

**DIAMOND
ELEMENTARY
SCHOOL
PROFILE
2007-2008**

Diamond Elementary School

Home of the Gators

**Mrs. Linda Kidd, Principal
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Vision Statement

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 in others.**
- **in encouraging children to develop responsibility.**



Mission Statement

The mission of Diamond Elementary School is to maximize student learning and achievement.



UNIQUE

LOCAL

INSIGHTS

School and Community Description

The Fort Stewart Elementary School became operational in September 1963, under the provision of Section VI. P.L. 81-874, which 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. 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 state-of-the-art physical plant. All children are dependents of military personnel who reside on the military installation.

Diamond Elementary School serves 764 students of military families stationed at Fort Stewart. It is one of three elementary schools located on the post. The school offers a complete standards-based curriculum for PSCD and Grades Pre-K through 6. Diamond Elementary School's community consists of 41.04% enlisted (PFC through E-5) families, 48.36% non-commissioned officer (E-6 through E-9 and WO-1) families, and 10.61% officer (2nd Lieutenant through Colonel) families. Once the students complete sixth grade, they transition to the Liberty County Public School System.

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 has a rich resource, the 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: DARE (Drug Abuse Resistance Education), GREAT (Gang Resistance Education and Training), Military Mentorship programs, Overwatch Battalion Support and immediate quality health care (pediatrics and psychological).

It is noteworthy to mention that our Overwatch Battalion Support is 1/9 Field Artillery "Battlekings". They provide exemplary support for Diamond and have given us considerable support with our Homework Club, served as guest speakers and have participated in our faculty meetings. They were active in the development of our vision and mission statements and AdvancEd Standards overview. Although the unit is currently deployed, their willingness to provide support to the school has been unprecedented.

At the height of the current deployment, nearly all of our student population will have at least one parent/guardian in the Middle East.

Our school looks fresh, clean, and inviting. Two buildings connected by a covered breezeway house the school population. Led by thirty classroom teachers, four

resource teachers, eight resource teachers, twelve educational aides, a strong support staff, one principal, and one assistant principal, students are motivated to reach their fullest potential, while at the same time, inspired to develop confidence in their ability.

Diamond Elementary School students are eager, curious, and excited to come to school. The key to success is to empower parents and students to take a large measure of responsibility for learning. Parents are partners in our educational process. Student focus is based on a shared understanding about educational, achievable outcomes. An ongoing school improvement process allows us to provide the foundation for the needs of our students. Parent, student, and staff surveys provide measurable data as baseline information used for long range planning. Long range planning includes a three-to-five year projection of priorities for improvement and steps to be taken in the process. Our school improvement team meetings involve school stakeholders in the DoDEA (Department of Defense Education Activity) Strategic Plan. Accreditation is monitored by AdvancED. At the beginning of each school year, the school identifies indicators of success that demonstrate evidence of improvement.

Goals for educational, achievable outcomes are clear and explicit. Teachers, education support personnel, students and parents believe all students can learn. Everyone actively seeks to identify barriers to learning. Many safety nets are in place. Cooperative problem solving processes are utilized and there is zero tolerance for failure at Diamond Elementary School. Continuous assessment of teaching and learning is evidenced by the following activities: Reading Counts, Case Study Committee, Math Resource and Math Facilitation, Student Support Team and Case Study Committee. An individualized program is tailored to meet the needs of all students by utilizing all resource personnel: English as a Second Language, Gifted and Talented Specialist, Learning Impaired Specialists, Communication Impaired Specialists, School Psychologist, School Counselors, Behavior Disordered Specialist and a School Nurse.

Specific procedures and guidelines are used to insure the safety of students at Diamond School. Visitors without a pass are not allowed in the building or on school grounds without prior approval from the receptionist. Emergency Evacuation plans for building emergencies, terrorist activities and weather threats are updated regularly and students are accounted for at all times of the school day.

Instructional materials are based on appropriateness of student needs. Diamond is one of the largest DDESS (Domestic Dependent Elementary and Secondary Schools) school in the continental United States. The unique characteristics of the pre-kindergarten through grade six student population are the large number of severe to moderate handicapped students that participate in programs. The Department of the Army has identified Fort Stewart and the Fort Stewart School System as a pinpoint assignment for eligible exceptional family members because of readily available medical facilities and school programs. We are proud of our special education inclusion model and exemplary practices that give all students the least restrictive environment. All special needs students participate in all school functions.

At the height of the current deployment nearly all of our student population will have at least one parent/guardian in the Middle East. This in itself poses unique circumstances that we must address so that all students will continue to excel, academically, socially, physically and emotionally.

Changes in the last five years

Diamond Elementary has implemented many changes during the last five years. The most noteworthy ones include: beginning school year 2006-07 with 33% long-term substitute teachers. Ten “Not to Exceed” Teachers and Educational Aides began the school year. A mobile educational staff with three classes having two to four different substitute teachers in one school year brought about additional parental communication needs. Deployment issues due to rapid deployment of troops and a two year deployment, caused Diamond’s faculty and staff to address deployment issues school-wide.

Reading Counts is a reading incentive at Diamond. Using Scholastic Reading Inventory (SRI) helps educators determine students reading levels, which assisted with pleasure and instructional reading. Our fifty-six percent mobility rate was addressed by making sure students were tested three times a year.

Within the last five years Diamond has had three principals and now has one assistant principal due to lower student enrollment. Prior to SY 04-05 Diamond had two assistant principals.

An additional school was constructed and opened in August 2007. Due to this new construction, student population shifted. Exception to feeder allows parents to choose which school their child(ren) attend. This has an impact on the student population and extra instructional support because we are no longer a “walking school”. Opportunities to participate in after school activities; including, but not limited to, Homework Club, Performers, Literacy Club, Math Club, etc. are limited to students due to transportation issues.

Amidst all of the changes the instructional plan exemplifies the high expectations in academics with goals set for increasing test scores, maximizing instructional time and increasing knowledge of our coastal Georgia environment. Ms Kidd, principal, requested that SY 07-08 be Phase I of the accreditation process.

The school derives its personality and uniqueness from many sources. Its rich heritage and tradition, its unique location, its goals for developing all students to become life-long learners, outstanding parent and community involvement, challenging academic program and far-reaching vision for the future work to make the school worthy of recognition.

Deployment Support

Diamond Elementary School supports the military mission of our students' parents. The majority of our students have a deployed parent. A few have both parents deployed. We recognize that separation from a parent is an especially difficult time for families left behind. Administrators, teachers, counselors, and support staff give comfort and encouragement to students and their families. Many classes have displays honoring their deployed parents. Listed below are a few ways teachers and students show their support of deployed family members:

A Read 180 class writes letters during small group instruction every Friday. They write about a book they have read that week. Students write the letter in their journals and then edit them. During the weekend they rewrite the letter on stationary and mail it to their deployed parent. Stationary, envelopes, and stamps are provided to the students.

A third grade class has written a letter to their dad or mom telling what they appreciate about him/her. The original letter was sent to the deployed parent. A copy of the letter was posted on the classroom bulletin board beside a picture of the deployed parent. The letters are posted on red, white, and blue paper.

A fourth grade class sends weekly letters through the mail to deployed dads. The teacher takes weekly pictures of each child participating in a school activity. Each student inserts his/her picture into a Power Point slide and writes a letter to go with it. The slide is printed and placed into an envelope addressed to the child's dad. The students then mail the letters in the school mail box. This project involves real-world use of writing and technology skills to support deployed parents.

Several students communicate with deployed parents through the school intranet email program Gagle.com. This program provides children a way to write letters and share school work with deployed parents. For example, a student can send pictures, reports, poems, stories, etc. that he/she has done at school.

The PTA sponsors many activities to help families show their continued support of deployed family members. Yellow ribbons with messages are tied to the school fences, displays on the school walls depict handprints of students with the caption "we serve too" and maps show the names of deployed soldiers and where they serve.

School counselors sponsor small group sessions for those children with separation anxiety. They meet on a regular basis and participate in a variety of activities.

CHARACTERISTICS

of

STUDENTS,

INSTRUCTION,

and COMMUNITY

STUDENT CHARACTERISTICS

ENROLLMENT

As of September 30, 2007, there were 764 students enrolled at Diamond Elementary School.

SUPPORT FOR STUDENTS

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

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). The PTA hosts an evening meeting once a month to honor two star students from each class. Students are presented with a certificate, star student pencil and a Diamond Elementary School “dog tag” pendant. Pictures of the students earning this recognition are posted outside each classroom.

WDGTV is a student produced news program which is broadcast each morning from the media center. The majority of the students are in the 5th and 6th grades. The students operate the camera, computer and other technical equipment. 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.

The **Meeter/Greeter Program** is a student welcoming program. Students welcome and transition new students into our school family.

The **Literacy Garden** is an outside, landscaped area with a friendly atmosphere where students can read or classes can meet. It was designed by a teacher and her students. They are responsible for the landscaping and upkeep. Several local businesses have contributed items to make the Literacy Garden a more inviting place for students.

Academic Awards Assemblies are held quarterly to recognize those students in grades four through six who achieve high honors. Certificates and honor pins are presented by the Principal to the students in two categories. Distinguished Honor certificates are presented to those students who earned all A's. High Honor certificates are presented to those students who earned all A's and B's.

Reading Counts is a voluntary reading program that encourages students to read for enjoyment. Students choose books on their lexile levels, read the book and take a test on the computer. Diamond educators believe in enhancing the enjoyment of reading and through this program students are recognized in their respective classrooms for their efforts.

BOOK IT is a reading incentive program sponsored by the local Pizza Hut. Each teacher who chooses for their class to participate sets a goal for individual students in

their classroom. Students earn free individual pizzas for meeting their goals. BOOK IT is a yearly program running from October through March.

“**Study Buddies**” are peer helpers who assist younger students in various grade levels throughout the school. These older students serve as role models for the younger students.

Diamond Ambassadors are sixth graders who meet and greet visitors and serve as tour guides for the school.

After School Programs

The **Homework Club** provides assistance to students in third through sixth grades that need help with homework. Guidance is provided by school staff and volunteers. The club meets twice a week after school.

The Math Club is a multi-level group of fourth through sixth graders who focus on math problem solving, communication, reasoning, and multiplication. Students are actively engaged in creating various types of story problems and finding numerous ways to solve them and explain their thinking. Students will use a variety of strategies. Using these two tools, along with cooperative learning groups, and several strategies, students work their way through the process of problem solving. Students learn how to apply basic math skills and mathematical language using everyday life scenarios. The club meets on a weekly basis and is based on teacher recommendation.

The Literacy Club is a comprehensive reading intervention club for students in grades 1 and 2. The program is designed to enhance the students’ needs from the regular classroom who are reading below proficiency level. It gives students additional time to grasp, practice, and transfer specific reading and language standards and master reading goals. It is sponsored by the Read 180 Instruction Specialist.

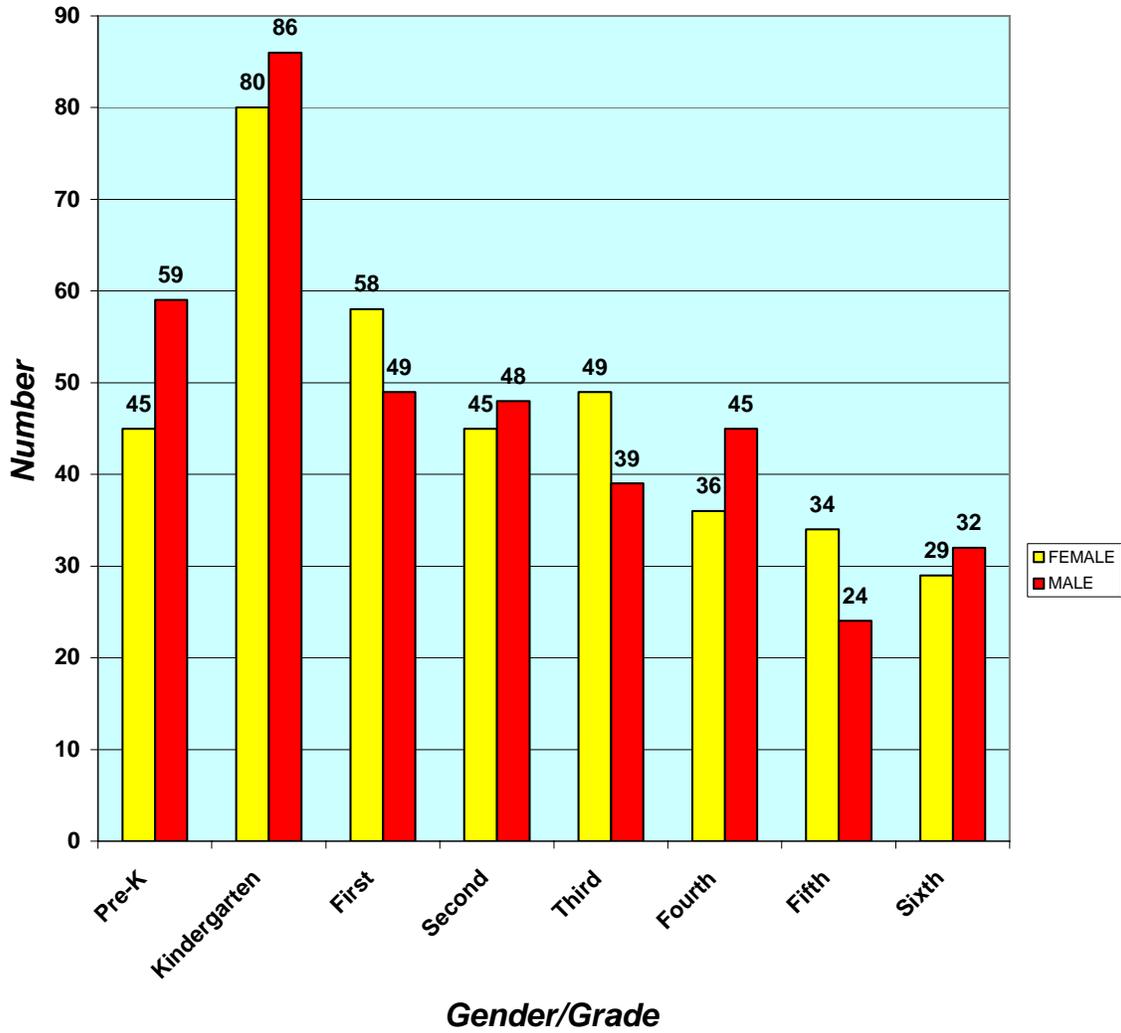
The Spanish Club allows students to learn about and appreciate the Spanish culture. Students study Spanish countries, customs, language, food, and dance. Students also interpret the classic *Don_Quixote De La Mancha*. The club is open to fifth and sixth graders and meets weekly.

