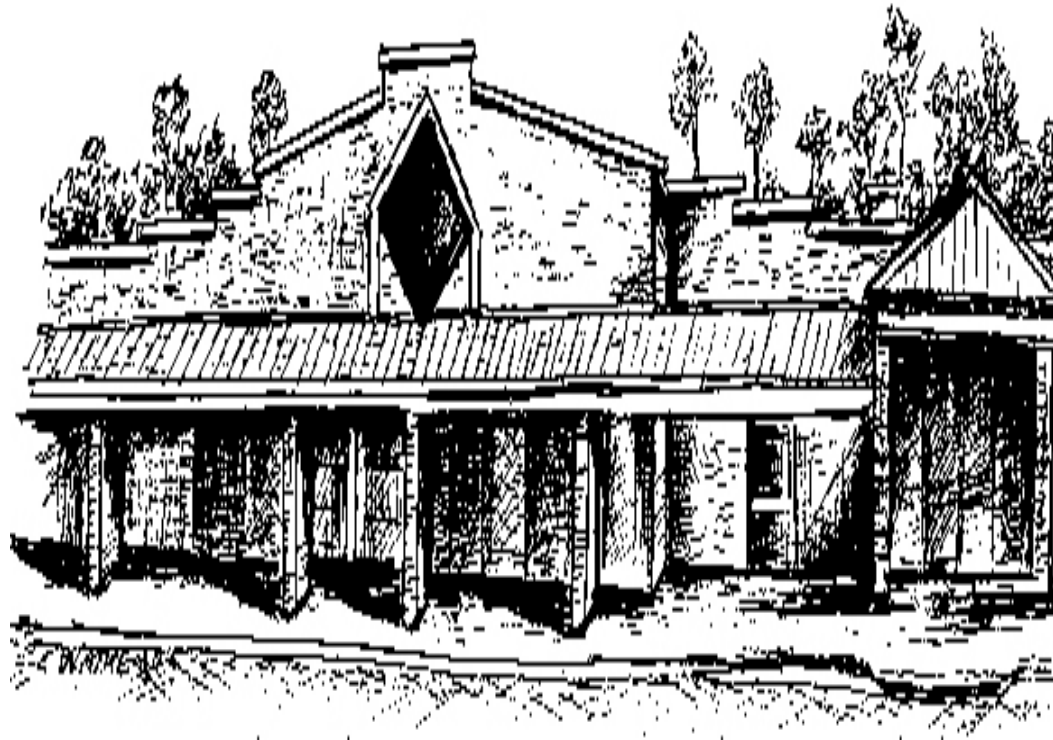


**DIAMOND ELEMENTARY SCHOOL
2012-2013 PROFILE**



Ms. Brenda P. Gilchrist, Principal

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SCHOOL IMPROVEMENT LEADERSHIP TEAM SY 12-13

- Bethany Legg Team Member/Pre-K Teacher
- Lisa Perkins Team Member/ K Teacher
- Bianca McKee Team Member/1st Grade Teacher
- Ginger McRae Team Member/2nd Grade Teacher
- Nathaline Simons Team Member/3rd Grade Teacher
- Ralph Blose Team Member/4th Grade Teacher
- Bernard Rose Team Member/5th Grade Teacher
- Angela Momon Team Member/6th Grade Teacher
- Clyde Alderman Team Member/Special Area Teacher
- Jennifer Collins Team Member/Special Education
- Nicole Pangelinan Team Member/School Counselor
- Brenda Gilchrist Principal
- Ms. Christie Cook Assistant Principal

MISSION AND VISION STATEMENTS

DoDEA's Mission: Educate, Engage, and Empower Each student to succeed in a dynamic world.

Diamond Elementary School's Vision: Diamond is a collaborative community engaging in meaningful lifelong learning while promoting respect for all.

We Believe...

- all children can learn
- in developmentally appropriate activities that are relevant to our standards
- in providing an exciting, inviting, safe, caring, and respectful environment for all learners
- in developing an awareness, acceptance, and respect for differences of others
- in encouraging children to develop responsibility

SCHOOL HISTORY/OVERVIEW

The Fort Stewart Elementary School became operational in September 1963, under the provision of Section V1. P.L. 81-874, that provides free public education for children living on Federal property. Due to an influx of military population with school-age dependents, another school adjacent to Bryan Village was constructed. At this time the Fort Stewart Elementary School was renamed Diamond Elementary School (DES). The school was named after Private First Class James H. Diamond, a Congressional Medal of Honor recipient.

Diamond Elementary School, located on Fort Stewart in Fort Stewart, Georgia serves Pre-K through sixth grade elementary students. Our school completed a MILCON renovation and new construction in 1994. We offer a physical plant that accommodates the changing needs of a 21st century student body. All students are dependents of military personnel who reside on the military installation.

Fort Stewart and Hunter Army Airfield are the home of the 3rd Infantry Division and combine to be the Army's Premier Power Projection Platform on the Atlantic Coast. It is the largest, most effective and efficient armor training base east of the Mississippi, covering 280,000 acres including parts of Liberty, Long, Tattnall, Evans, and Bryan counties in southeast Georgia.

Diamond Elementary School has a valuable resource in our military community. Fort Stewart and Hunter Army Airfield are the Army's world-class training, and military armored power projection combination on the Eastern Seaboard of the United States. This dynamic platform allows military units in the region to deploy rapidly throughout the world. The military command is actively involved in school improvement and readily available to assist with student support through many community based program offerings: Military mentorship programs, Over Watch Battalion Support, and immediate quality health care (pediatrics and psychological). It is noteworthy to mention that our Over Watch Battalion Support is 1/9 Field Artillery "Battlekings." They were active in the development of our vision and mission statements.

UNIQUE LOCAL INSIGHTS – PARENT, STUDENT, AND STAFF PERCEPTIONS

CUSTOMER SATISFACTION SURVEY – (2010-11)

According to the 2010-2011 Customer Satisfaction Survey, 83% of Diamond Elementary School's parents indicated that the school is preparing our students with the use of technology in Reading, Math, and Science.

Overall, 76% of sponsors and 71% of students were satisfied with DoDEA schools. Eighty percent of sponsors and 67% of students rated their DoDEA school with an A or B. This is higher than the national average of 77% of parents rating their child's school with an A or B.

The survey indicated that DoDEA schools are attaining their goals for all students to meet or exceed challenging academic standards. The sponsors' responses are consistent with the previous survey (2008-2009), where 72% gave the same response.

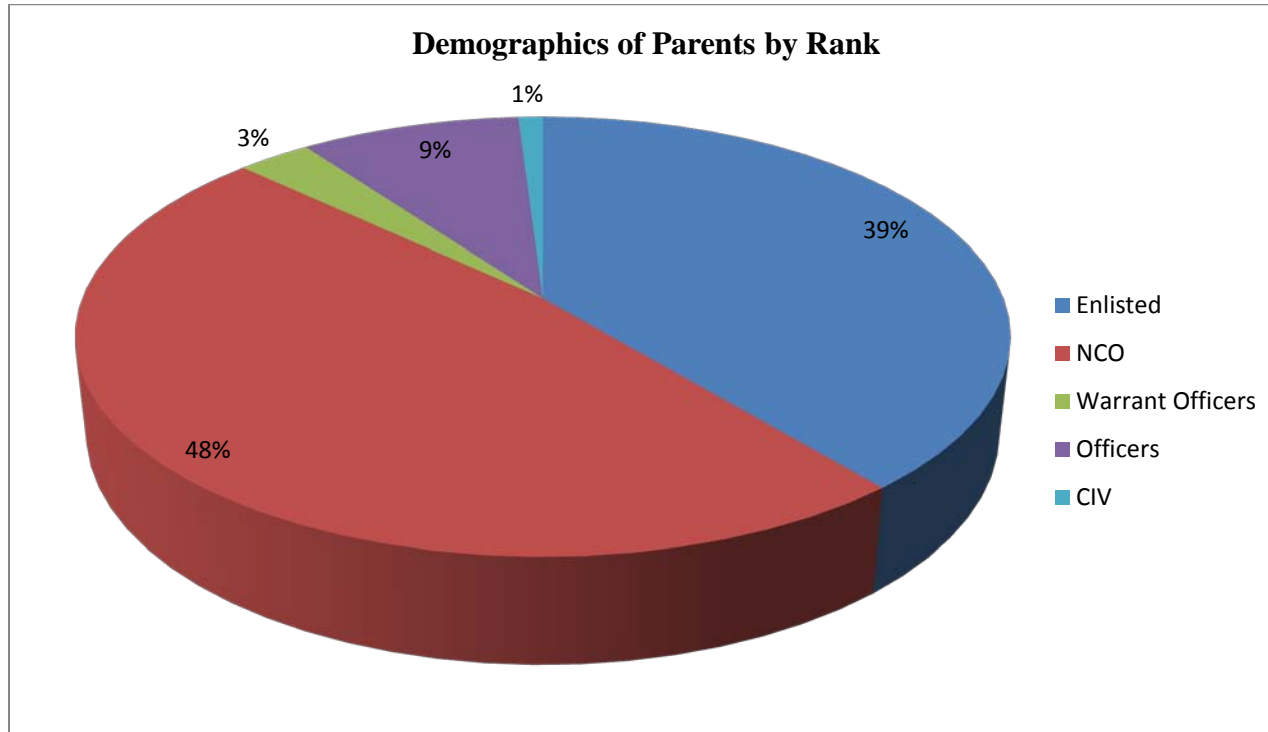
COMMUNITY DATA

ENROLLMENT

As of November 29, 2012, there were 966 students enrolled at Diamond Elementary School. Enrollment has steadily increased since 2010 as the other Fort Stewart schools have reached their physical plant capacities.

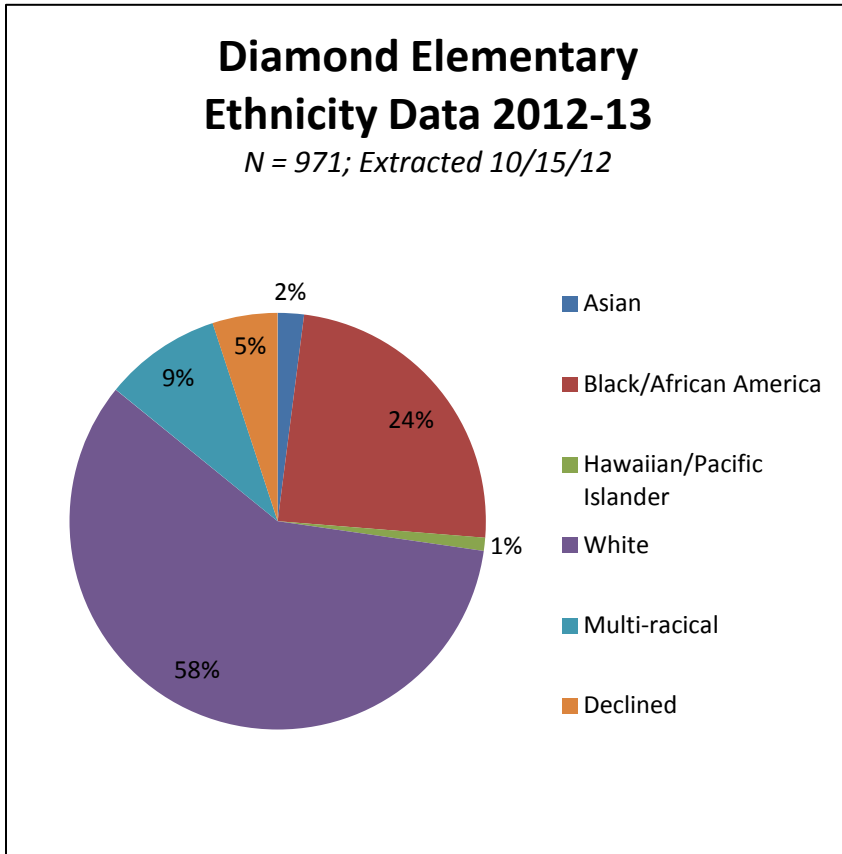
DEMOGRAPHICS

DATA BY RANK

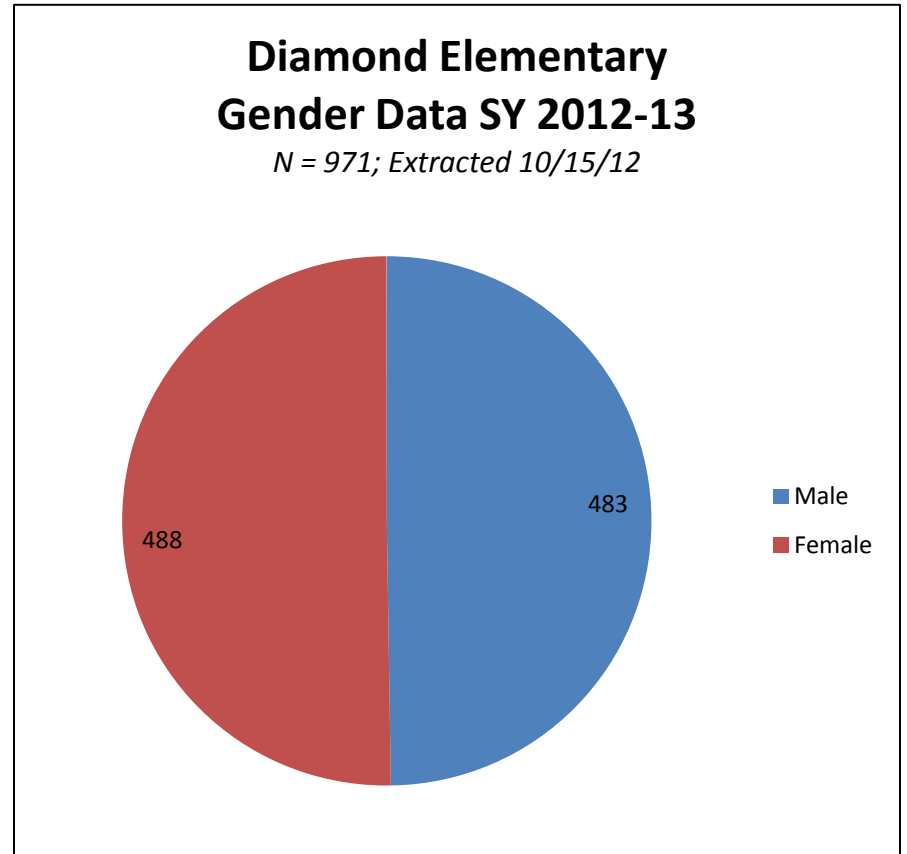


Officers make up 9% of Diamond Elementary School's parent population, with Enlisted (PVT to SPC) making up 39% of the population, Non Commissioned Officers (NCO) making up 48% of the population, and Warrant Officers make up 3% of the population.