The Science Club provides students in grades 3-6 the opportunity to become actively involved in the scientific process. They design, conduct, and communicate their own investigations through the use of technology. The club meets on a weekly basis.

Visual Arts

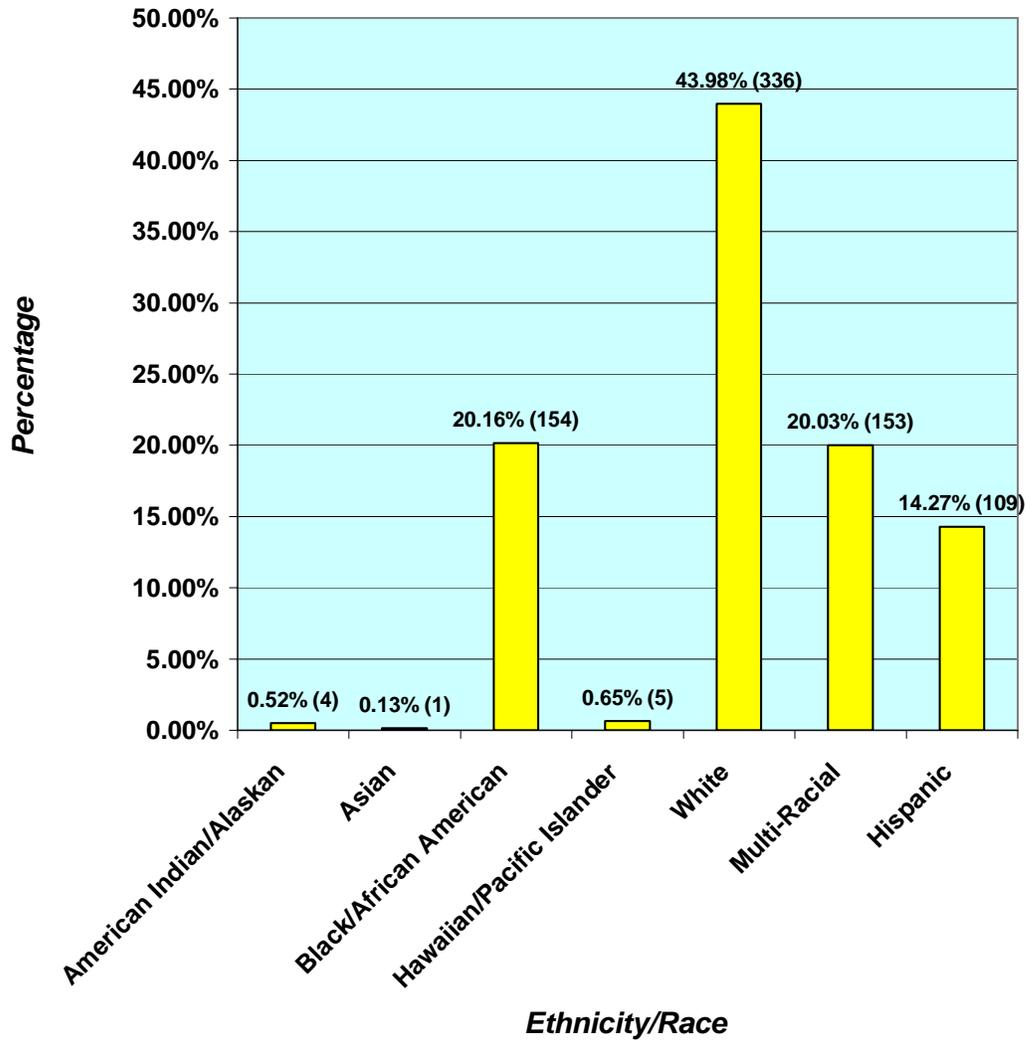
The Diamond Performers is a singing and dancing group of third, fourth, fifth, and sixth graders. Students earn a place in the Performers through a series of tryouts. They learn a variety of song and dance routines centered on a chosen theme. After many hours of practice and preparation they perform their show at local schools, hospitals, nursing homes, and other civic organizations. The Diamond Performers has been offered as an after-school program for more than 25 years.

Students by Gender



There is a total of 373 boys and 376 girls in our school.

Ethnicity of Students



Ethnicities at Diamond Elementary School.

INSTRUCTIONAL CHARACTERISTICS

An environmental scan was given to all educators to gather an awareness of best practices that are being used at Diamond Elementary. These best practices are derived from our experience base, to assist in providing a quality learning environment.

The practices highlighted address those areas that support Standard 3 - Teaching and Learning. These practices serve as a starting point. They do not represent the end point, nor do they limit creative and innovative practices that best meet the needs of students.

The best practices most often used at Diamond Elementary include use of manipulatives; high expectations for student learning; meaningful engagement; integration of technology; standards-based instruction and modeling.

SCHOOL ORGANIZATION

1 Principal
1 Assistant Principal
65 Certified Staff
1 Nurse
25 Support Staff

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Professional development is held for faculty and staff on a regular basis. Opportunities include, but are not limited to:

Curriculum guide training
Rubicon
Technology
Blood-Borne Pathogens/CPR/First Aid
Anti-terrorism/Safety and Security
Deployment
School Improvement
Confidentiality
Math Facilitation (Selected classes grades 4-6)

SUPPORT FOR INSTRUCTION

Diamond's **Special Education Program** provides a quality educational program that 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 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 third, fourth, fifth, and sixth grade is used for students who qualify for the program.

The **Gifted and Talented 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, other students, or a student him/herself can make referrals.

The **Student Support Team (SST) at Diamond Elementary** is a collaborative group including an administrator, the school psychologist, a special education teacher, two classroom teachers, the child's regular education teacher, and a guidance counselor as well as the referred child's parent(s). It functions as a problem-solving group providing teacher support and promoting parental involvement for students presenting unresolved problems in the classroom. The group recommends strategies for implementation in the classroom by the child's regular education teachers. The Student Support Team may be involved with a child for a few weeks or the entire school year. After sufficient duration and implementation of modifications without success, students who demonstrate unsuccessful performance may be referred to the Child Study Team for special education evaluation.

The **Math Resource Program** offers guidance, materials, and support for first, second and third grade classes at Diamond. The math resource teacher administers, grades, and records the math inventory test at the beginning of the year. Individual and small group instruction is then provided by the resource teacher as needed for identified students. The math resource teacher engages all third graders in problem solving strategies on a weekly basis. She also provides enrichment to those third graders who need challenges in math.

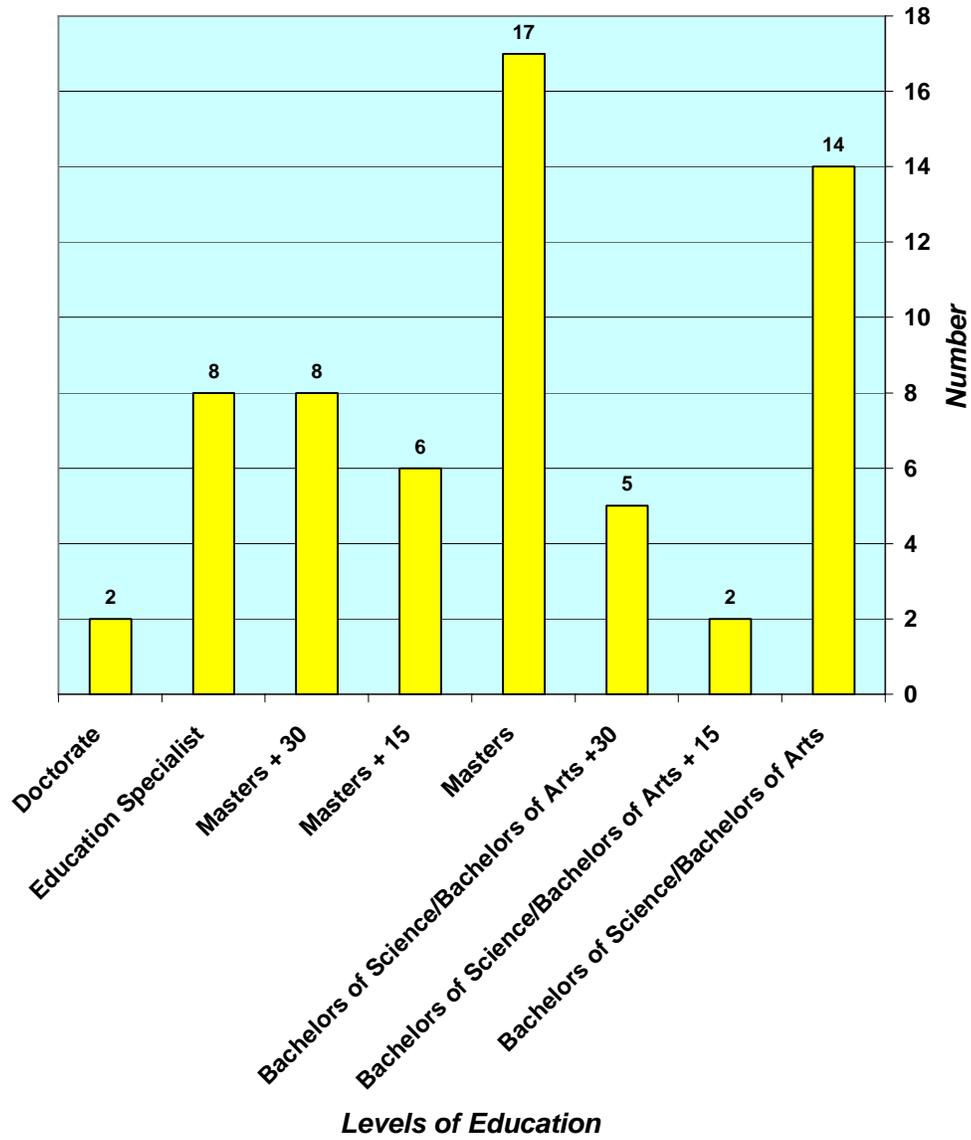
The **School Improvement Leadership Team** guides and coordinates the school improvement process and moves the school toward improved student performance. The team consists of the principal, vice-principal, chairperson, co-chairperson, faculty members, parents, and military members. The team works directly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

The **English as a Second Language Program (ESL)** is a language acquisition program designed to teach English language learners social and academic skills as well as the cultural aspects of the English language necessary to succeed in an academic environment. It involves teaching listening, speaking, reading, writing, and study skills, content vocabulary, and cultural orientation at appropriate developmental and proficiency levels. The two primary goals of the ESL program are to help children learn English and to help them meet DoDEA's content standards. English language learners are involved in general education classes during the day. ESL instruction is in English and can be provided in a variety of settings. Once a student is considered a fluent English speaker, he/she is exited from the ESL program. The student's progress is monitored, and if the child should continue to need support of the ESL program, the necessary assistance is provided.

The **Child Study Committee (CSC)** is made up of special education teachers, parents, general education teachers, and administrators. Each CSC is different for each child that is on an Individual Educational Program (IEP). The team makes sure the child is successful in the school setting. If the child is not or has not been successful in the school setting, the team works together to set a plan that will help make the child achieve success. The team also creates assessment plans to find out why the child is not successful in the classroom after classroom modifications are implemented. The assessment allows the team to see what areas are in need and address them in an IEP. Meetings are held every Tuesday and Wednesday, or whenever a team member deems a meeting is necessary. The CSC is a valuable cooperative team that encompasses not only the school, but the community as well.

The **Math Facilitator Program** has three primary facets. The first is to improve overall student achievement in mathematics and the attitude of students towards mathematics. The next facet is to provide struggling students additional assistance to achieve success in math. The third facet is to improve the mathematical instructional skills of the classroom teachers. The math facilitator at Diamond works with two classes from grade four, two classes from grade five, and one class from grade six.

Academic Status of Educators



This graph indicates that 41 educators at Diamond Elementary School have obtained Master's Degree or higher.

COMMUNITY CHARACTERISTICS

Diamond Elementary is one of the largest schools 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 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 Youth Services (FSYS) provides challenging physical and social opportunities for our youth. Activities include sports, arts and crafts, social events, and trips.

School Age Services provides an after-school program for students. Students receive guidance in homework as well as recreational activities.

GMH Military Housing provides the *Lifeworks@GMH* program to help the community get fit, live healthy, develop mental skills, and share social activities. GMH regularly lists opportunities in the weekly school newsletter.

The **Military Child Education Coalition (MCEC)** is a “non-profit private organization that identifies the challenges that face the highly mobile military child. It increases the awareness of these challenges in military educational communities. MCEC’s goal is to level the educational playing field for military children wherever they are located around the world and to serve as a model for all highly mobile children.”

Military children move six to nine times during their school years from grades K-12. The moves involve a multitude of changes in their lives not only in locations throughout the United States but often worldwide. Adjustments to new schools, curriculum, standards and expectations are difficult transitions for students. Separation from a deployed parent or parents can create even more frustrations. It is the “goal of MCEC to help support families, schools and communities to be better prepared to support children during these frequent moves and difficult and sometimes traumatic times in the life of military families.”

Diamond Elementary School has been actively seeking the expertise of a group of MCEC trainers to provide workshops to parents and community members throughout the school year. These trainers are well versed in their own personal understanding of the military lifestyle and the transitions that take place for our students. A wide variety of workshop topics have been provided to the DES families. These workshops include MCEC’s Parent to Parent Training Initiatives that provide timely and relevant information to enhance the knowledge of parents/guardians about their child’s educational needs. There is a trained team of workshop leaders with professional and personal expertise who share researched practical ideas, proven techniques and solid resources to support the military families. The programs and materials are funded by the US Army Community and Family Support Center and MCEC. MCEC has assisted in empowering our parents/guardians in the educational needs of their children.

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

The **Department of Fire and Safety** provides programs during Fire Prevention Week to acquaint children and adults with the importance of fire safety. Firemen and other safety personnel (i.e. McGruff the Crime Dog, 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 materials during dental health month.

Parent Teacher Association (PTA) is an organization over 100 years old that recognizes that the number one indicator of a child's success in school is parent involvement. At Diamond, the PTA keeps parents informed about the school, works to improve the children's well-being by focusing on what the students need academically, socially, and environmentally, and helps organize and fulfill parent involvement requirements. They also provide and sponsor such programs as Gator Family Nights, Book Fairs, Military Child Education Coalition "Lunch Bunch" workshops, Star Student Character Awards Recognitions, Academic Awards Recognition, Gator Spirit Days, PTA "Reflections" Art Program, Enrichment Performance Assemblies, and more. The PTA also promotes school-community partnerships with administrators, parents, teachers and community members.

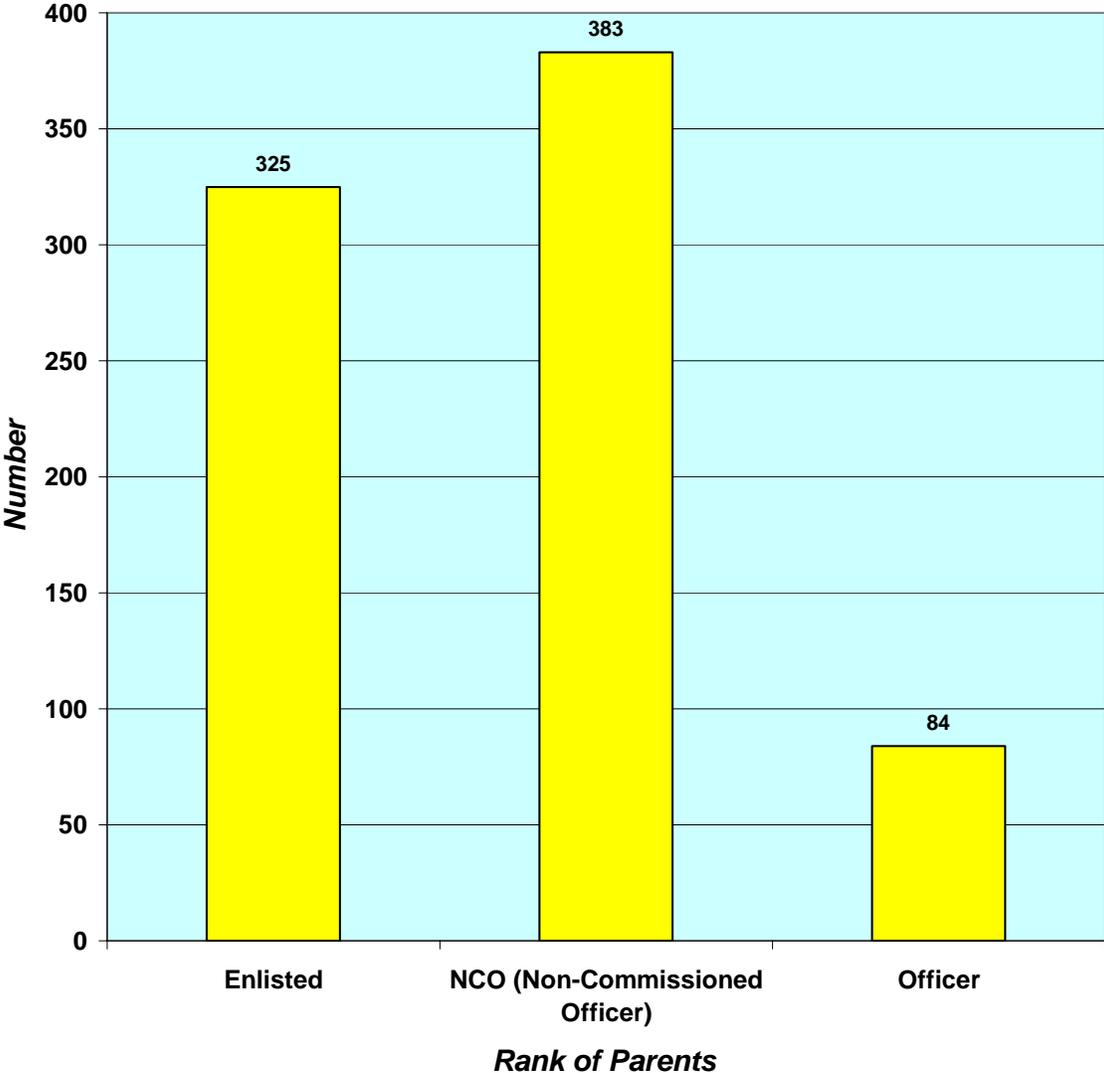
Students participate in **Special Olympics** following national guidelines and attend local, area, and state games.

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, Black History Month, Fire Prevention Week, Dental Health month, and Earth Day.

A **School Resource Officer (SRO)** is provided to the school by the Ft. Stewart Police department. This officer serves three main roles: (1) law enforcement officer, (2) law-related counselor, and (3) law-related education teacher. The school resource officer also educates students about the dangers of drugs, gangs, and violence through the D.A.R.E (Drug Abuse Resistance Education) and the G.R.E.A.T Programs.

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

Demographic of Parents by Rank



The student population of enlisted and non-commissioned officers' children is four times greater than the student population belonging to officers' families.

Retrospective of Former Students

School meetings and orientation at the local middle school (Liberty County) revealed notable strides in meeting the needs of students and reaching parents. Several commented on the responsiveness of many teachers and administrators. The opportunities to participate in school visits and the orientation were seen as a good start to addressing a complex issue.

School year 2006-2007 had twelve sixth graders who had been enrolled at Diamond since third grade. There was one sixth grade student who was enrolled at Diamond since pre-kindergarten and three sixth grade students since kindergarten.

Looking to the future, one student left Diamond and has gone on to bigger and better things. In 1974 he was enrolled at Diamond at age ten as an aspiring fourth grader. Since then he has gone on to become a world renowned professional basketball star. He came back by his old classroom several years ago to visit his teacher and bearing gifts. It was then that he invited her to come and see him play in person. When his fourth grade teacher saw him play for the first time a few years ago, he stated, "She was one of the first people to believe in me." This NBA player has played for the Los Angeles Lakers and the Orlando Magic. This 7 ft. 1 inch, 325 lb, size 22 shoe star currently plays for the Miami Heats. He attended Fulda American High School in West Germany and currently holds a Bachelor of Arts degree in General Studies, an MBA from the University of Phoenix, and intends to begin work on his doctoral degree in psychology or criminology. He is a reserve police officer and loves working with children.

Several significant indicators that Diamond Elementary School needs to address include:

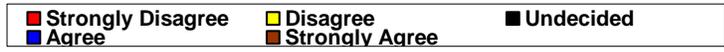
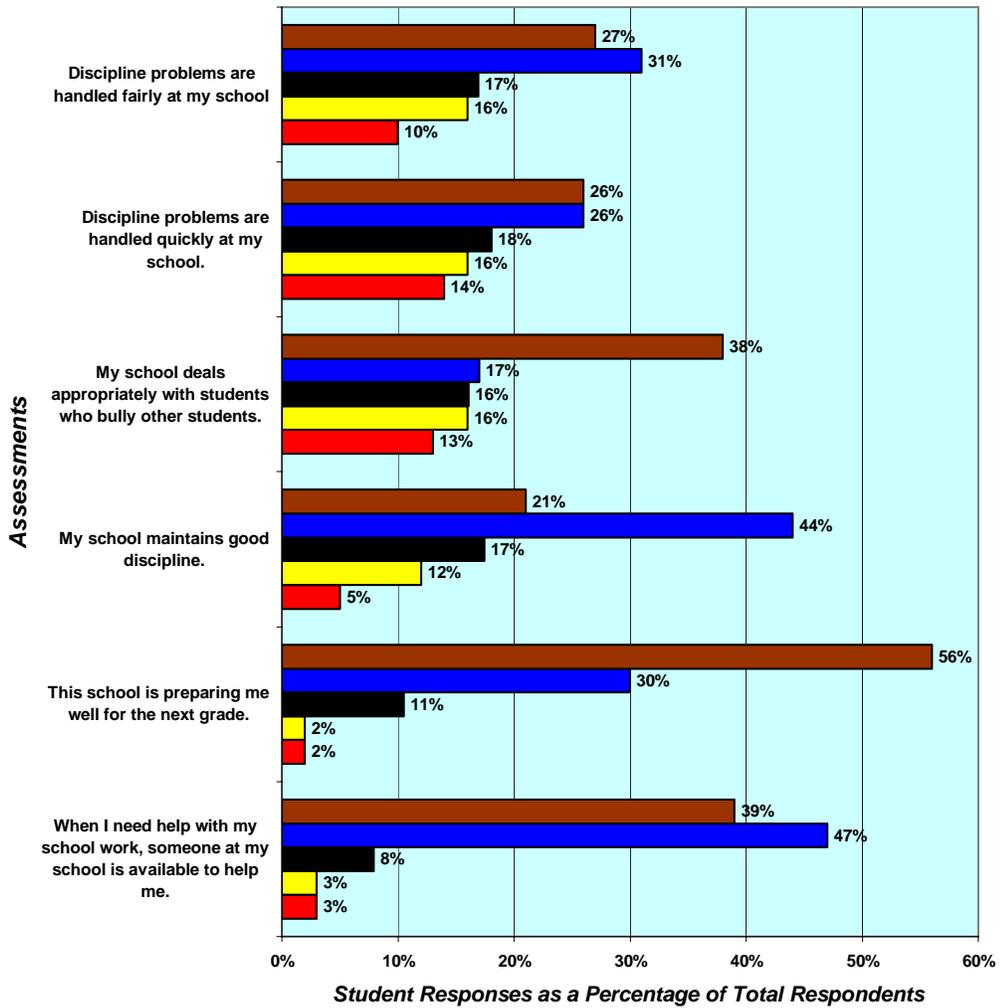
- broadening our ability to offer a more welcoming and responsive environment for Diamond's diverse population
- Several programs could be expanded and new programs could be started to address these needs. Linked to this comment was a request that, in the future, Diamond Elementary School increase access to the school. Diamond represents a rich resource for the entire Fort Stewart/Liberty County community and more agencies would like to use it for a variety of purposes.
- Other comments drew attention to our continued need to improve the students' learning outcomes.
- research-based programs, including tutoring, to help students pass advanced placement tests
- Professional development offerings should be expanded to help teachers and principals meet the needs of at-risk students.