ETHNICITY DATA

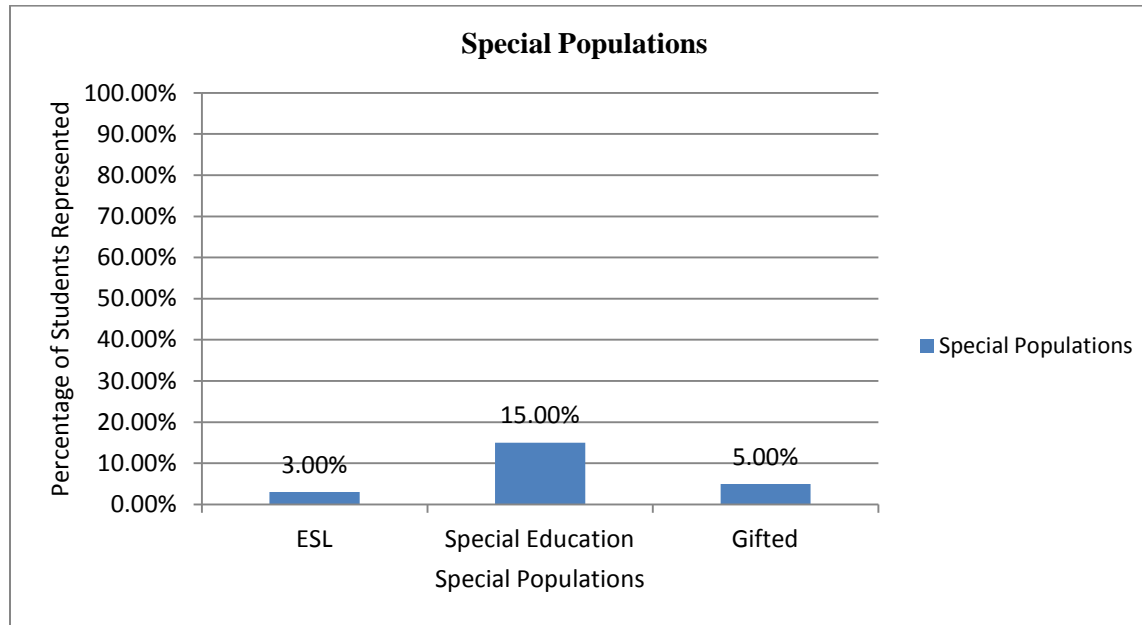


GENDER DATA



The enrollment data shows that Diamond Elementary School has a diverse student population and student gender is almost equal.

SPECIAL POPULATIONS DATA



Special population students at Diamond Elementary include English as a Second Language (ESL) services. Special Education includes other health impaired, emotionally impaired, learning impaired, communication impaired, and developmentally delayed. Gifted students are also served.

COMMUNITY CHANGE PATTERNS

Diamond Elementary School implemented many changes during the past five years. The most noteworthy being multiple deployments of brigades. Diamond has a 52% mobility rate.

Ft. Stewart schools were rezoned during the summer of SY 09-10. Several Instructional Support Specialists have been employed within the school system. The adoption of new textbooks for Mathematics, Social Studies, and Reading occurred in SY 10-11. Diamond and the other two schools on Ft. Stewart have an Administrative Officer (AO) in each school.

There are numerous opportunities for students to participate in after school activities including: Technology Club, Art Club, Diamond Performers, Fitness Club, Student Council and Extended Learning Opportunities (ELO). Bus transportation is provided by the school district for ELO.

PARENT AND COMMUNITY ORGANIZATIONS

Military Family Life Consultants (**MFLC**) are dedicated to all schools at Fort Stewart. MFLC's are available to provide counseling support which includes:

- Identifying Feelings
- Problem solving
- Bullying
- Conflict Resolution
- Self Esteem
- Coping with Deployment and Reunification
- Transition
- Parent/Child
- Anger Management
- Time Management
- Separation from parent(s)
- Divorce

The MFLCs are available to meet with students individually or in groups with parental consent.

SCHOOL STUDENT DATA

GOAL, INTERVENTION(S), and ASSESSMENTS

CSI Goal #1: By June of 2012, students will improve their ability to solve mathematical problems, through developing number sense, communicating the problem, and identifying appropriate strategies to find a solution, as measured by an increase in the percent of students scoring at or above proficiency on selected Local or Standardized Assessments.

Intervention/Strategy: All teachers will engage students in problem solving activities using the three-part format: Before-During-After

Assessments: Students will be assessed throughout the school year using the following:

Standardized Assessments:

- TerraNova Multiple Assessment, 3rd Edition, Total Math Subtest, Grades 3-6

Local Assessments:

- Kindergarten End of the Year Placement Test, K
- Beginning of the Year Math Assessments for Grade Level Series, 1-6
- End of the Year Math Assessments for Grade Level Series, K-6

DATA INFORMATION

Beginning school year 2008-09 DoDEA Schools administered TerraNova 3rd Edition normed-reference test to students in grades 3-11. The 3rd edition of the TerraNova is the newest version of the TerraNova Multiple Assessment utilizing a new norm group of students. Because the 2009 TerraNova, 3rd Edition normative scores reflect student performance on a different test and a new norm group of students, they cannot be directly compared to the TerraNova 2nd Edition results from previous years. Diamond ES uses the 2009 TerraNova 3rd Edition as their baseline data. In spring 2011, all students in grades 3-6 at Diamond ES were administered the TerraNova Assessment 3rd Edition Math Subtest; a measure of student achievement towards the schools CSI goal #1.

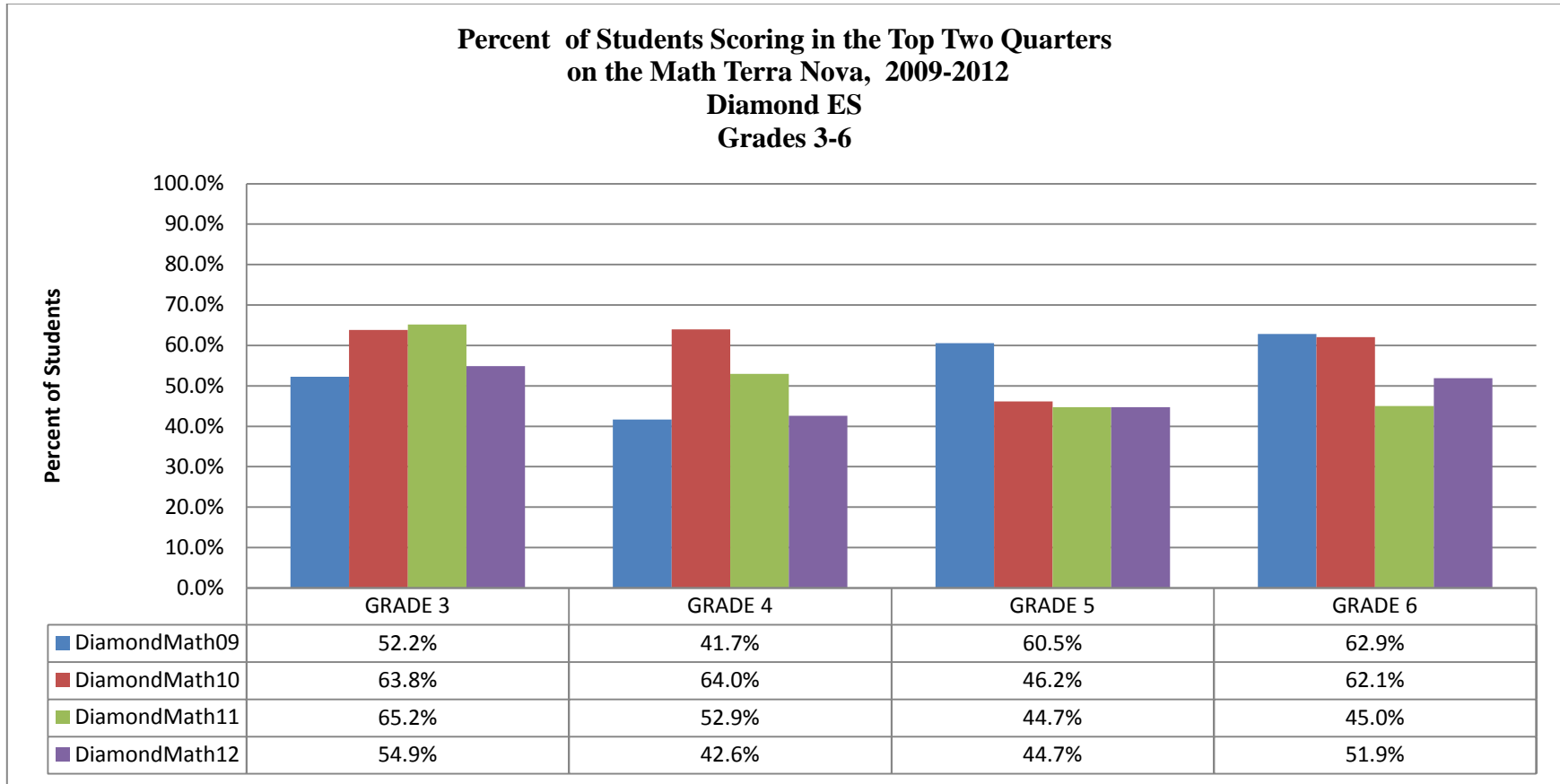
In SY09-10 the school added Math Exemplars-Problem Solving as a second math assessment measure of student achievement for students in grades K-6. This assessment now contains two years of data for comparison purposes. In SY10-11 a Math EOY Assessment was added for grades 1-6 as a third math assessment measure of student math achievement with baseline results reported in this report. In Spring 2011, the school created local cut-score ranges to determine the percent of students performing in the top two

and bottom performance levels, however, the cut score ranges used were not available in Spring 2012. Therefore, data on these local assessments cannot be compared. New local cut-scores have been set and recorded for these assessments.

DISPLAYS – STANDARDIZED AND LOCAL ASSESSMENTS

The following pages contain results of the standardized and local assessments displayed in bar graphs with a “statement of findings” provided under each chart. Overall analyses and recommendations for next steps are provided in sections after the charts.