PRESENTATION

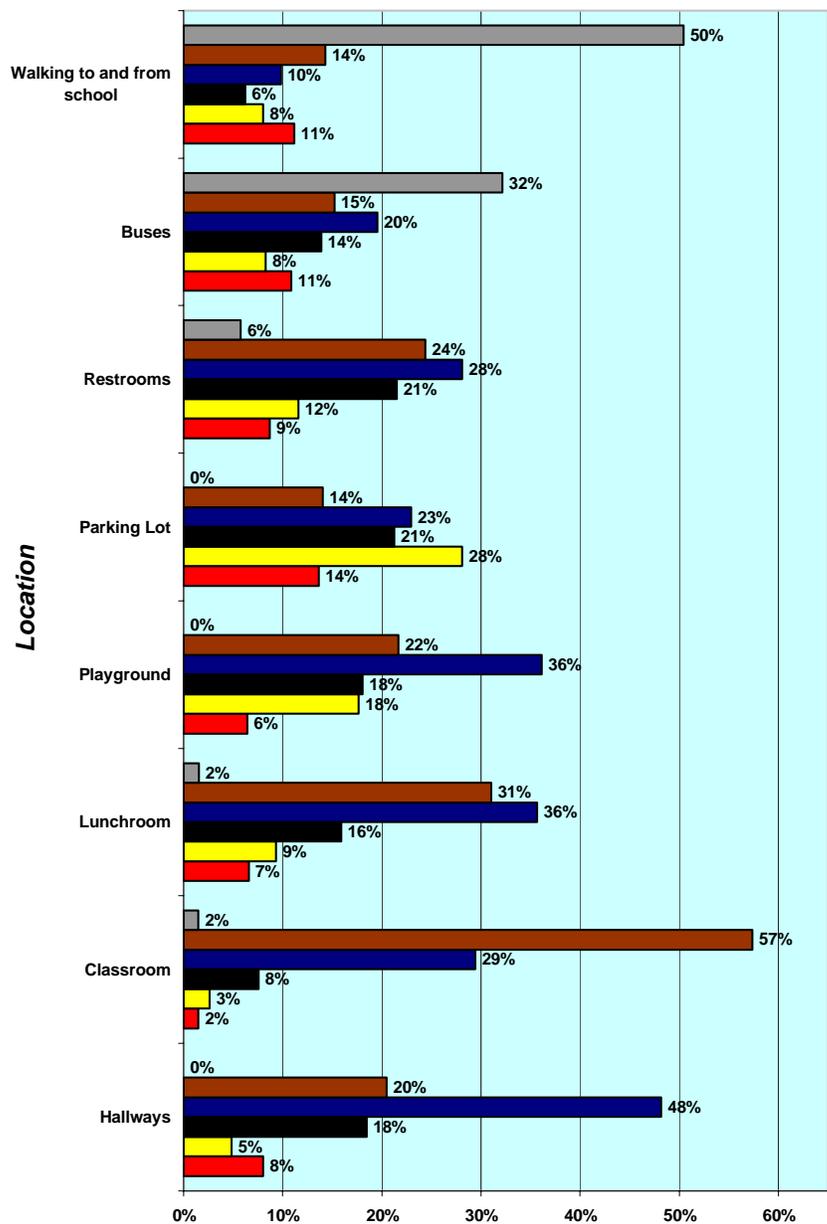
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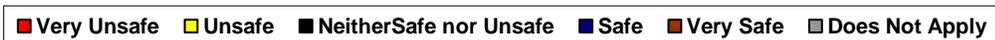
Student Assessment of School Climate: Discipline
2006-2007



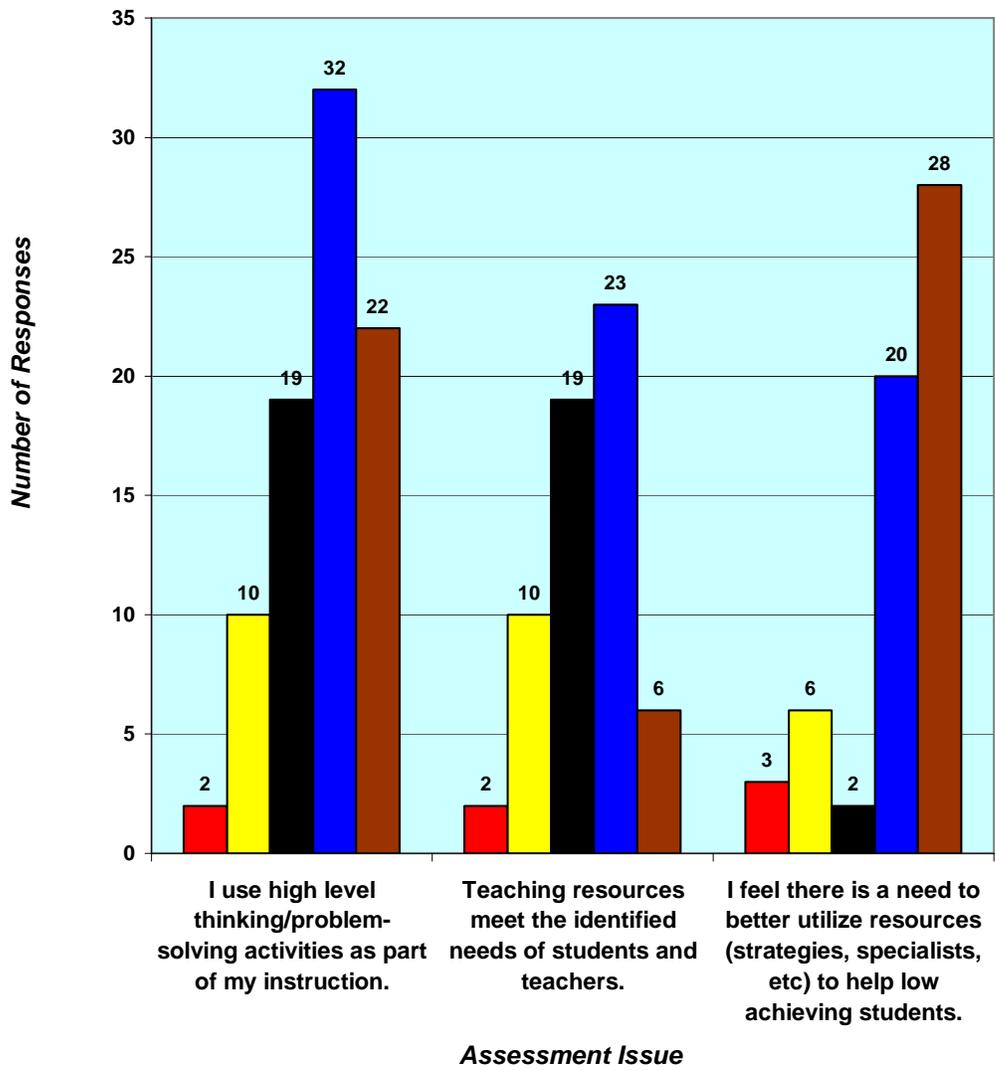
**Student Assessment of School Safety
2006-2007**



Student Assessment as a Percentage of Total Respondents

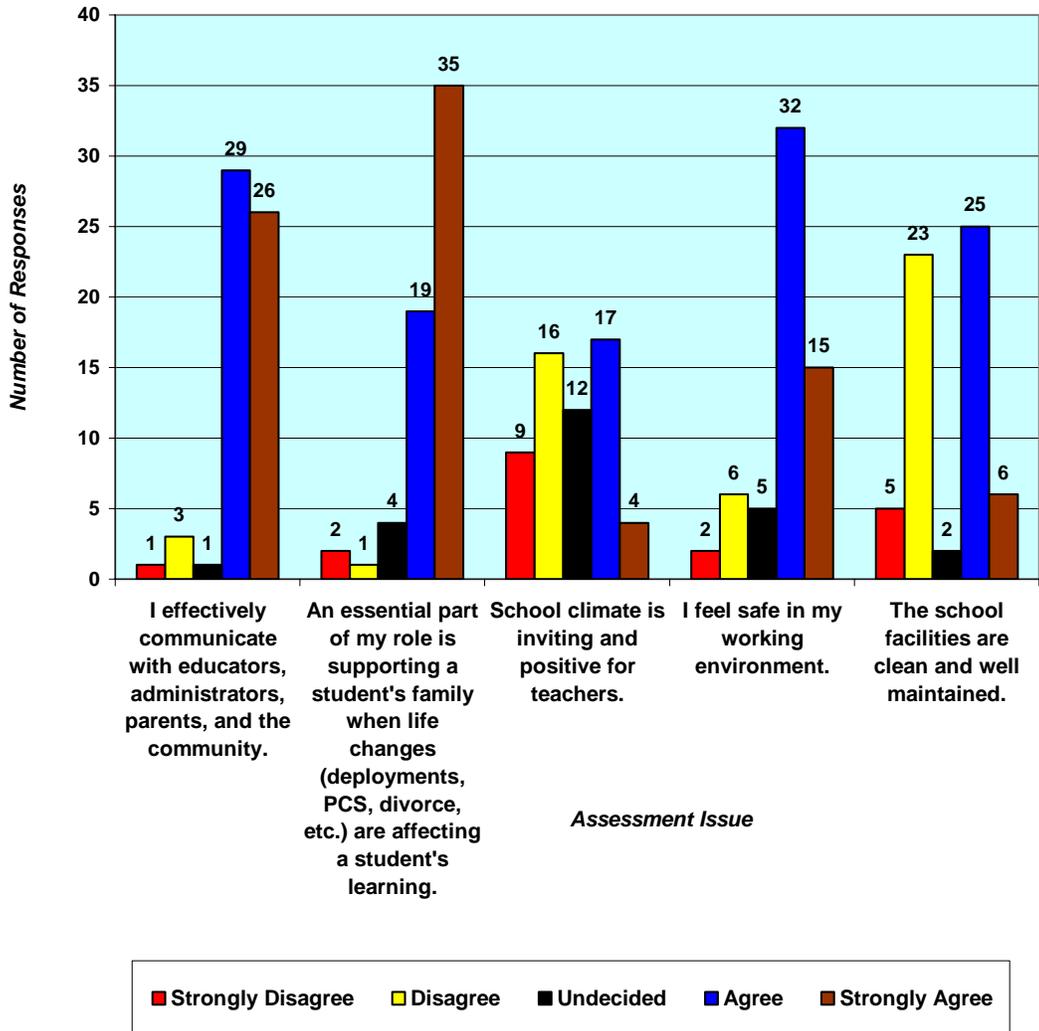


Educators' Assessment of Learning Environment: Instruction
2006-2007

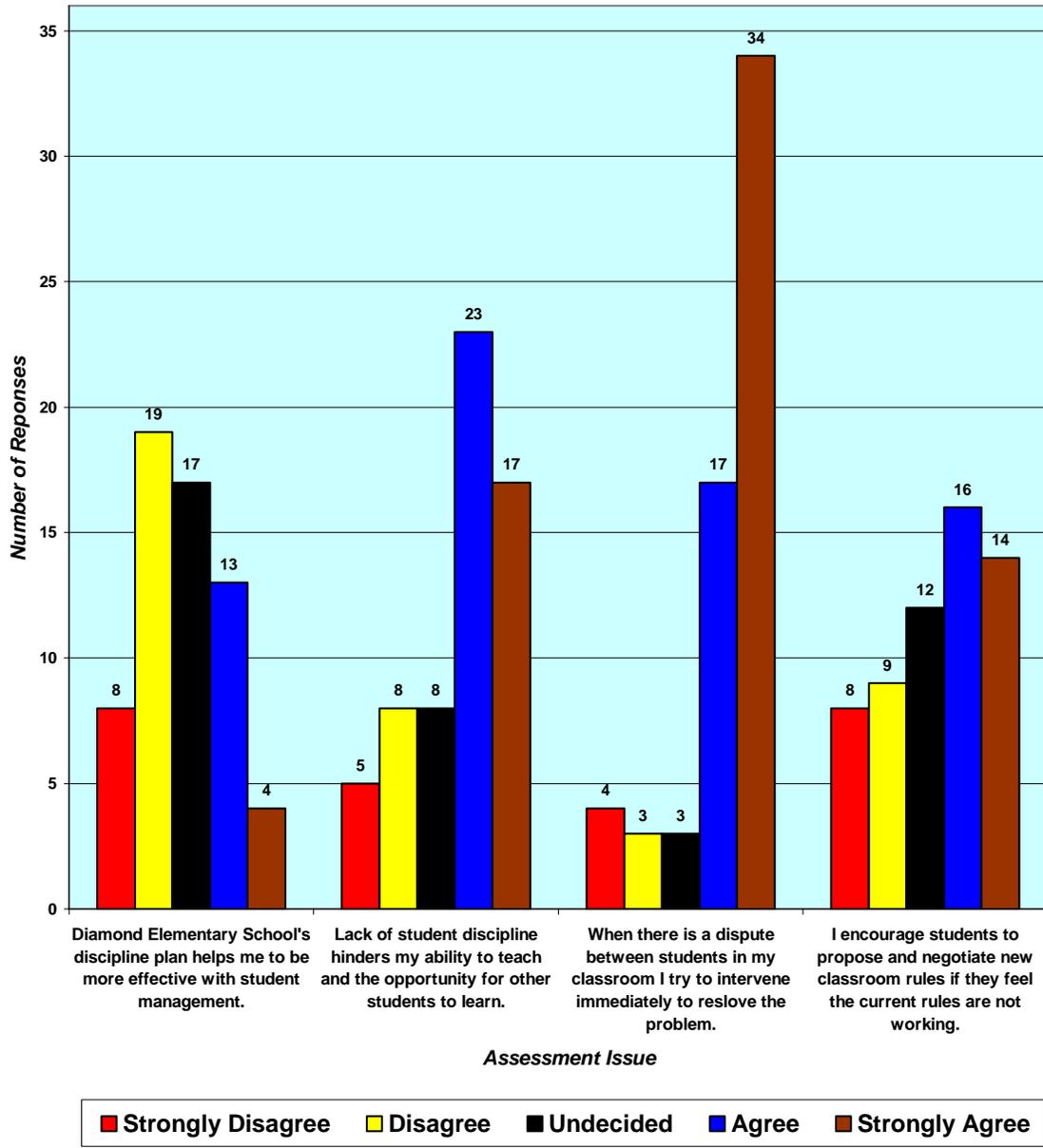


■ Strongly Disagree
 ■ Disagree
 ■ Undecided
 ■ Agree
 ■ Strongly Agree

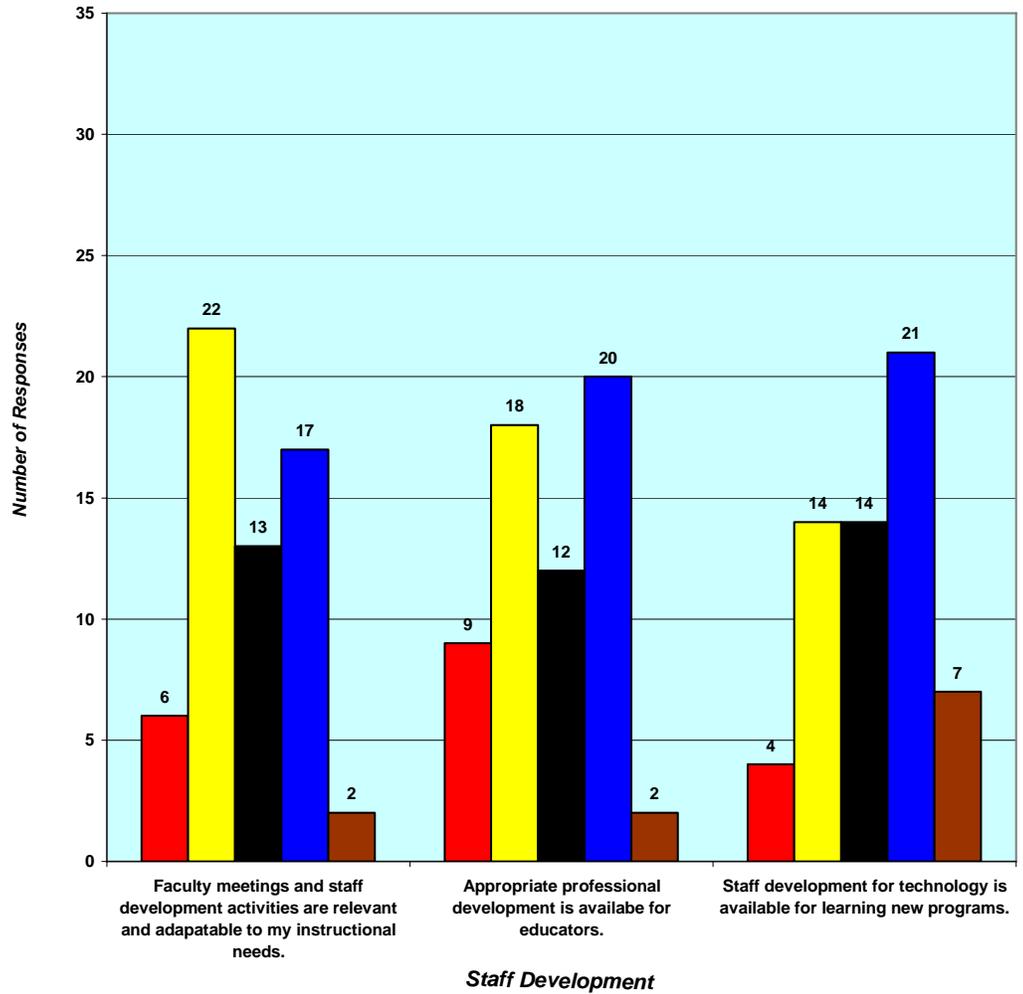
Educators' Assessment of the Learning Environment: Climate & Safety
2006-2007



Educators' Assessment of Learning Environment: Discipline
2006-2007

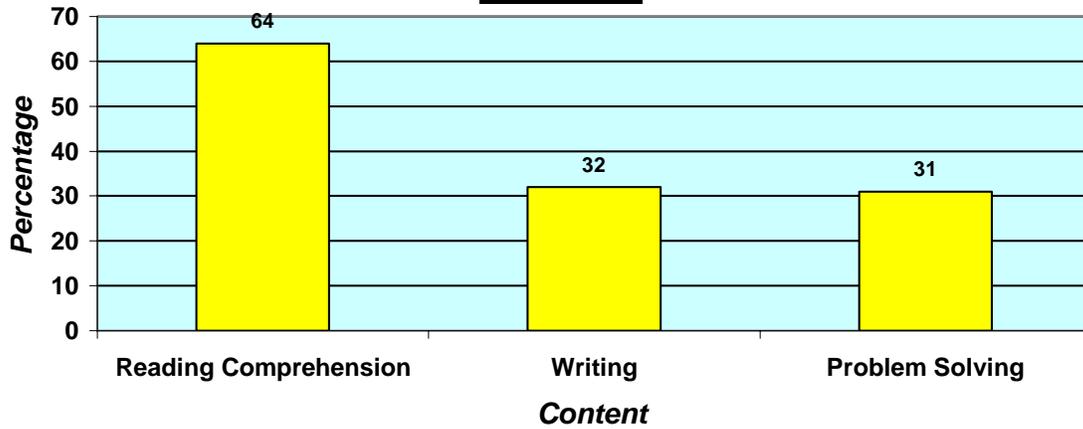


Educators' Assessment of Learning Environment: Staff Development
2006-2007



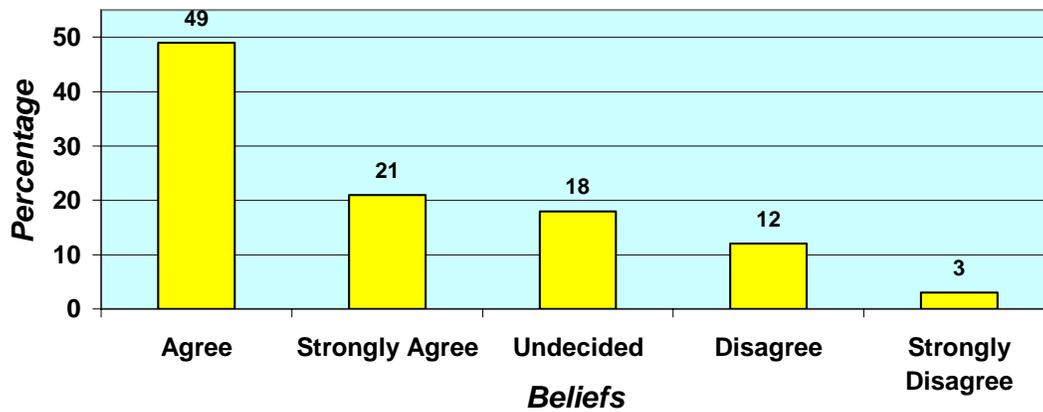
■ Strongly Disagree
 ■ Disagree
 ■ Undecided
 ■ Agree
 ■ Strongly Agree

Parent Survey: Critical Subject Areas
2006-2007



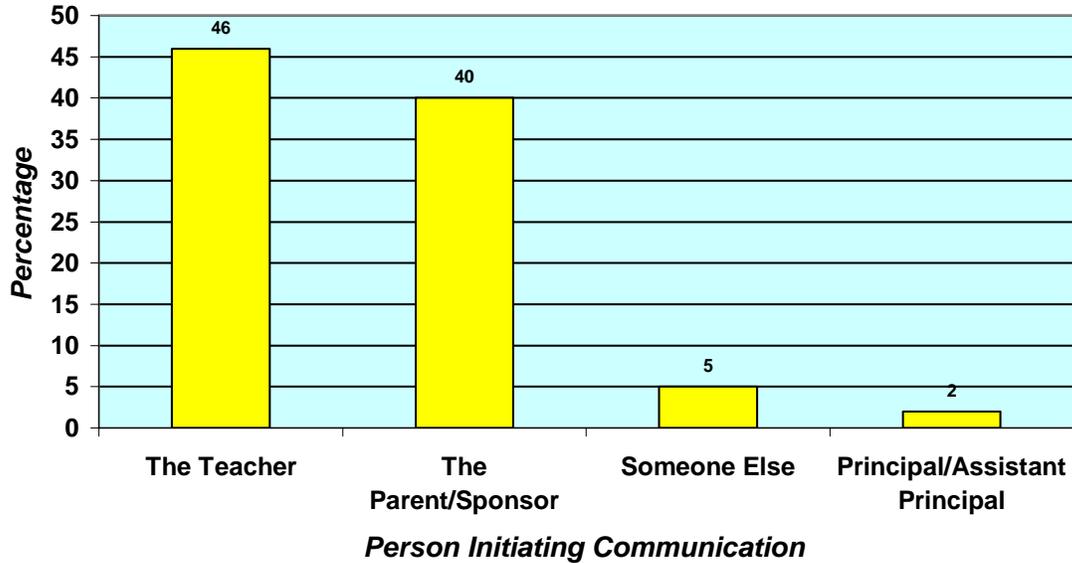
Sixty-four percent of parents believe that Reading Comprehension is the subject area that needs the most emphasis.

Parent Survey: Extra Academic Help and Grade
Preparation 2006-2007



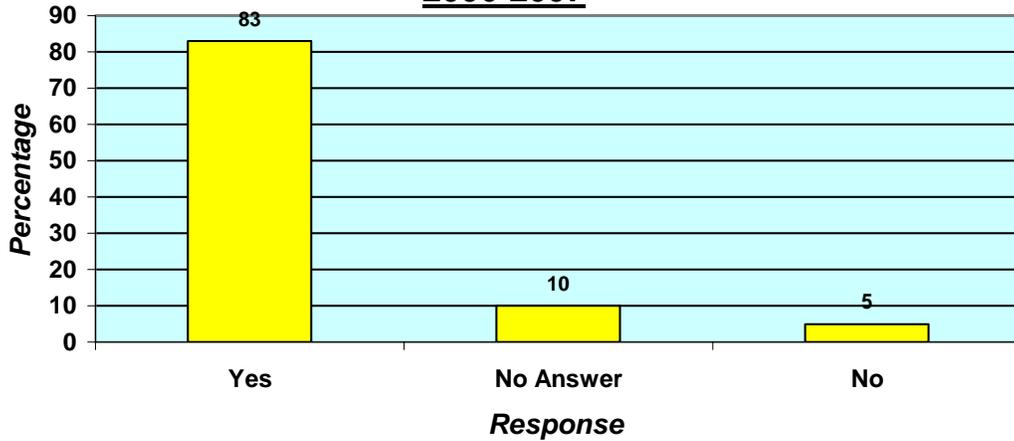
Forty-nine percent of parents agree that the school provides extra academic help and prepares their child for the next grade.