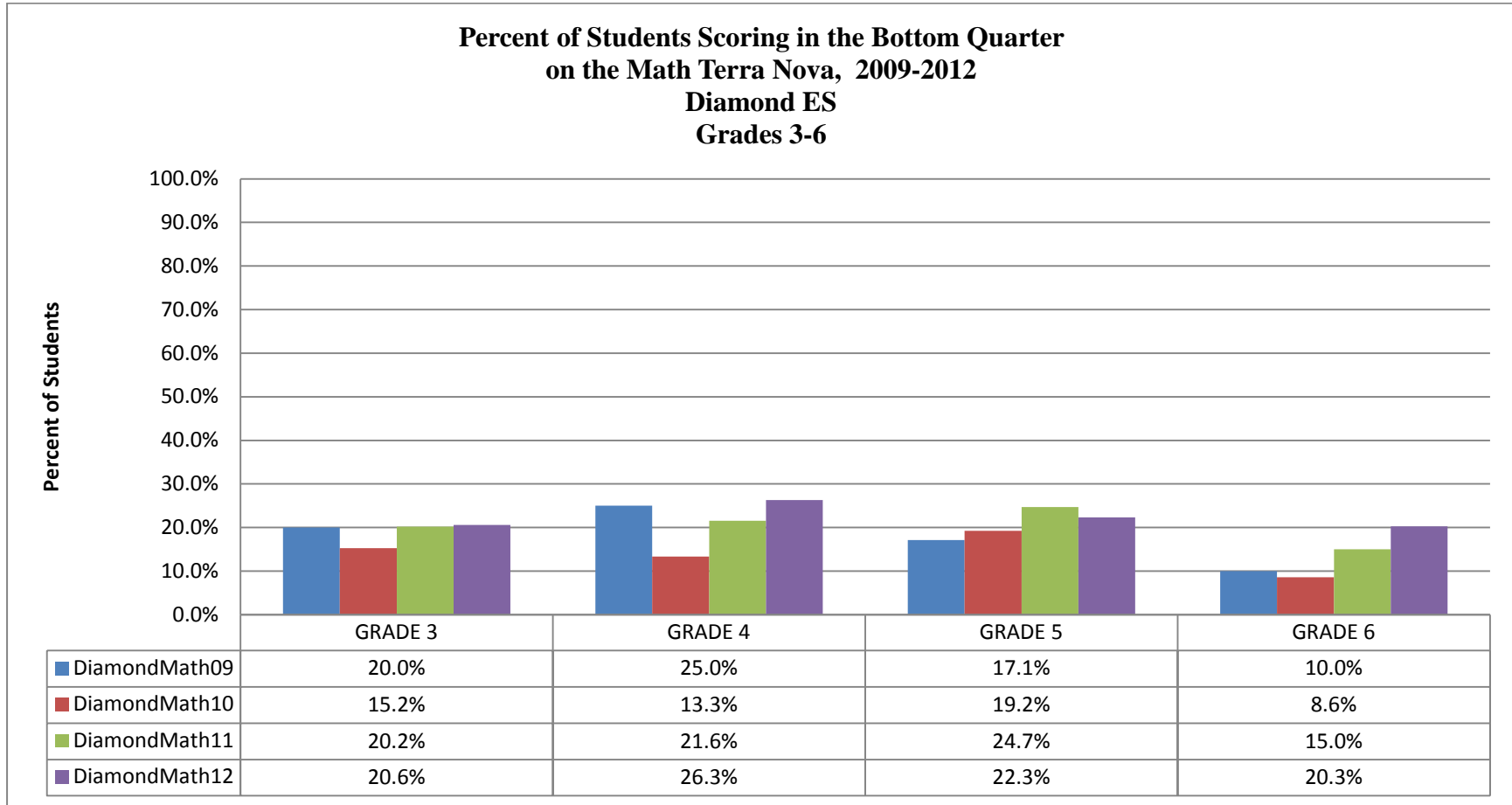
FIGURE 1: Percent of Students Scoring in the Top Two Quarters on the Math TerraNova Subtest from 2009-2012



STATEMENT OF FINDINGS

Diamond ES showed a small decrease in the percent of students scoring in the top two quarters on the TerraNova Math subtest in grades 3 and 4 while there was relatively no change in grades 5 and 6. No grade levels have met the DoDEA CSP goal of 75% or more of students scoring in the Top Two Quarters.

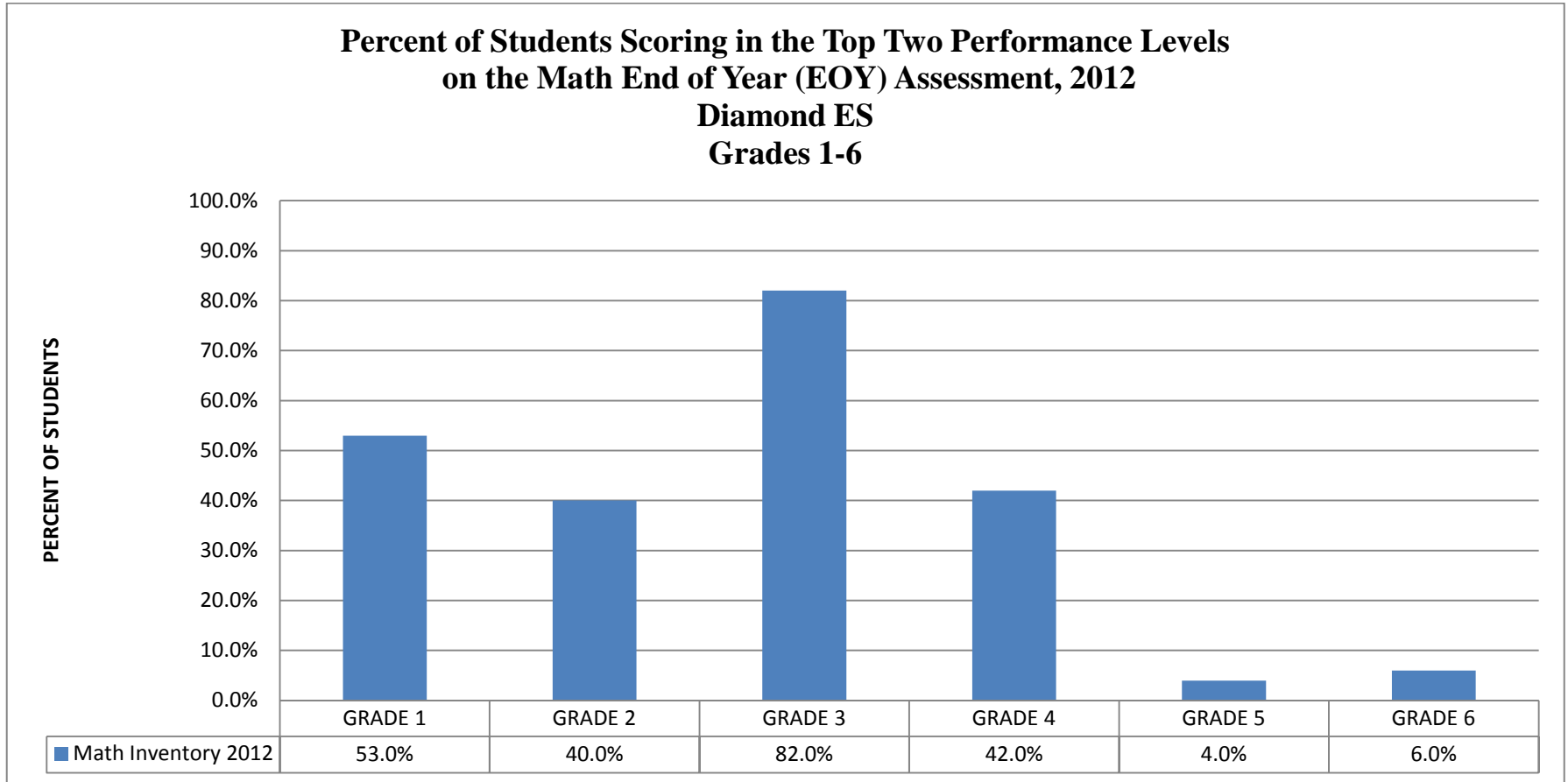
FIGURE 2: Percent of Students Scoring in the Bottom Quarter on the Math TerraNova Subtest from 2009-2012



STATEMENT OF FINDINGS

Diamond ES shows relatively no change in the percent of students scoring in the bottom quarter on the TerraNova Math subtest. No grade level has met the DoDEA CSP goal of less than 7% of students scoring in the Bottom Quarter.

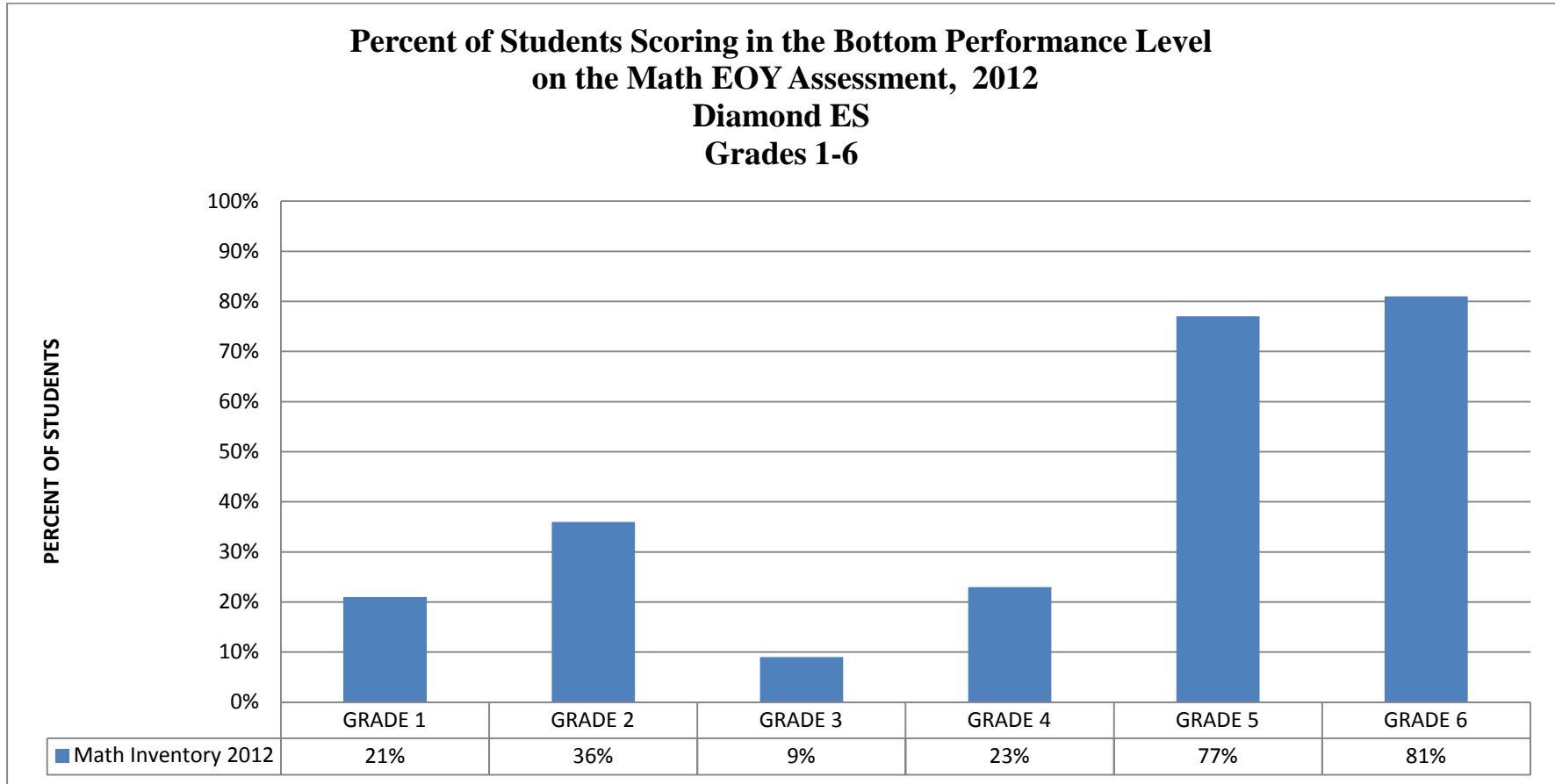
FIGURE 3: Percent of Students Scoring in the Top Two Performance Levels on the Math End of Year Assessment, 2012



STATEMENT OF FINDINGS

Diamond ES replaced the Math Inventory Assessment with the End of Year (EOY) Assessment in 2012. The chart presents one year of data for the new assessment. Local cut-score ranges were developed for this data. Due to the change in assessment instrument, comparison data is not available. In 2012, grade 3 met the goal of 75% or more of students scoring in the Top Two Performance Levels.

FIGURE 4: Percent of Students Scoring in the Bottom Performance Level on the Math End of Year Assessment, 2012



STATEMENT OF FINDINGS

Diamond ES replaced the Math Inventory Assessment with the End of Year (EOY) Assessment in 2012. The chart presents one year of data for the new assessment. Local cut-score ranges were developed for this data. Due to the change in assessment instrument, comparison data is not available. In 2012, no grade level met the goal of less than 7% of students scoring in the Bottom Performance Level, although 3rd grade is approaching the goal (9%).

ANALYSIS OF DATA TOWARDS DIAMOND CSI GOAL #1

Diamond Elementary School chose the intervention that “*All teachers will engage students in problem solving activities using a three-part format: Before-During-After*” to provide a monitoring of student work in order to increase student math achievement on standardized and local assessments during the 2011-2012 school year. The school indicated at the end of 2010-11 school year the following opportunities for improvement: focus on students within an intervention time that is built into the master schedule, continue to provide professional development in reading and math, utilize the newly adopted early release/banked time schedule for continuous weekly staff development activities, focus weekly collaboration meetings on reviewing data on formative and summative assessments, and implement the use of teacher data binders.

Figure 5: Magnitude of Change on Assessments for Goal #1 between 2011 and 2012

GOAL 1	ASSESSMENT		GRADE PREK	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
	1	TerraNova Math Subtest – Top 2 Qtrs						Small ↓	Small ↓	No Change
1	TerraNova Math Subtest – Bottom Qtr						No Change	No Change	No Change	No Change
2	Math EOY Assessment – Top 2 PL		New Baseline Data							
2	Math EOY Assessment – Bottom PL		New Baseline Data							

TerraNova Assessment

Overall, the students in grade 3 and 4 showed a small decrease in the percent of students scoring in the Top Two Quarters on the TerraNova Math Subtest with relatively no change in grades 5 and 6. Analysis of the percent of students scoring in the Bottom Quarter on the TerraNova Math Subtest showed relatively no change across all grade levels. Based on this assessment, students are not showing progress in the area of Math problem Solving.