Parent Survey: School/Home Communication
2006-2007



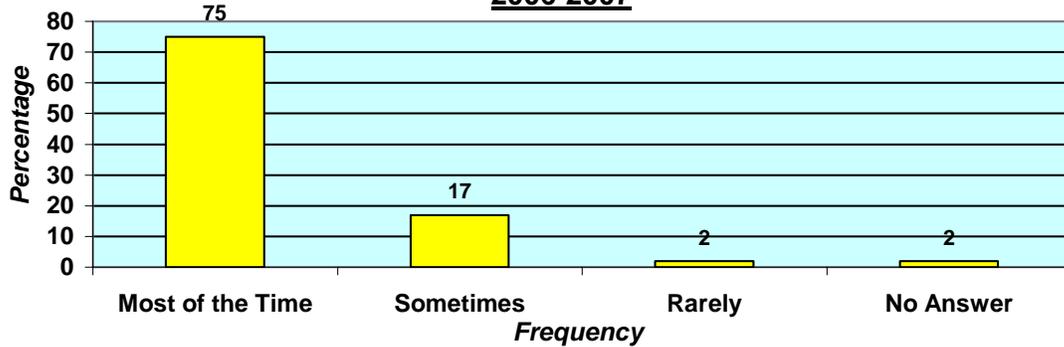
Forty-six percent of the parents surveyed agree that the teacher usually initiates the communication between the school and them.

Parent Survey: Parent/Guardian Involvement
2006-2007



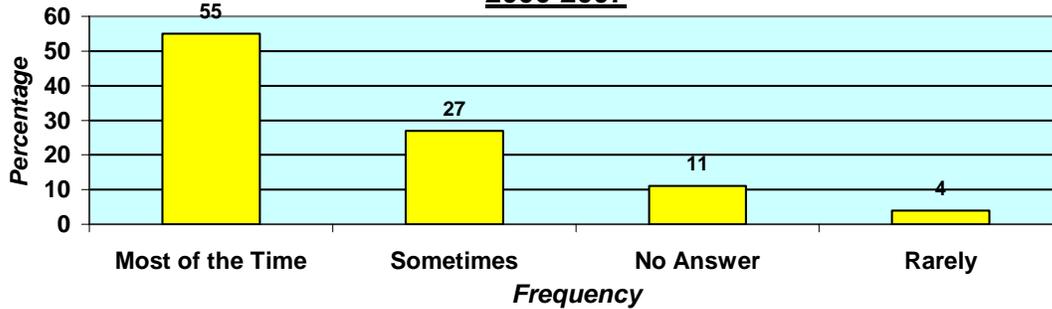
Eighty-three percent of all parents surveyed agree that their child's school encourages parent/guardian involvement at school-related events.

Parent Survey: School Hospitality
2006-2007



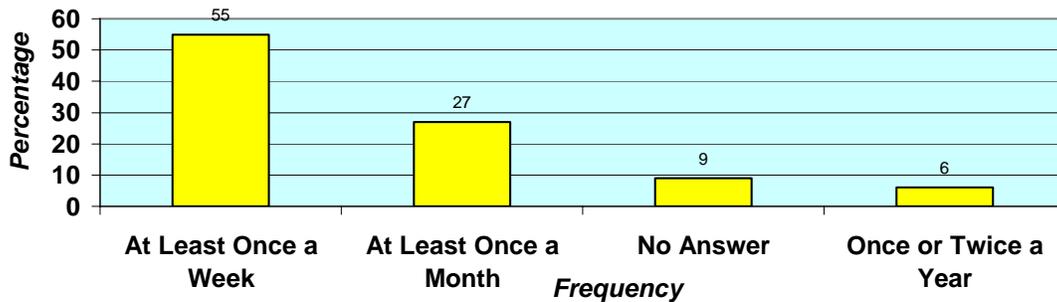
Seventy-five percent of all parents surveyed agree that their child's school makes them feel welcome when they visit.

Parent Survey: School Interest
2006-2007



Fifty-five percent of all parents surveyed agree that the staff at their child's school listen carefully when they express their opinions and concerns.

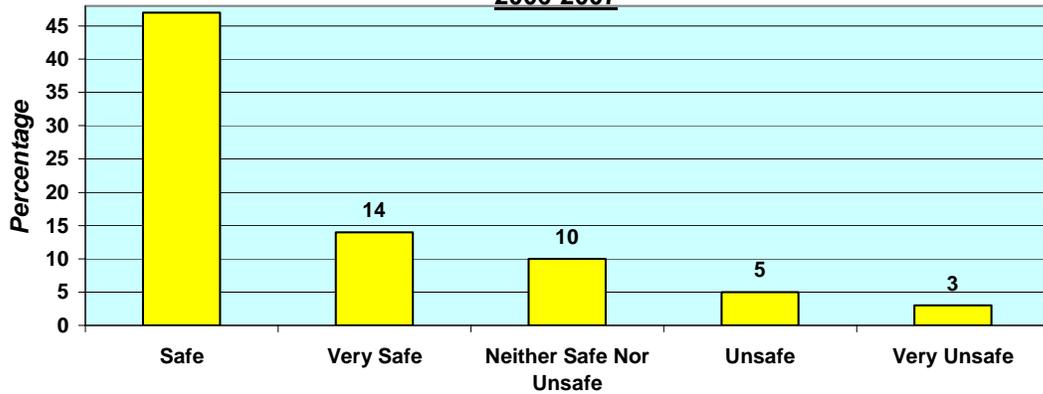
Parent Survey: Written Communication
2006-2007



Fifty-five percent of the parents surveyed agree that the school communicates with them by phone, email, or newsletter weekly.

Parent Survey: Safe Environment Within School Control

2006-2007

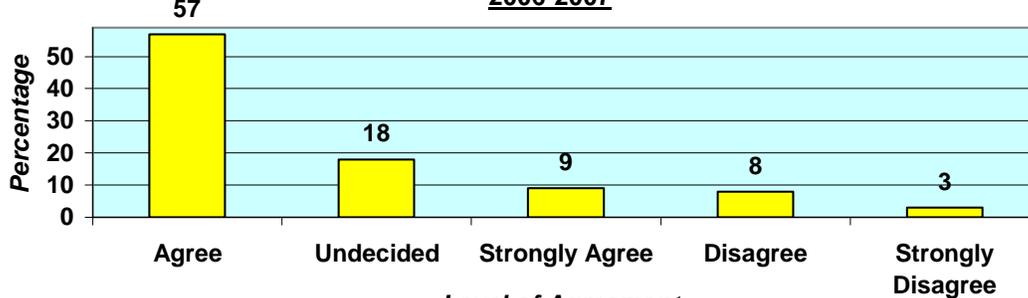


Feelings

Sixty-one percent of all parents surveyed indicated the environment of school hallways, classroom, restrooms, buses, lunchroom, playground, parking lot, and walking is safe or very safe.

Parent Survey: Maintaining Discipline

2006-2007

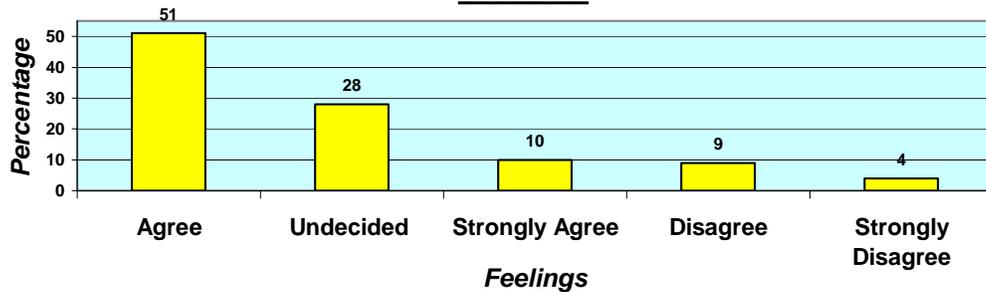


Level of Agreement

Fifty-seven percent of all parents surveyed indicated their child's school maintains good discipline.

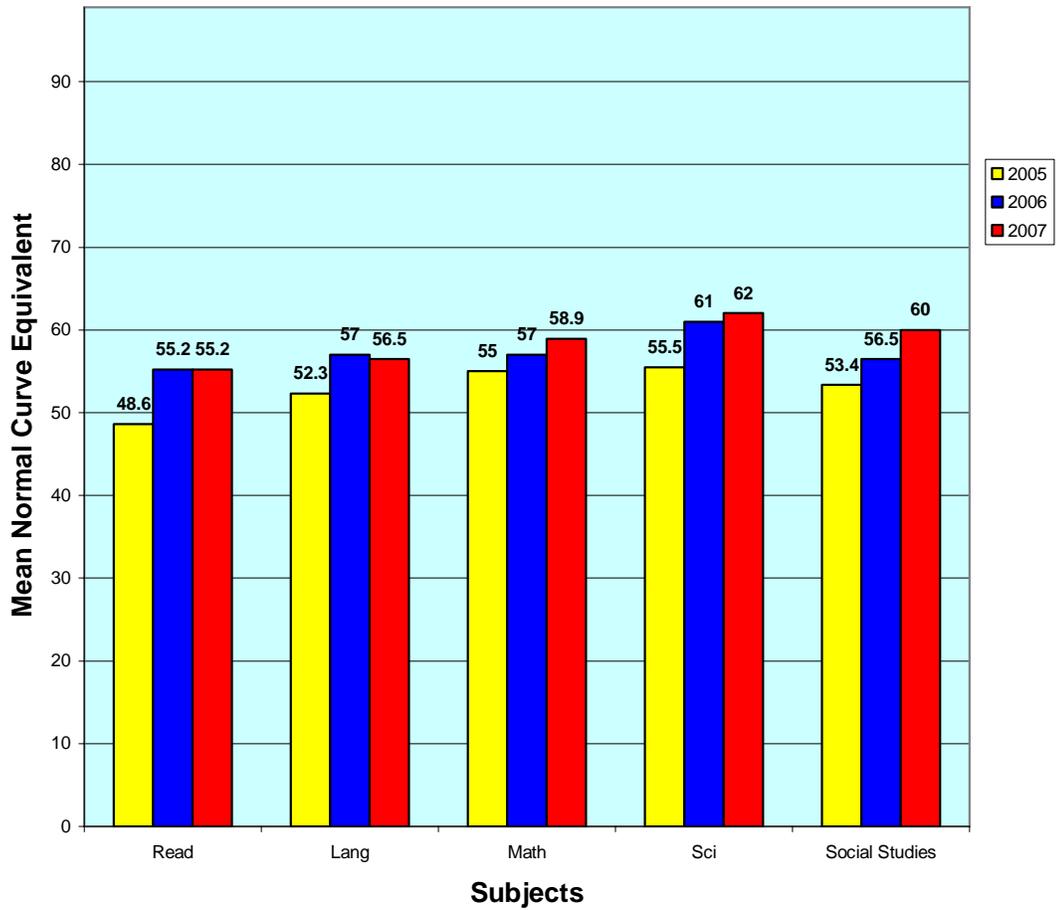
Parent Survey: Timeliness and Fairness of Discipline

2006-2007



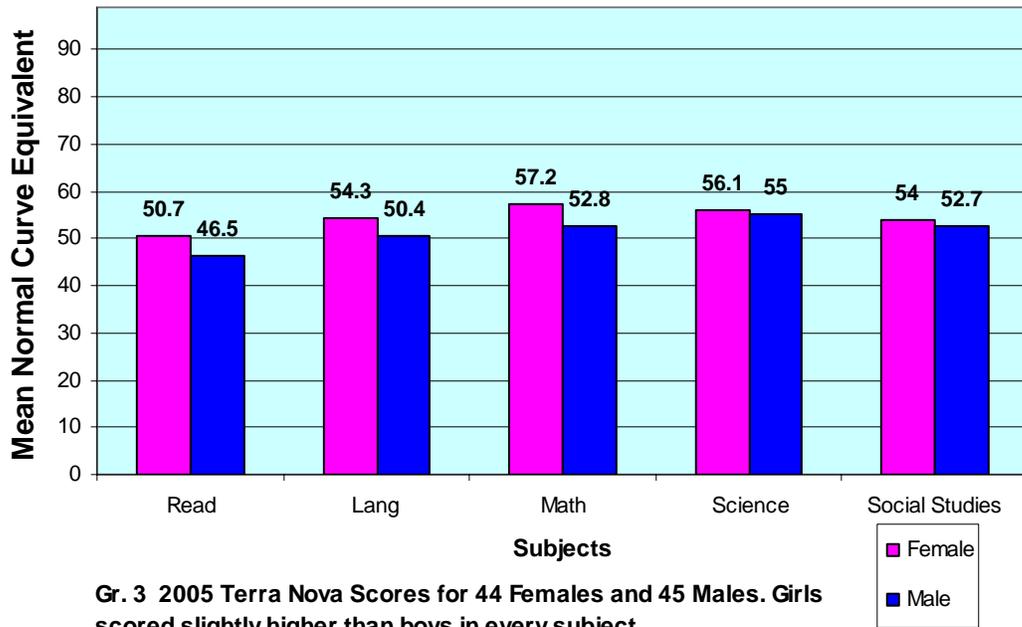
Fifty-one percent of all parents surveyed agree that discipline problems are handled quickly and fairly at their child's school.