Math End of Year (EOY) Assessment

Data from 2011 cannot be compared to 2012 as local performance level cut-scores were not recorded in 2011. Analysis of the 2012 Math EOY Assessment data shows that the percent of students scoring in the Top Two Performance Levels ranged from 4% to 82% with the majority of students in grades 5 and 6 scored in the Bottom Performance Level.

Summary of CSI Goal #1

Diamond Elementary School implemented an intervention that research indicated would increase student math achievement if implemented with fidelity. The 2011-12 EOY Status report indicated the school staff would plan to focus on math achievement within the intervention block, continue to provide professional development in reading and math, utilize the newly adopted early release/banked time schedule for continuous weekly staff development activities, focus weekly collaboration meetings on reviewing data on formative and summative assessments, and implement the use of teacher data binders. With the above strategy in place, results should begin to show higher student achievement over time.

The standardized assessment indicates that across four years, math achievement does not consistently increase across all grade levels. Data indicates that scores for students in grades 3 and 4 show relatively no change over 4 years, while scores have decreased in grades 5 and 6. Local assessment results are unable to be compared from 2011 and 2012. Data from the 2012 assessments indicate that less than 50% of our students are scoring in the top two locally set performance levels according to the Math EOY Spring Assessment. The Math EOY Assessment also indicates that the percent of students scoring in the Bottom Performance Level is a concern, especially for grades 5 and 6 which show the majority of students are scoring in the bottom performance level on this assessment.

Overall, Diamond Elementary School data shows that a focus on problem solving should continue in an effort to increase student achievement in the area of math.

NEXT STEPS – RECOMMENDATIONS

Overall, data indicated a lack of measurable gains in the area of mathematics over multiple years. During the 2012-13 SY, DES will replace the current math intervention with a 4-step problem solving process. This change is based on data analysis, research, and faculty input. The new 4-step problem solving process includes the following steps: Understand, Plan, Solve and Check; a process originally developed by Polya and widely accepted by educators.

Professional development for staff on the 4-Step Process will be planned and carried out during the 1st semester and will continue throughout the school year. Early Release time on Thursday and PD days will be used for the training. Teachers will continue to look at data and student work samples during collaboration meetings, and will focus on problem solving on a regular basis. With the above strategies in place and professional development planned for the staff, the school expects to see improved proficiency in math.

GOAL, INTERVENTION(S), AND ASSESSMENTS

CSI Goal # 2: By June of 2012, students will demonstrate reading comprehension, through developing vocabulary and fluency, as well as analyzing text, as measured by an increase in the percent of students scoring at or above proficiency on selected Local or Standardized Assessments.

Intervention/Strategy:

- Guided Reading
- Word wall, Grades K-6 and Specialists

Assessments: Students will be assessed throughout the school year on the following:

Standardized Assessments:

- TerraNova Multiple Assessment, 3rd Edition, Total Reading Subtest, Grades 3-6

Local Assessments:

- Scholastic Inventory Fluency Assessment, Grades 1-6
- Reading Street Baseline Assessment Grades K-6
- Benchmark Assessment System (BAS), K-3

DATA INFORMATION

Beginning school year 2008-09 DoDEA Schools administered the TerraNova 3rd Edition normed-reference test to students in grades 3-11. The 3rd edition of the TerraNova is a new version of the TerraNova 2nd Edition multiple assessment that utilized a new norm group of students. Because the 2009 TerraNova, 3rd Edition normative scores reflect student performance on a different test and a new norm group of students, they cannot be directly compared to the TerraNova 2nd Edition results from previous years. Diamond ES uses the 2009 TerraNova 3rd Edition as their baseline data. In spring 2012, all students in grades 3-6 were administered the TerraNova Assessment 3rd Edition Reading Subtest as a measure of student achievement towards the schools CSI goal #2.

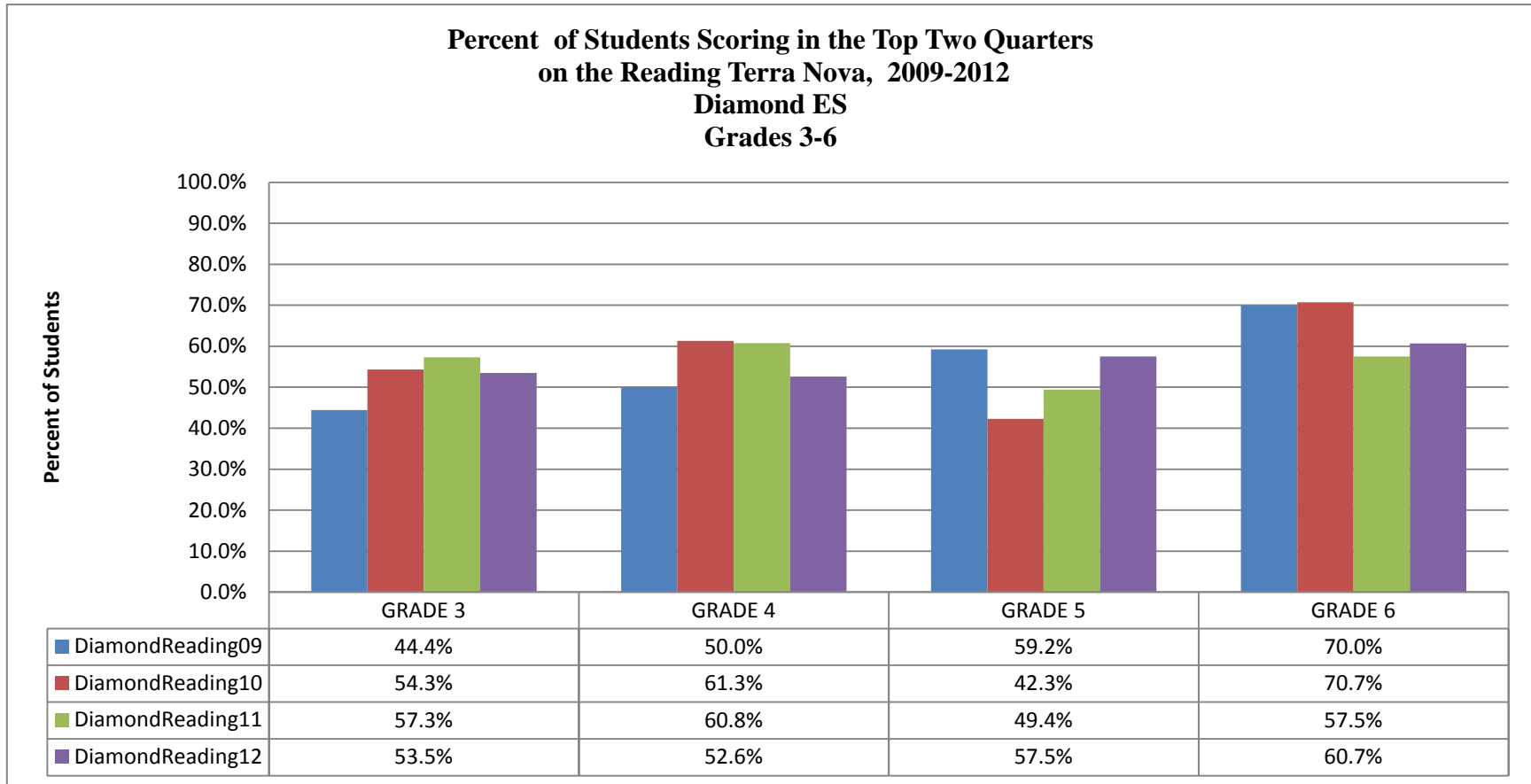
The school analyzed scores from the TerraNova 3rd Edition Reading Subtest and the Developmental Reading Assessment (DRA) at the end of the 2008-2009 school year to develop baseline data. The DRA assessment was replaced by the Benchmark Assessment System (BAS) in Fall of 2011. Baseline data for the BAS was collected in the Spring of 2012. The reading level determined by the BAS has been correlated with the DRA for comparison. In 2011, Scholastic Fluency Inventory (SFI) and Reading Street Baseline assessment data were collected for baseline data in measuring student achievement in the area of reading comprehension towards the schools CSI goal #2. Data from these assessments are collected each spring to assess student achievement towards the schools CSI

goal #2. In Spring 2011, the school created local performance level cut-score ranges to determine the percent of students performing in the top two and bottom performance levels, however, the cut score ranges for the Reading Street Baseline Assessment were not recorded and therefore were not available in Spring 2012 to make comparisons. New local cut-scores have been set and recorded for the Reading Street Assessment.

DISPLAYS – STANDARDIZED AND LOCAL ASSESSMENTS

The following pages contain results of the standardized and local assessments results displayed in bar graphs with a “statement of findings” provided under each chart. Overall analyses and recommendations for next steps are provided in sections after the charts.

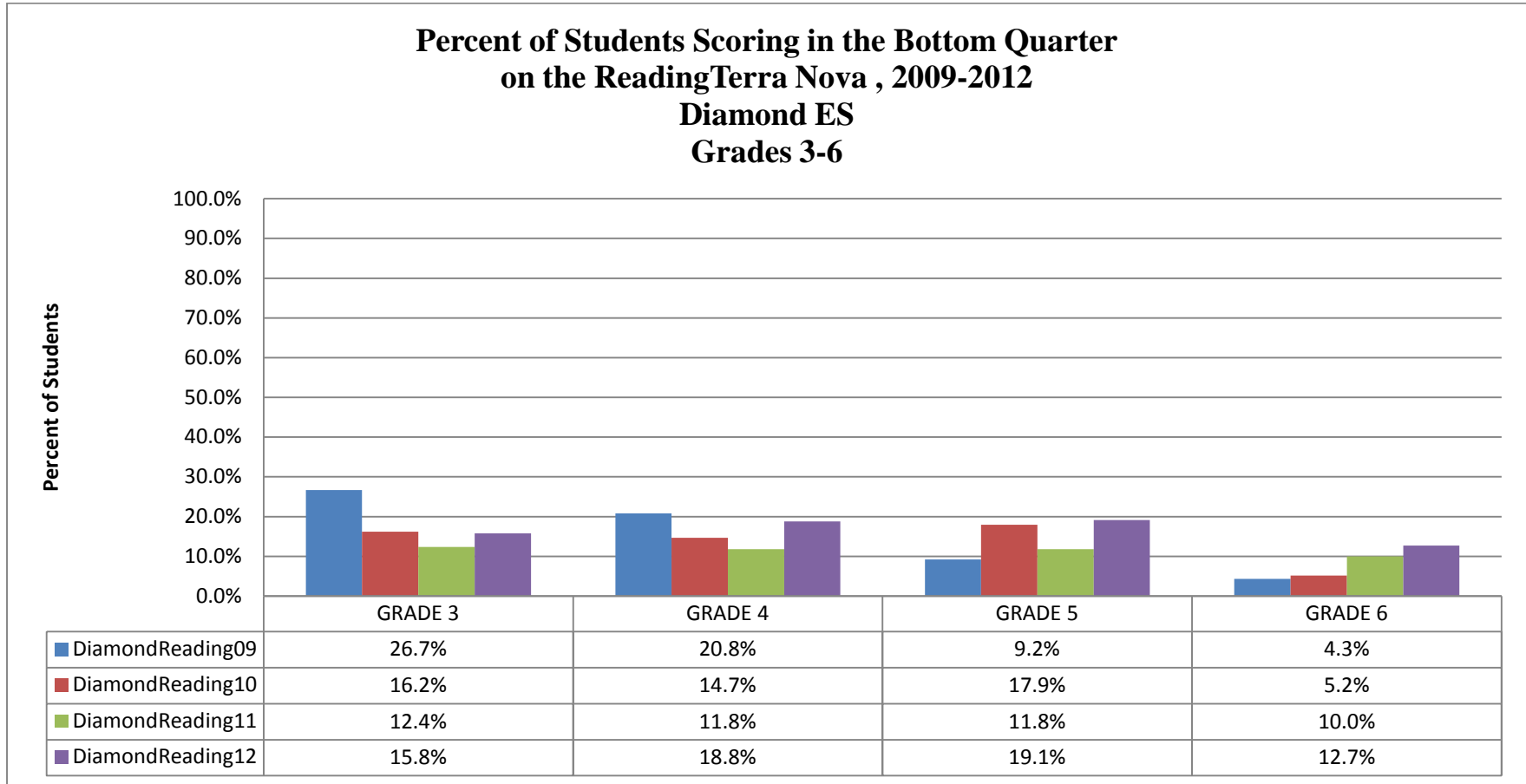
FIGURE 1: Percent of Students Scoring in the Top Two Quarters on the Reading TerraNova Subtest from 2009–2012



STATEMENT OF FINDINGS

Diamond ES shows no significant change in the percent of students scoring in the top two quarters on the TerraNova Reading subtest across all grade levels, though there were slight increases in grades 5 and 6 with slight decreases in grades 3 and 4. In 2012, no grade level met the DoDEA CSP goal of 75% or more of students scoring in the Top Two Quarters.

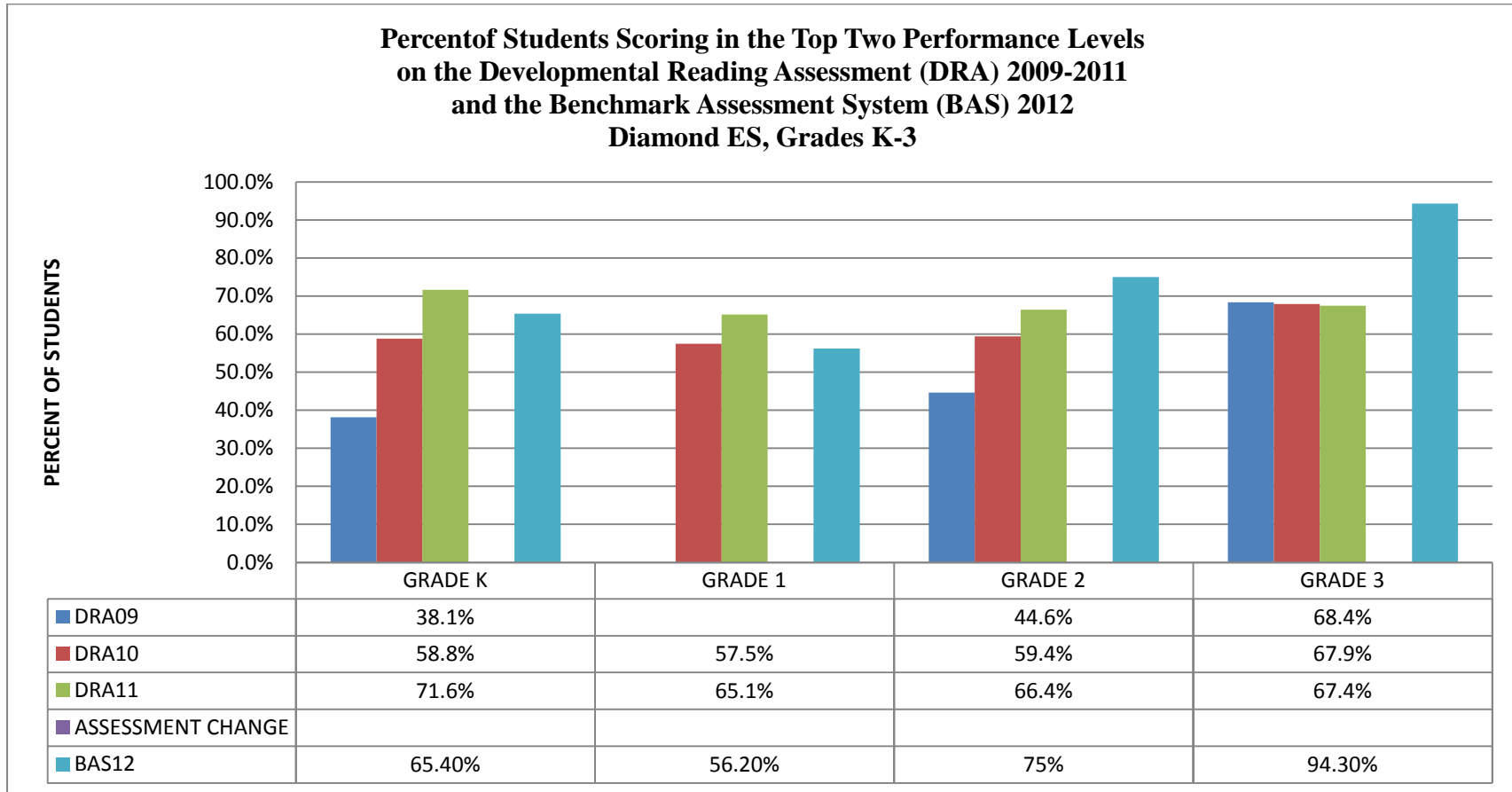
FIGURE 2: Percent of Students Scoring in the Bottom Quarter on the Reading TerraNova Subtest from 2009-2012



STATEMENT OF FINDINGS

Diamond ES shows relatively no meaningful change in the percent of students scoring in the Bottom Quarter on the TerraNova Reading Subtest across all grade levels, though each grade level increased slightly. In 2012, no grade level met the DoDEA CSP goal of less than 7% of students scoring in the Bottom Quarter.

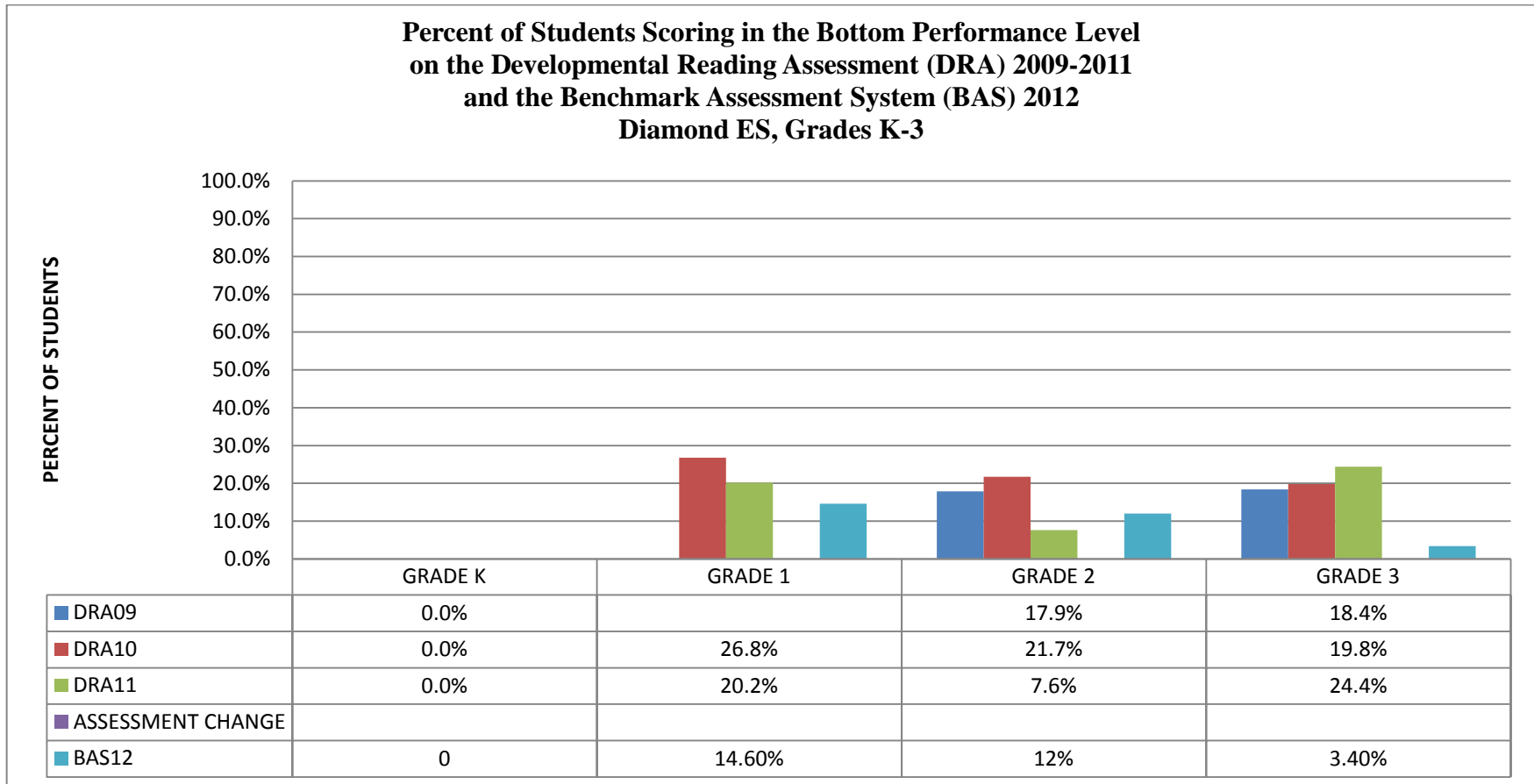
FIGURE 3: Percent of Students Scoring in the Top Two Performance Levels on the Developmental Reading Assessment (DRA) from 2009-2011 and Benchmark Assessment System (BAS) 2012



STATEMENT OF FINDINGS

Diamond ES established Baseline data for the BAS in 2012. Using the DoDEA Correlation chart for DRA and BAS data, Diamond shows a small decrease in grade 1, relatively no change for grade K, a small increase for grade 2 and a very large increase for grade 3. In 2012, grades 2 and 3 met the goal of 75% of students scoring in the Top Two Performance Levels on the DRA.

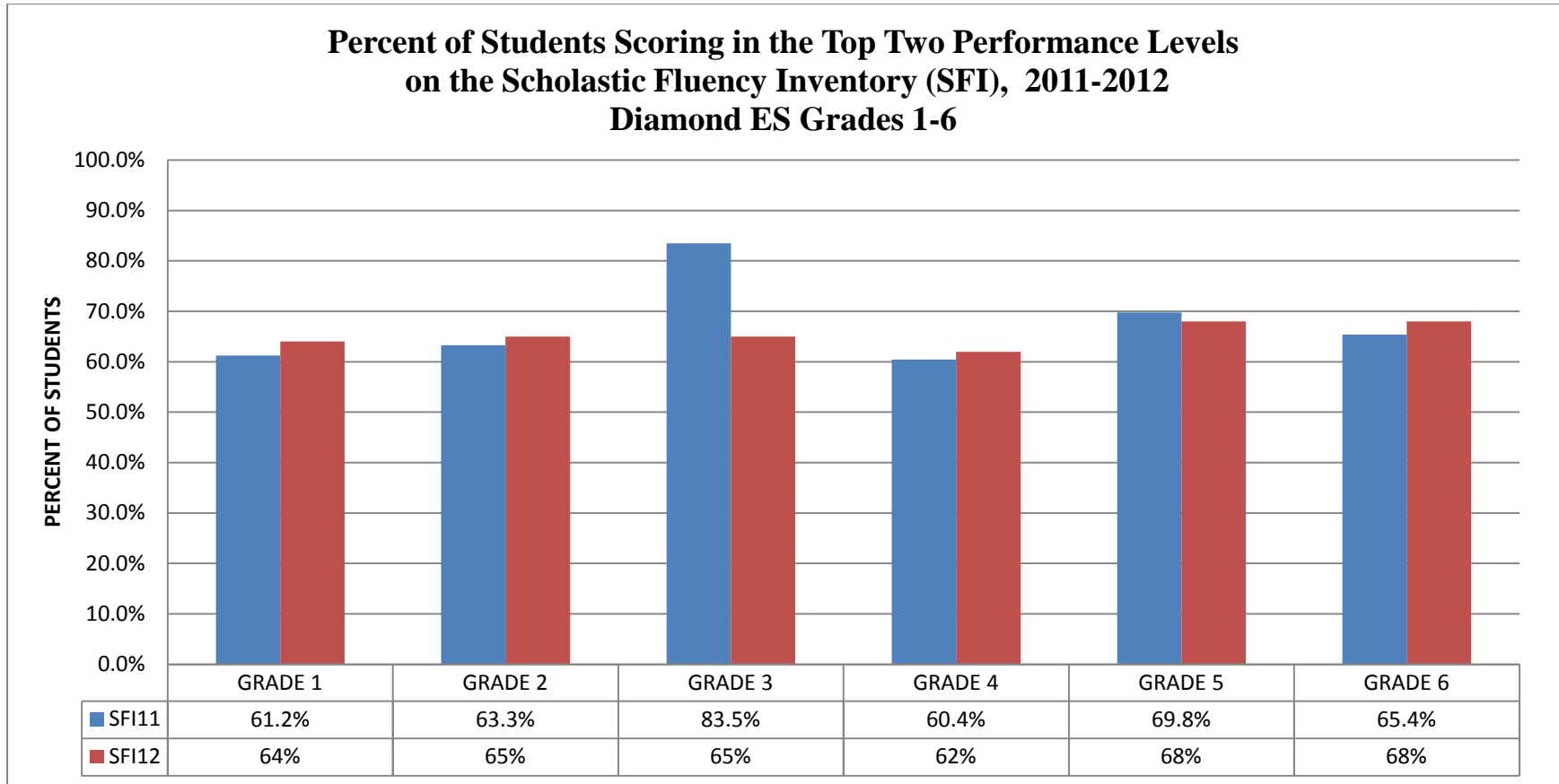
FIGURE 4: Percent of Students Scoring in the Bottom Performance Level on the Developmental Reading Assessment (DRA) from 2009-2011 and Benchmark Assessment System (BAS) 2012



STATEMENT OF FINDINGS

Diamond ES established Baseline data for the BAS in 2012. Using the DoDEA Correlation Chart for DRA and BAS, Diamond shows a large decrease in the percent of students scoring in the bottom performance level in grade 3 and relatively no change in the other grade levels. In 2012, grades K and 3 met the goal of less than 7% of students scoring in the Bottom Performance Level on the DRA.