**Gr. 3 Overall Terra Nova Scores
2005, 2006, 2007**

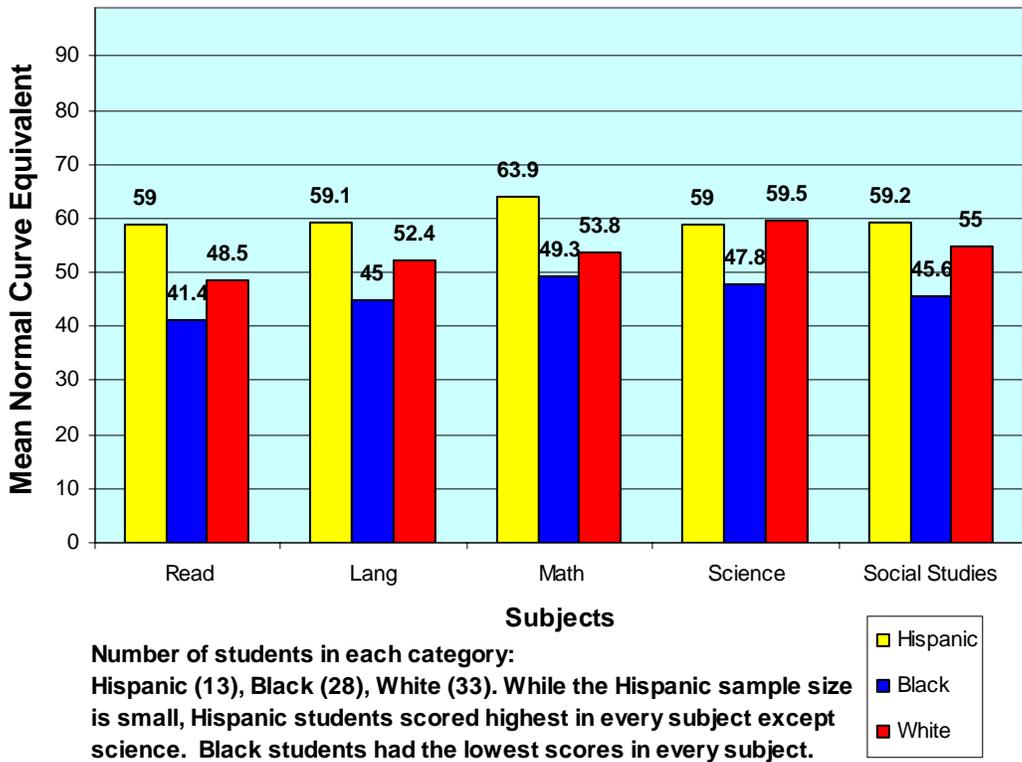


Terra Nova mean normal curve equivalent scores for all DES
Grade 3 classes for school years 2005, 2006, 2007

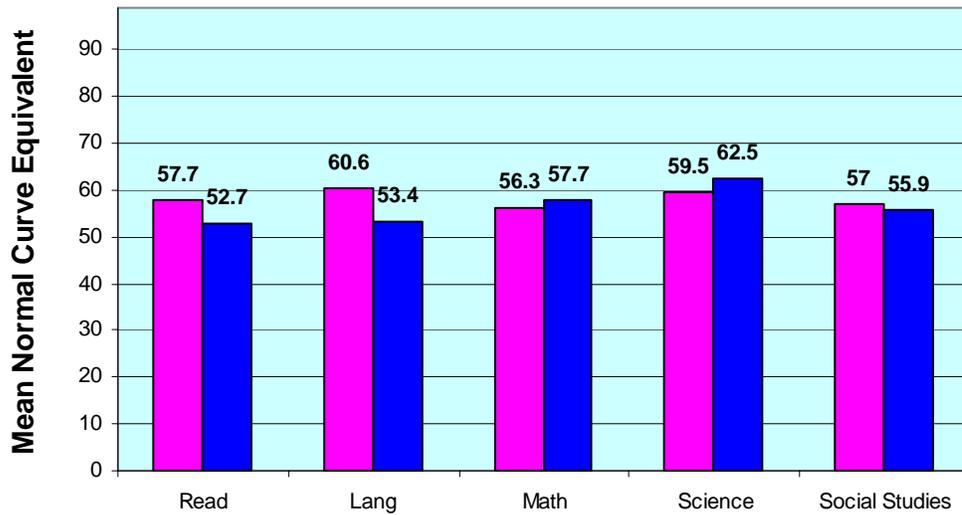
Gr. 3 2005 Gender Profile



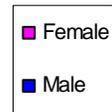
Gr. 3 2005 Ethnic Profile



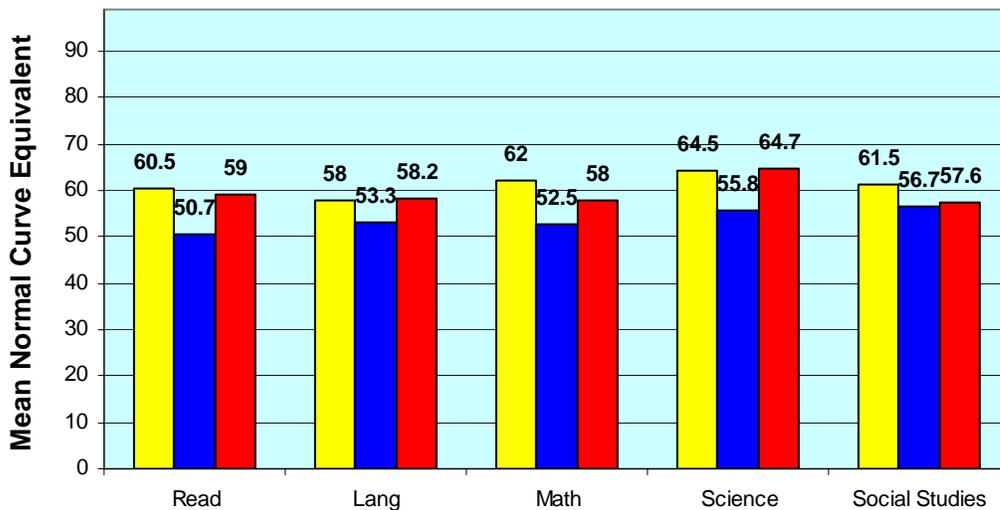
Gr. 3 2006 Gender Profile



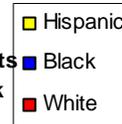
Subjects
Gr. 3 2006 Terra Nova Scores for 45 Females and 44 Males.
Girls scored higher in Reading, Language and Social Studies.
Boys outperformed girls in Science and Math.



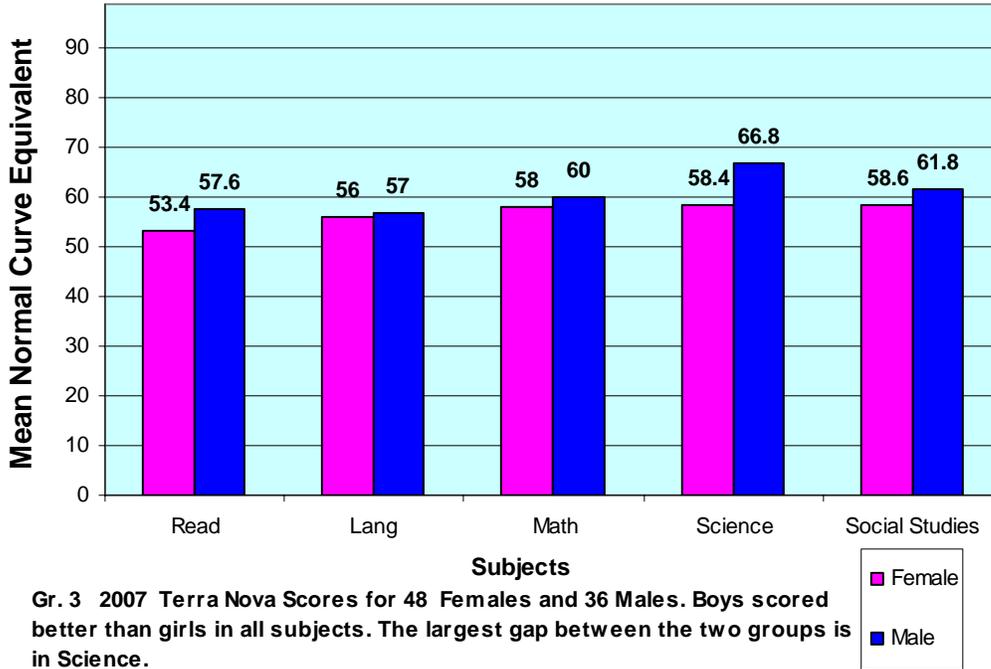
Gr. 3 2006 Ethnic Profile



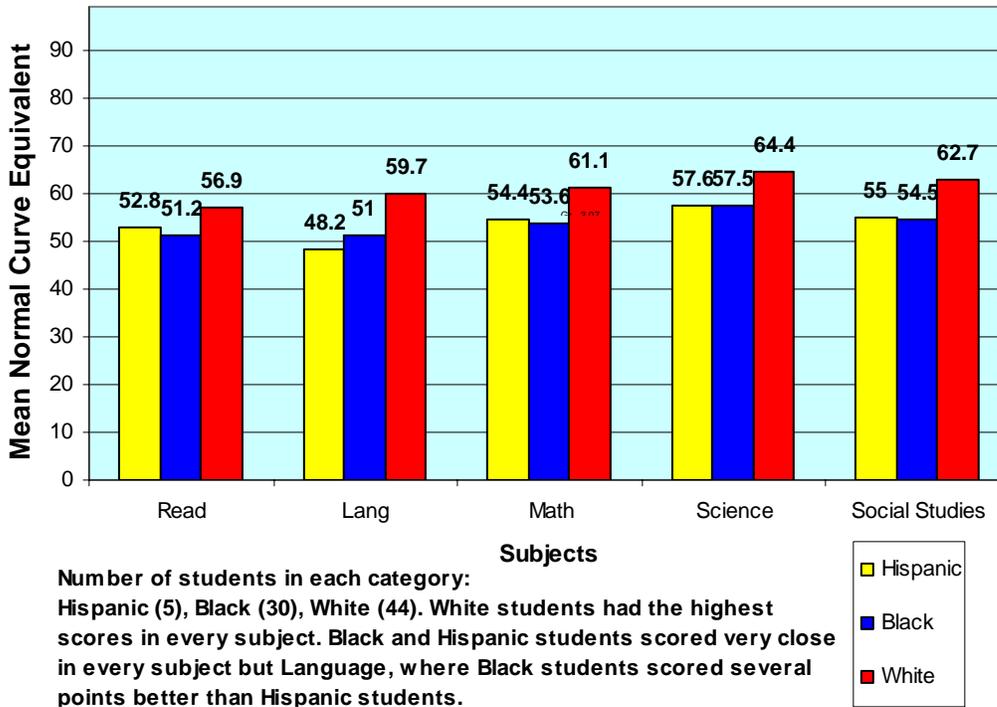
Subjects
Number of students in each category:
Hispanic (8), Black (29), White (40). The small number of Hispanic students scored the highest in Reading, Math and Social Studies. Scores for Black 3rd graders have improved in every subject over 2005 scores, although still below Hispanic and White student scores in all subjects, 2006.