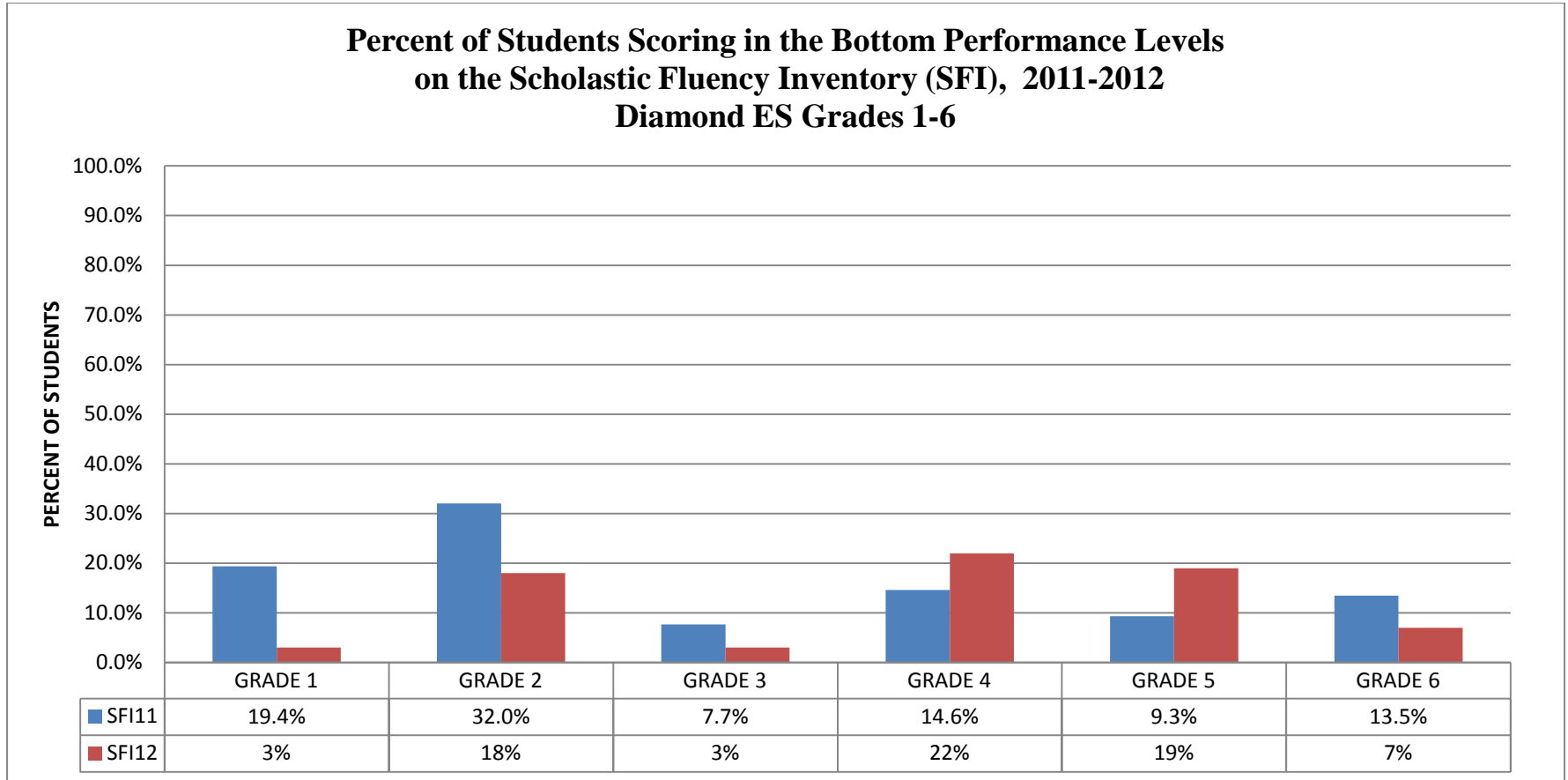
FIGURE 5: Percent of Students Scoring in the Top Two Performance Levels on the Scholastic Fluency Inventory (SFI), 2011-2012



STATEMENT OF FINDINGS

Diamond ES shows a large decrease in the percent of students scoring in the Top Two Performance Levels in grade 3 with relatively no change for grades 1, 2, 4, 5 and 6. In 2012, no grade level met the goal of 75% or more of students scoring in the Top Two Performance Levels on the SFI.

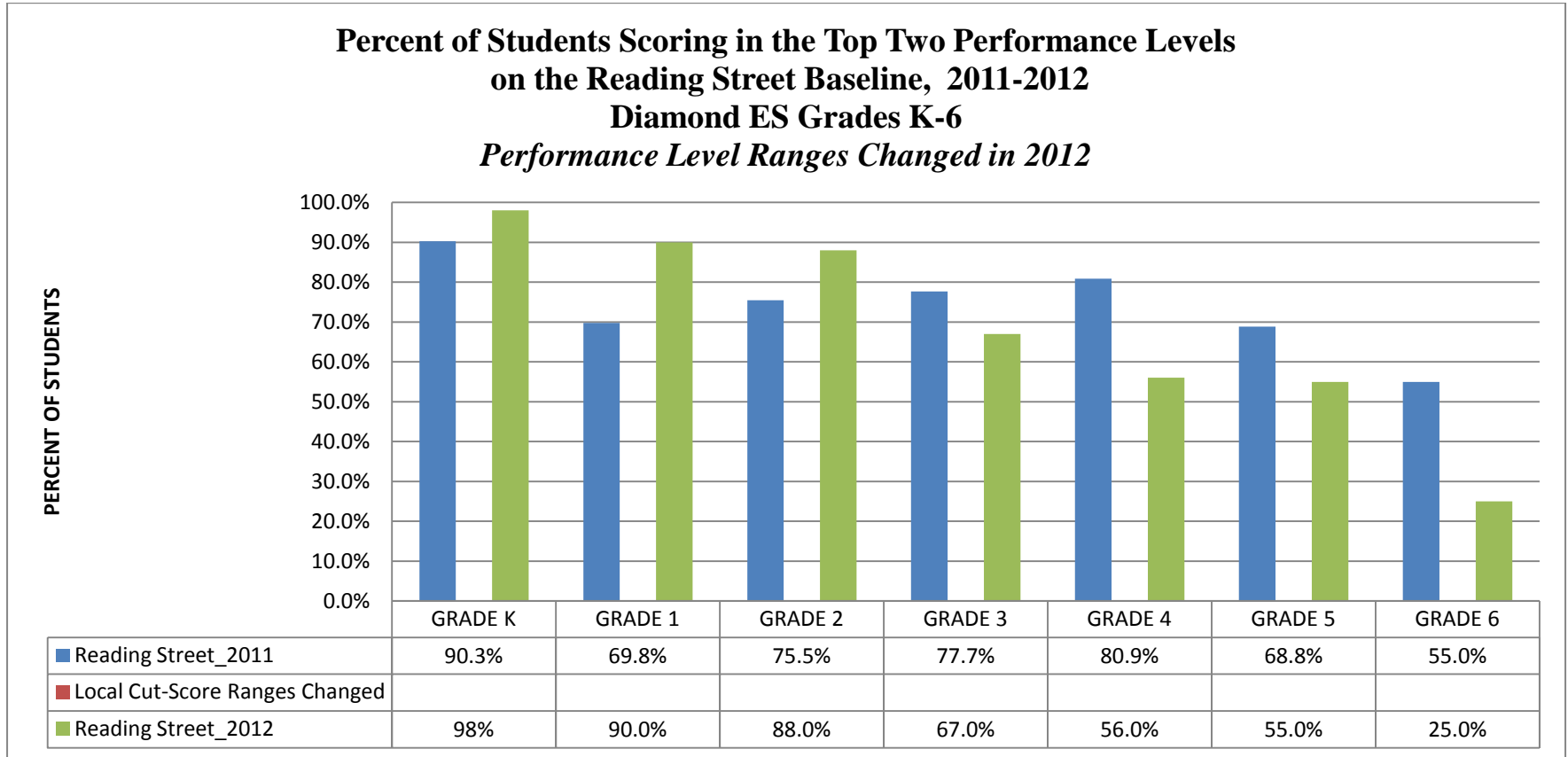
FIGURE 6: Percent of Students Scoring in the Bottom Performance Level on the Scholastic Fluency Inventory (SFI), 2011-2012



STATEMENT OF FINDING

Diamond ES shows a fairly large decrease in the percent of students scoring in the Bottom Performance Level for grade 1, a moderate decrease for grade 2, relatively no change for grades 3, 4, and 6, and a small increase for grade 5. In 2012, grades 1, 3, and 6 met the goal of less than 7% of students scoring in the Bottom Performance Level.

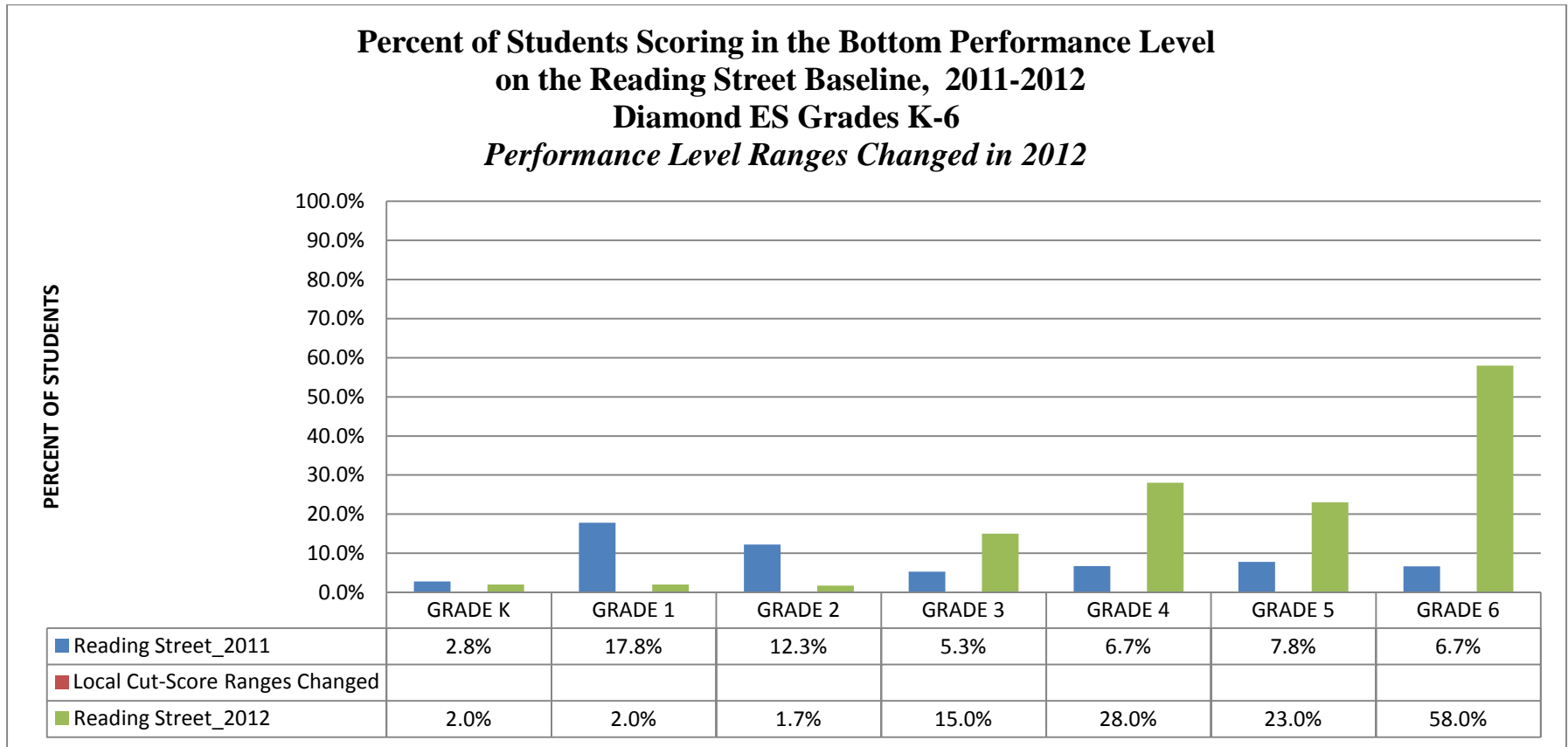
FIGURE 7: Percent of Students Scoring in the Top Two Performance Levels on the Reading Street Baseline, 2011-2012



STATEMENT OF FINDINGS

Diamond ES presents two years of data for the Reading Street Baseline Assessment, however, local cut-score ranges for the performance levels were not recorded in 2011. New cut-score ranges were developed for the 2012 data. As a result, comparisons cannot be made from 2011 to 2012. In 2012, grades K, 1, and 2 met the goal of more than 75% of students scoring in the Top Two Performance Levels.

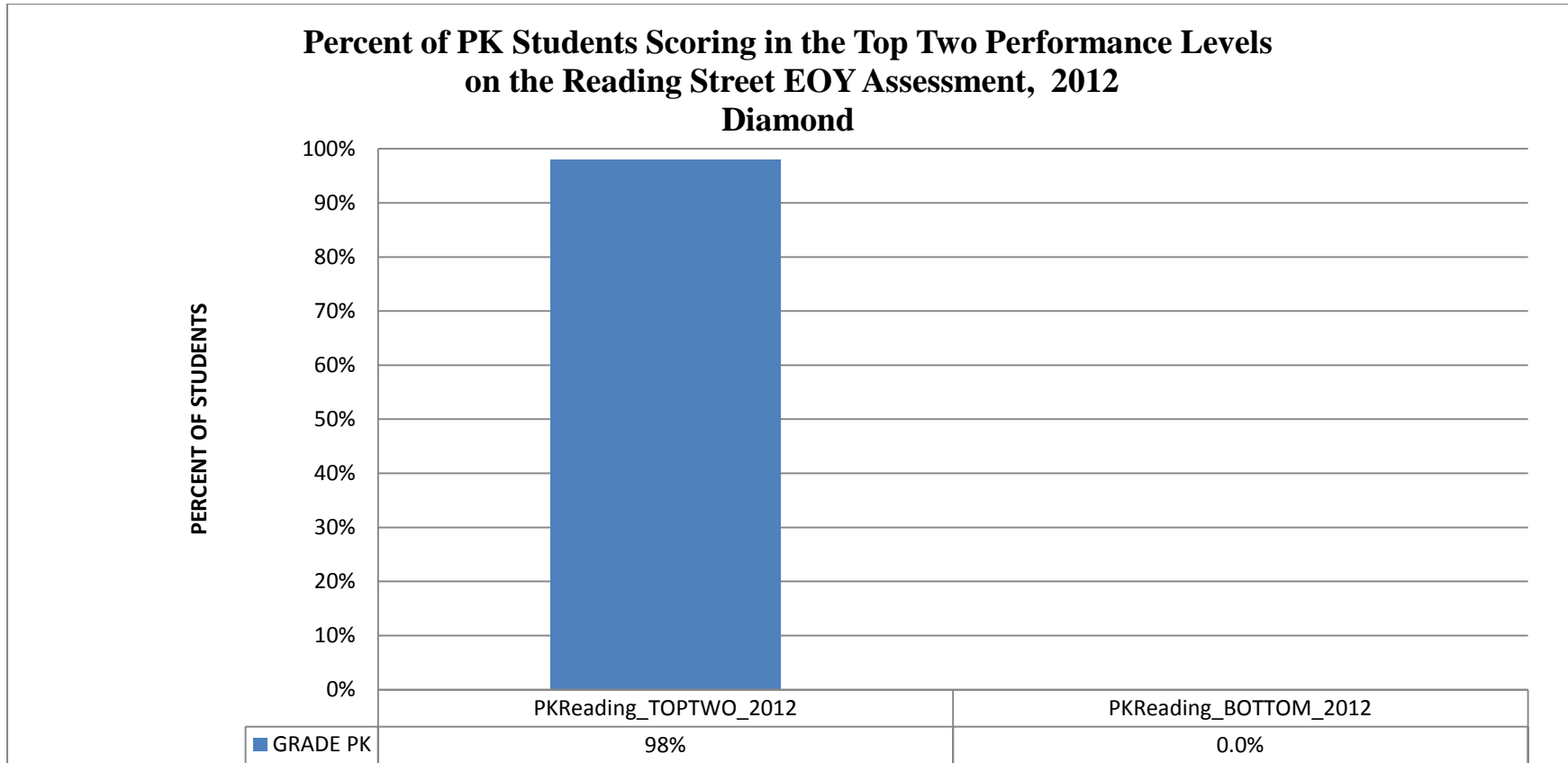
FIGURE 8: Percent of Students Scoring in the Bottom Performance Level on the Reading Street Baseline, 2011-2012



STATEMENT OF FINDING

Diamond ES presents two years of data for the Reading Street Baseline Assessment, however, local cut-score ranges for the performance levels were not recorded in 2011. New cut-score ranges were developed for the 2012 data. As a result, comparisons cannot be made from 2011 to 2012. In 2012, grades K, 1, and 2 met the goal of less than 7% of students scoring in the Bottom Performance Level.

FIGURE 9: Percent of PK Students Scoring in the Top Two and Bottom Performance Levels on the Reading EOY Assessment, 2012



STATEMENT OF FINDING

Diamond ES PK Students took the EOY Reading Assessment for the first time in 2012. The Assessment has 20 possible points. The local cut-score ranges for the Top Two Performance Levels were set at 80-100% and the range for the Bottom Performance Level was set at 69% and below. In 2012, PK students met the goal of more than 75% of students scoring in the Top Two Performance Levels and less than 7% in the Bottom Performance Level.

ANALYSIS OF DATA TOWARDS DIAMOND CSI GOAL #2

Diamond Elementary School chose the interventions: Guided Reading and Word Wall to increase student achievement on standardized and local assessments during the 2010-2011 school year. The school indicated at the end of 2010-2011 school year the following opportunities for improvement: updates to classroom walkthroughs; monitoring of and professional development on the scoring of local assessments; and implementing the interventions to ensure fidelity of their intervention and in the administration of standardized and local assessments. To assess if the intervention the school chose made a difference in student achievement, the school assessed their students in Kindergarten to sixth grade on three math assessment instruments.

Figure 10: Magnitude of Change on Assessments for Goal #2 between 2011 and 2012

		ASSESSMENT	GRADE PREK	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	
GOAL 2	1	TerraNova Reading Subtest – Top 2 Qtrs					No Change	No Change	No Change	No Change	
	1	TerraNova Reading Subtest – Bottom Qtr					No Change	No Change	No Change	No Change	
	2	BAS (replacing DRA) – Top 2 PL		No Change	Small ↓	Small ↑	Very Lg ↑				
	2	BAS (replacing DRA) – Bottom PL		No Change	No Change	No Change	Large ↓				
	3	Scholastic Fluency Inventory – Top 2 PL			No Change	No change	Large ↓	No Change	No Change	No Change	
	3	Scholastic Fluency Inventory – Bottom PL			Fairly Lg ↓	Moderate ↓	No Change	No Change	Small ↑	No Change	
	4	Reading Street – Top 2 PL		New Baseline							
	4	Reading Street – Bottom PL		New Baseline							
	5	Reading Street PK – Top 2 and Bottom PL	Baseline								

TerraNova Assessment

Analysis of the percent of students in the Top Two Quarters on the TerraNova Reading Subtest shows relatively no meaningful change from 2011-2012 in all grade levels. In reviewing students scoring in the Bottom Quarter on the TerraNova Reading Subtest, Diamond ES shows grades 3-5 are decreasing in the percent of students scoring in the Bottom Quarter with grade 6 showing a slight increase, however, these changes are not large enough to be considered meaningful.

Developmental Reading Assessment (DRA)& Benchmark Assessment System (BAS)

DoDEA replaced the DRA with the BAS in the Fall of 2011. The BAS was administered to students twice during the 2011-12 SY. According to the DoDEA Correlation Chart, students in grades 2 and 3 showed increases in reading proficiency, while students in grade 1 showed a small decrease, according to the percent of students scoring in the Top Two Performance Levels.

Scholastic Fluency Inventory

Analysis of the new Scholastic Fluency Inventory showed that greater than 60% of students in grades 1-6 continue to score in the top two performance levels, however, a large decrease was noted in grade 3. In grades 1 and 2 a moderate to large percent of students have moved out of the bottom performance level.

Reading Street Baseline

Reading Street Baseline Assessment data from 2011 cannot be compared to 2012 as local performance level cut-scores were not recorded in 2011. Analysis of the 2012 data shows 80-98 percent of students in grades K, 1 and 2 are scoring in the Top Two Performance Levels while these same grade levels show 2% or less of the students are scoring in the Bottom Performance Level. There is a concern for grade 6 which has 58% of students scoring in the Bottom Performance Level.

Summary of CSI Goal #2

Diamond Elementary School implemented an intervention that research indicated would increase student achievement if implemented with fidelity. The 2010-2011 EOY Status Report indicated the school staff would focus on reading achievement within the intervention time that is built into the master schedule, continue to provide professional development in reading and mathematics, utilize the early release/banked time schedule for continuous weekly staff development activities, focus weekly collaboration meetings on reviewing data on formative and summative assessments, and implement the use of teacher data binders. With interventions in place; training for teachers planned; and assessments provided and given during the 2011-2012 school year; the results should begin to show higher student achievement over time.

The standardized assessment indicated that across four years, reading comprehension shows relatively no change across all grade levels. Results from local assessments, are inconsistent in some grade levels with relatively little change year to year across most

grade levels. For example, in grade 3, the 2012 BAS Assessment showed a large increase in reading proficiency when correlated to the DRA in 2011, while the Scholastic Fluency Assessment showed a large decrease from 2011-2012 in grade 3.

Overall, Diamond Elementary School shows that a focus on reading comprehension as a CSI goal is still a need for increasing student achievement in the area of reading.

NEXT STEPS – RECOMMENDATIONS

In 2011-2012, Diamond Elementary School implemented several best practices including: collaboration meetings, intervention blocks, instructional support during intervention, and continuous staff development. During the 2012-13 SY, the school plans to continue the above strategies along with the current CSI Interventions: Guided Reading and Word Walls. Professional development on the interventions, to enrich and extend current knowledge in an effort to increase student outcomes, will continue in order to enhance the implementation of the interventions and assess their effectiveness.

APPENDIX – EOY Status Report Magnitude Chart

To assist schools and districts in identifying a change in growth (increases or decreases), the following chart is being used. To calculate a change, subtract current year percentage from past year percentage; look at the N-count for the assessment being analyzed; then see what type of “change” occurred.

Guide for Describing Meaningful Differences

Descriptive Difference	Total Number of Students Being Compared			
	50	100	200	500+
	Percentages Points Difference			
None	0-12	0-8	0-5	0-3
Small	13-15	9-11	6-7	4-5
Moderate	16-19	12-14	8-10	6-8
Fairly Large	20-25	15-17	11-13	9-10
Large	26-29	18-24	14-19	11-15
Very Large	30+	25+	20+	16+

SCHOOL INSTRUCTIONAL DATA

STUDENT ENGAGEMENT TIME

Diamond Elementary School is composed of classes serving Pre-Kindergarten through sixth grade. Pre-Kindergarten has a half-day schedule with morning and afternoon sessions. Kindergarten through sixth grade has uninterrupted blocks of instruction for English Language Arts (ELA) and Math. Science and Social Studies have set schedules and are also integrated within ELA and Math. This schedule allows the teachers to maximize instructional time to promote highest student achievement. The reading block provides ample time for integrated English Language Arts instruction focused on reading comprehension, vocabulary development, fluency and text analysis. The purpose of the writing block is to promote written and oral communication across the curriculum. The focus of the math block is to improve students' ability to problem-solve through developing understanding of number properties, communicating the problem, and identifying appropriate strategies to find solutions.

PROFESSIONAL DEVELOPMENT

Professional development sessions are planned and implemented to address identified strategies in all instructional areas of the school. Low risk practice with feedback is provided through Instructional Support Staff, Teacher Leaders, Resource Specialists, Continuous School Improvement (CSI) Team Members, and the addition of CSI Committees comprised of the entire staff. The school continues to support teachers with ongoing professional development regarding the selected interventions.

Math

Intervention/Strategy: All teachers will engage students in problem solving activities using the three-part format: Before, During and After.

- DES staff investigated Before, During and After sections to determine what students should do to engage in problem solving lessons.
- Vignettes were used to model Before, During and After problem solving lessons.
- A Self-Assessment Checklist of needs for Before, During and After, helped to individualize professional development needs. Feedback to the staff was provided in a low risk community of learners.

Reading

Guided Reading: All teachers will implement Read Aloud Strategies to model targeted words to students effectively.

- Teachers engaged in professional development sessions to increase their understanding and implement Guided Reading through Reading Street and Baseline Assessment Systems (BAS), which replaced Developmental Reading Assessment (DRA).

Word Wall: Teachers will be able to use word wall activities (Guess the Covered Word) effectively.

- CSI and Teacher Leaders modeled *Guess the Cover Word Strategy*.
- Collaboration and planning time were used to implement the correlation of Reading Streets stories with FRY Words.
- Teachers engaged weekly, in dedicated time, to reflect on current data, instructional strategies, programs, materials used, weaknesses, and strengths in relation to teaching and learning.

SUPPORT PROGRAMS

Diamond's **Special Education Program** provides a quality educational program which prepares students in a global environment. At Diamond, students with disabilities are provided a free, appropriate education in a school where placement and service decisions are based on the individual needs of the student, in the least restrictive environment and in accordance with best practices and the system's guiding principles.

The **Read 180 Program** is a comprehensive reading intervention program that was implemented system-wide by DODEA to meet the needs of students whose reading achievement is below proficiency level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading skills. At Diamond, Read 180 Enterprise Stage A for fourth, fifth, and sixth grade is used for students who qualify for the program.

The **Gifted Program** provides services to students whose potential and /or performance is so extraordinary they require differentiation in their instructional program to reach their full potential as students. A variety of strategies and instruments including criterion-referenced tests, grades, ability tests, achievement tests, rating scales, IQ scores, or portfolios are used to gather data to determine if gifted services are needed for a student. At Diamond, students in kindergarten through sixth grade are provided gifted services as needed. Parents, teachers, and students can make referrals.

The **Student Support Team (SST)** is a support system for students who are experiencing academic, attendance, or behavioral concerns in the regular education classroom. The team is comprised of the assistant principal, counselors, and select teachers at Diamond (One for K-3 and one for 4-6).

The **Continuous School Improvement Leadership Team (CSI)** guides and coordinates the school improvement process and moves the school toward increased student performance. The team consists of the principal, vice-principal, chairperson, co-chairperson, faculty members, parents, and military members. The team works directly with the faculty and staff to assure their full participation in the school improvement process.

The **English as a Second Language Program (ESL)**

English as a Second Language (ESL) is a program where students who are receiving English as a Second Language Services are taught language skills that will help them become more fluent in English. The ultimate goal of our program is for a child to become fully proficient in the English language, having all the skills in place to ensure that he or she will be fully successful in the classroom. The goals of our program are as follows:

All students enrolled in the ESL program will:

- 1. Use English to communicate effectively in a social setting.**
- 2. Use English to achieve academic standards in all content areas.**
- 3. Use English socially and in culturally appropriate ways.**

It can take up to seven full years for a student to acquire all the skills necessary to be fully proficient in English. Acquiring a new language requires instruction that is purposeful, intentional and explicit.

Math Resource Program

The **Math Resource Program** offers guidance, materials, and support for third through sixth grade classes at Diamond. The math resource teacher works collaboratively with the teachers to provide quality mathematics instruction to the students. Individual and small group instruction is provided by the resource teacher as needed for identified students within the regular classroom setting. The math resource teacher regularly engages students in problem solving strategies.

OTHER SCHOOL PROGRAMS

Diamond Elementary supports its students by providing them with many opportunities for active involvement outside of the classroom. These supports include:

Diamond Meeter/Greeters are sixth grade students who meet and greet special visitors to DES. They serve as tour guides for the school, welcoming new and transitioning students into our school family.

WDGTV Intercom is a student produced news program which is broadcast each morning. The majority of the students are in the 5th and 6th grades. The students lead the pledge and share information for the day including Gator Traits, awards, menu, weather, and interesting daily trivia. Special class activities and presentations are broadcast throughout the year.

Star Student of the Month is a program sponsored by the PTA to recognize students who best exemplify the chosen character trait of the month (Gator Traits). Students are selected by their classroom teachers using a rubric provided by the school counselors. The PTA hosts a celebration once a month to honor two star students from each class. Students are presented with certificates and a free popcorn coupon by the PTA board members and the school principal.

Awards Assemblies for grades Pre-K through six are held quarterly to recognize those students who achieve high honors. Certificates are presented to the students in grade-level assemblies. Teachers in the grade levels have developed specific awards that are developmentally appropriate for their age groups. Awards are presented by the classroom teachers and principal.

Reading Counts is a voluntary reading program that encourages students to read for enjoyment. Students choose books on their levels, read the book, and take a comprehension assessment on the computer. Diamond educators believe in enhancing the enjoyment of reading through this program. Students are recognized in their respective classrooms for their efforts. A data wall displaying student names and their points is also located outside of the Media Center.

BOOK IT is a reading incentive program sponsored by the local Pizza Hut. Teachers set goals for individual students in their classrooms. Students earn free individual pizza coupons for meeting their goals. BOOK IT is a yearly program running from October through March.

Catch 'em Being Good is an incentive program that was introduced by the school counselors to recognize positive, school appropriate, student behavior. Individual students receive sticker rewards randomly from faculty members when they exhibit behaviors that are desired in the school setting. Student sticker cards are then exchanged for prizes from the counselors approximately every two weeks during the lunch period.

ENRICHMENT/AFTER SCHOOL PROGRAMS

The after-school programs have been restructured for school year 2011-2012 to include an **Extended Learning Opportunities (ELO) Program** for all district schools. ELO began in the 09-10SY. The purpose of ELO is to provide additional after school instructional time and support for identified students to narrow the achievement gap in reading and mathematics across grade levels one through

six. Students needing reading remediation in grades one through three are identified by BAS scores, individual school CSI formative measures, progress reports, and teacher recommendation. Students needing math remediation in grades one through three will be identified by individual school CSI formative measures, progress reports, and teacher recommendations. The students in grades four through six are identified by analysis of DoDEA TerraNova scores in reading and mathematics. Selected teachers work after school two days a week with students. The effectiveness of the program is assessed through continuous analysis of individualized student performance data.

Additional after-school activities are provided through clubs such as the Art Club, Technology Club, Fitness Club, and the Diamond Performers.

COMMUNITY PROGRAMS

Diamond Elementary is the largest school in the South Carolina/Fort Stewart District within the Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS). The three largest employers in the area are Liberty County School System, Interstate Paper Mill, and the Department of Defense at Ft. Stewart. Health services include Winn Army Community Hospital and Liberty Regional Medical Center. Fort Stewart Department of Family and Children Services (DFACS) and Army Community Services (ACS) provide financial and medical assistance to needy families. A plethora of opportunities abound at Fort Stewart/Diamond Elementary School, including:

Fort Stewart Morale Welfare and Recreation (MWR) hosts a number of services for all members in the community. Parents may explore Child, Youth & School Services (CYSS) for child development centers or child care homes, School Age Services, Sports and Fitness, SKIES Unlimited, Venture Point, and additional programs directed towards middle school students and teens. School Transition Support offers School Liaison Services and Youth Sponsorship.

Balfour Beatty Community Housing sponsors monthly neighborhood housing activities for its on-post residents as well as the LifeWorks @ Balfour Beatty Communities Program to help the community get fit, live healthy, and share social activities.

The **Military Child Education Coalition (MCEC)** is a non-profit private organization which identifies the challenges that face the highly mobile military child by helping to increase the awareness of these challenges in military educational communities. MCEC's goal is to level the educational playing field for military children and to serve as a support model for parents of highly mobile children.

The Department of Environmental Services provides an annual program to inform and encourage awareness of earth-friendly practices. Students are provided with several hands-on activities as well as handouts, posters, and other information.

Students participate in **Special Olympics** following national guidelines and attend local, area, and state games.

Cultural Events provide information about cultures and customs from a variety of countries. Programs or events include, but are not limited to, Hispanic Heritage Month and Black History Month.

Caring Colleagues host events throughout the year to encourage positive morale and support for Diamond Elementary staff members.

SCHOOL/COMMUNITY PARTNERSHIPS

Parent Teacher Organization (PTO) is an organization which recognizes that the number one indicator of a child's success in school is parent involvement. At Diamond Elementary School, the PTO continually informs parents about the school, works to improve the children's well-being by focusing on what the students need academically, socially, and environmentally, and helps to organize and fulfill parent involvement requirements. They also provide and sponsor such programs as Gator Family Nights, Book Fairs, Military Child Education Coalition, Star Student Character Trait Awards, Gator Spirit Days, Enrichment Performance Assemblies, and more. The PTO also promotes school-community partnerships with administrators, parents, teachers and community members.

The Department of Fire and Safety provides programs during Fire Prevention Week to acquaint children and adults with the importance of fire safety. Firefighters and other safety personnel (i.e. McGruff the Crime Dog, Daren the Lion, Smoky the Bear) visit the school to give students first-hand knowledge of their jobs. They also instruct children how to use emergency systems such as fire alarms and 911. They usually provide educational materials such as coloring books, rulers, bookmarks, pencils, etc. for the students.

The Department of Dental Health performs routine dental screenings at school to identify those students who may need additional dental care. They also provide students with hygiene conscious materials during dental health month.

SUMMARY OF STUDENT PERFORMANCE DATA

Baseline data was collected during the first month of school by the classroom teachers. Local Assessment Data continued to be collected throughout the year as indicated on the Assessment Plan to monitor Reading and Math goals. The entire school staff served on School Improvement sub-committees led by the CSI Team. The sub-committees collected and presented assessment data.

Raw data was collected through CSI/Grade level representatives and brought back to the CSI team for analysis and interpretation. Staff members developed classroom/grade level data binders to inform instructional practices. Standardized assessment data for grades 3-6 was analyzed and interpreted to identify areas of focus.

Due to rapid deployment for the past 6 years, our parental participation has been limited. We utilize our PTO executive board members and MCEC (N=10).

Goals were determined by examining the sub skills in the areas of Math and Reading of the TerraNova 3. The lowest indentified sub skills across grade levels for each subject area were targeted. Goal statements were developed to address the identified sub skills. Best practices were chosen to address the goal statements. A comprehensive professional development plan was created to provide continual resources and support for professional growth through leadership and educational opportunities for all staff members to support our school-wide goals.

ENVIRONMENTAL SCAN DATA

Environmental Scan Data

The purpose of an Environmental Scan is to create a picture of internal and external environments within an organization operates. Internal and external factors influence an organization's ability to fulfill its missions, achieve its stated goals and objectives, and secure its viability for the long-term.

The External Environment

Economic, demographic, and socio/psychographic tendencies describe the external environment of an organization. Trends in these areas can have either a short or long term effect on the direction, implementations, and viability of an organization. Often times, the relevance of trends in the external environment is difficult to predict and/or assess. This does not mean that these trends will not ultimately affect the organization.

A. Economic Trends

Economic Trends can be global, national, regional or local in nature; some of the most relevant trends are described briefly below. Our scan focused on global trends.

Global Economies

The rapid and steady progress of technology has created a global marketplace into which most U.S. children will enter and work. It is nearly impossible to identify an industry or organization that can function without regard to or at least an awareness of, the impact of globalization. As such, it is imperative when embarking in the strategic planning process to remember that all students at Diamond Elementary School will be expected to understand, participate and compete in a global marketplace.

B. Demographic Trends

It is not enough for an organization to have a "snapshot" picture of its current demographic environment. Instead, it is critical to have a "moving" picture of demographic characteristics. An understanding of *changes* in demographic outlook helps to identify areas that could require the re-allocation of organizational resources in the future.

C. Socio/Psychographic Trends

Schools nationwide are being challenged by tougher academic standards and are facing enormous pressure to show academic progress among students. The expanding global culture, increased pressure to compete and a need to keep schools accountable, all contribute to the current culture of measuring achievement.

There is a well-documented shortage of qualified teachers, especially in science, math, foreign languages and special education.

At national and state levels, schools are being looked at in terms of safety issues, building modernization, and the capacity to support technology. The recent rash of violence in schools across the country has heightened awareness of the critical need to ensure that schools are safe, proper security systems exist, crisis response plans are in place, and that prevention programs are developed and provided to students and staff.

The pressure to integrate technology in the schools comes at a rate faster than any system can accommodate. Technology issues for management, administration, teaching, and learning applications will continue to impact school budgets, facilities and personnel decisions.

IMPLICATION OF THE ENVIRONMENTAL SCAN AND DATA REPORT

Analysis of the race and ethnicity of student enrollment indicates that Diamond's minority population is increasing. Agencies close to the non-English speaking communities expect the number of limited-English speaking students to grow, despite the fact that the data does not show a clear trend.

RATIONALE FOR STUDENT GOALS: Goal statement and Triangulation of Data

The **triangulation of three data sources**, quantitative, qualitative and environmental scans, tapped a variety of areas, including general school demographics, (e.g., school size and ethnic makeup), program implementation (e.g., use of Rubicon and rubrics), and the impact of DRA and SRI assessments. These goals were first formed based on data obtained from 2006-2008.

In addition to data gathered via parent and student surveys, this analysis revealed several trends.

Triangulation of Data To Establish Goal Areas

Student, Parent and Educator Survey:

- Diamond is preparing students well for the next grade
- Fifty-seven percent of students feel very safe in their classrooms, whereas 60% of students feel very safe walking to and from school
- Thirty-two of the educators use high level thinking/problem solving activities as part of their instruction
- Thirty-five educators perceive supporting a student's family when life changes (deployment, PCS, divorce, etc) as essential when it affects a student's learning
- Thirty-four educators intervene immediately when there is a dispute between students in their classroom
- Sixty-four percent of parents believe Reading Comprehension should be emphasized
- Forty-six percent of the parents indicated teachers usually initiate communication between the school and home
- Eighty-three percent of the parents agreed Diamond encourages parent/guardian involvement at school-related events

Terra Nova Data:

Terra Nova is a standardized norm-referenced test. The data findings below confirm the gains realized because:

- For three consecutive years, the normal curve equivalent for grade three in all subject areas, but Reading increased. Reading did not change for the past two years
- Fourth Grade Terra Nova mean normal curve equivalent shows an area of concern
- For three consecutive years, the normal curve equivalent for grade five in all subject areas showed an increase
- For three consecutive years, the normal curve equivalent for grade six shows an area of concern in Math and Social Studies

Note: Test data is reported as the "mean normal curve equivalent" (MNCE). NCEs divide the "normal curve" into equivalent intervals from 1 to 99. Statistically, NCE scores of 36-64 are in the average range. Therefore, Diamond's MNCE places our students in the high average range.

Environmental Scan Data:

The purpose of an Environmental Scan is to create a picture of internal and external environments within which an organization operates. Internal and external factors influence an organization's ability to fulfill its missions, achieve its stated goals and objectives, and secure its viability for the long-term.

Student Performance Goal #1: By the end of the school year, students will demonstrate reading comprehension, through developing vocabulary and fluency, as well as analyzing text, as measured by an increase in the percent of students scoring at or above proficiency on selected Local or Standardized Assessments.

We chose this goal in 2007 based on triangulating the following data sources located in the profile:

1. DRA Data, 2006-2008, Grades K-3
2. Terra Nova, Reading, Spring 2006-2008, Grades 3-6
3. Scholastic Reading Inventories, 2006-2008

Student Performance Goal #2: By the end of the school year, students will improve their ability to solve mathematical problems, through developing number sense, communicating the problem, and identifying appropriate strategies to find a solution, as measured by an increase in the percent of students scoring at or above proficiency on selected Local or Standardized Assessments.

We chose this goal in 2007 based on triangulating the following data sources located in the profile:

1. Terra Nova, MA, 2006-2008, Grades 3-6
2. Math Exemplars, 2006-2008, Grades K-6
3. Math Inventory BOY/EOY Test, 2006-2008, Grades 1-6