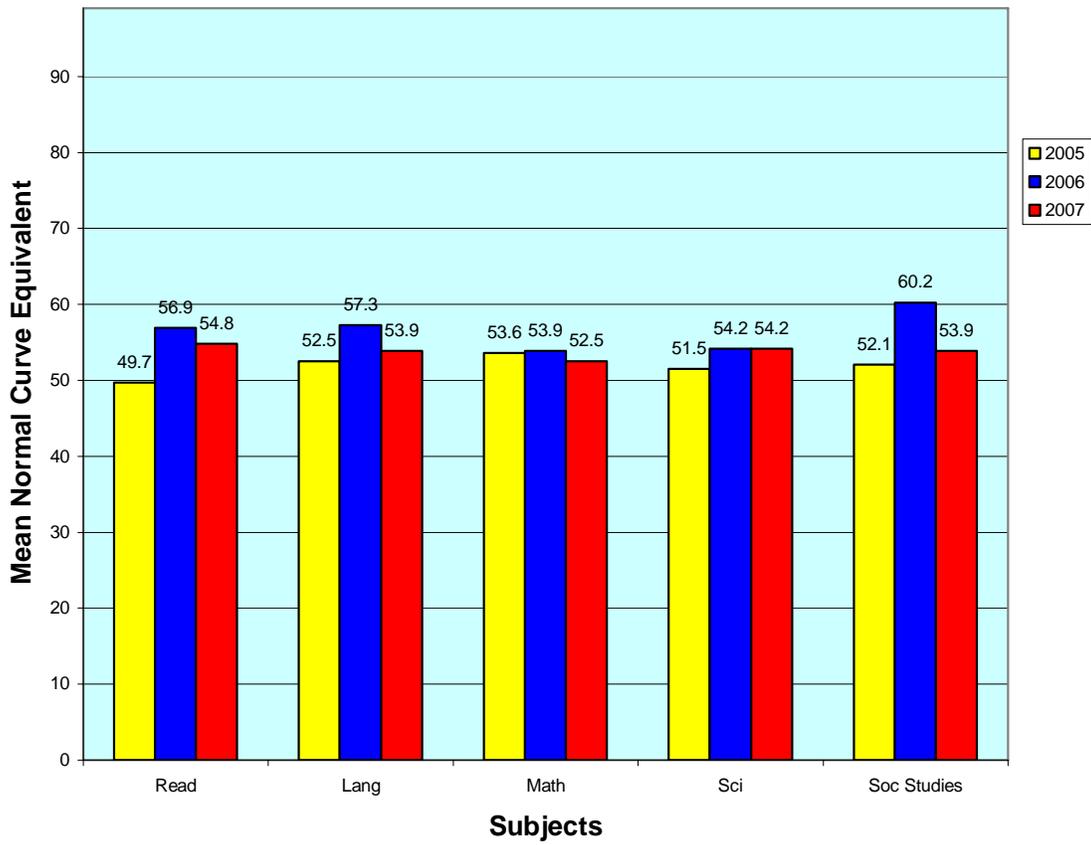
Gr. 3 2007 Gender Profile



Gr. 3 2007 Ethnic Profile

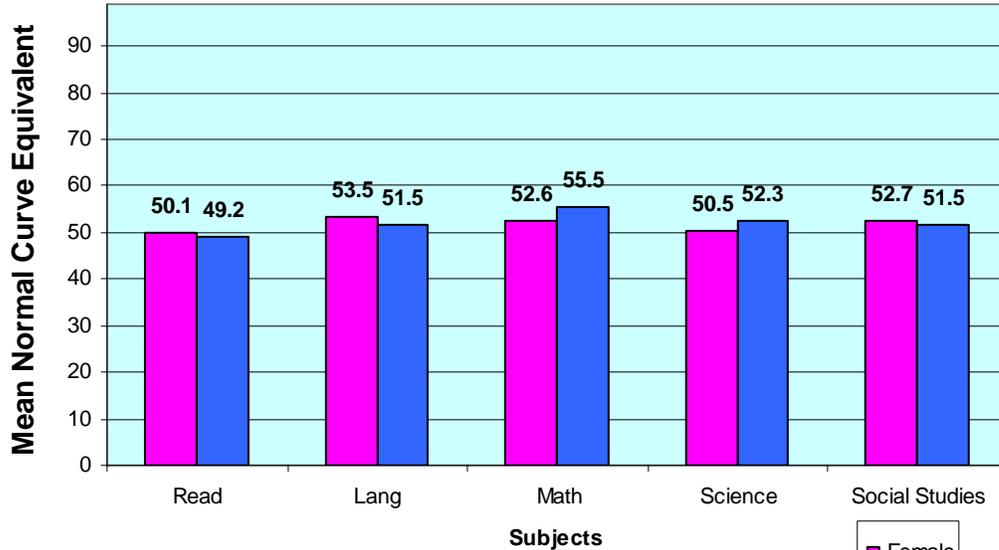


**Gr. 4 Overall Terra Nova Scores
2005, 2006, 2007**

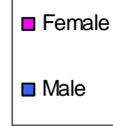


Terra Nova mean normal curve equivalent scores for all DES
Grade 4 classes for school years 2005, 2006, 2007

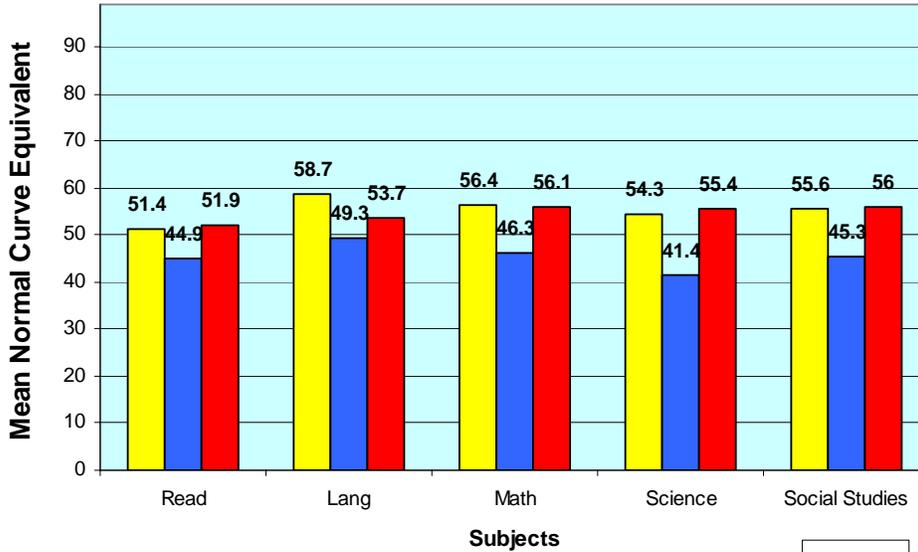
Gr. 4 2005 Gender Profile



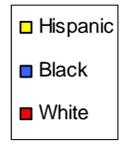
Subjects
Gr. 4 2005 Terra Nova Scores for 50 Females and 37 Males. Boys scored better than girls in Science and Math. Girls outperformed boys in Reading, Language and Social Studies. Scores across the subjects are close.



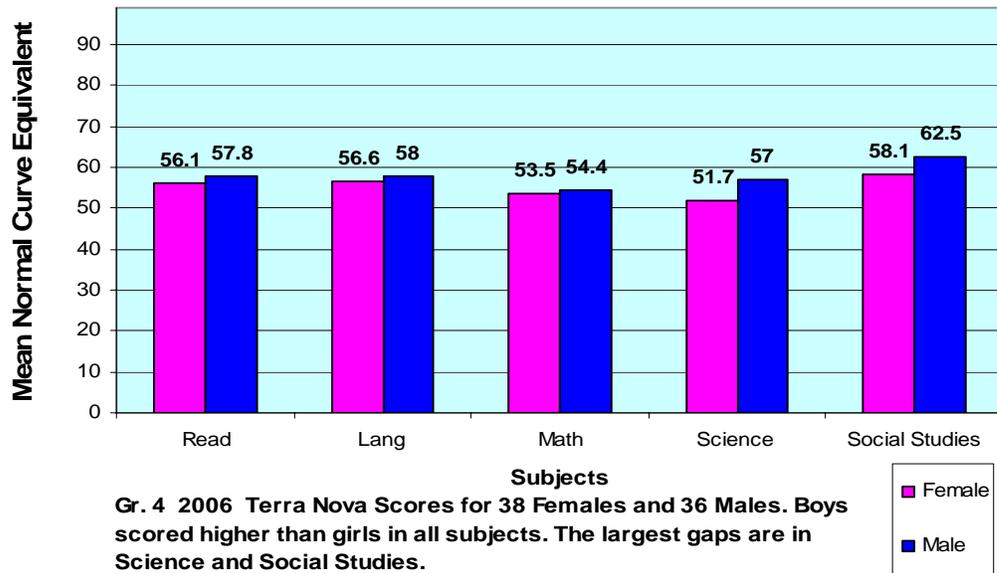
Gr. 4 2005 Ethnic Profile



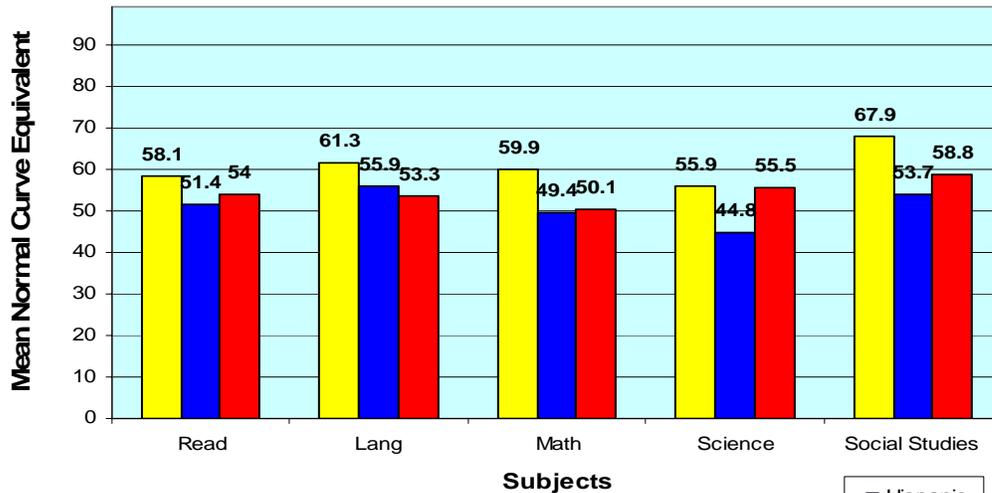
Number of students in each category:
Hispanic (14), Black (22), White (45). Scores for Hispanic and White students are very similar in all subjects except Language, where Hispanic students scored better than White students. Black students have the lowest scores in all subjects.



Gr. 4 2006 Gender Profile

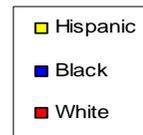


Gr. 4 2006 Ethnic Profile

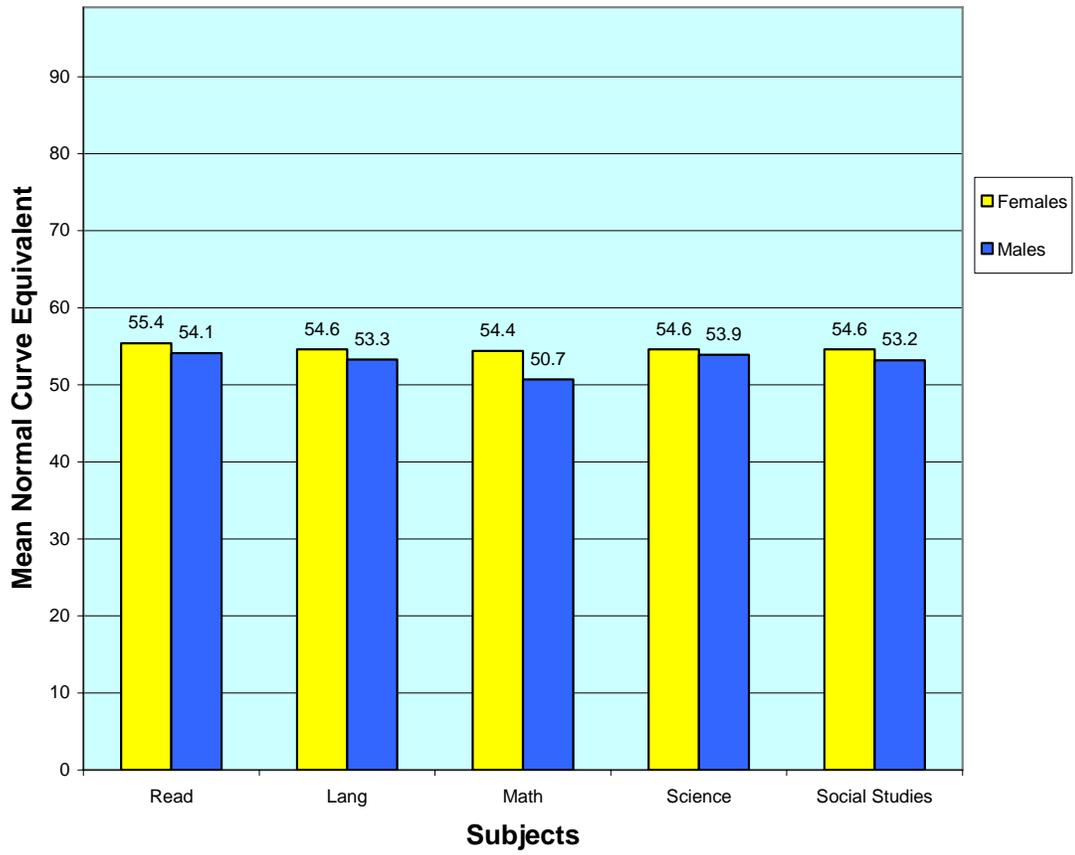


Number of students in each category:

Hispanic (11), Black (19), White (31). While the Hispanic sample is small, these students scored highest on all subjects. White students had the next highest scores in all subjects except for Language, where the Black students had the highest scores. Overall, Social studies had the best scores while Science had the lowest scores.

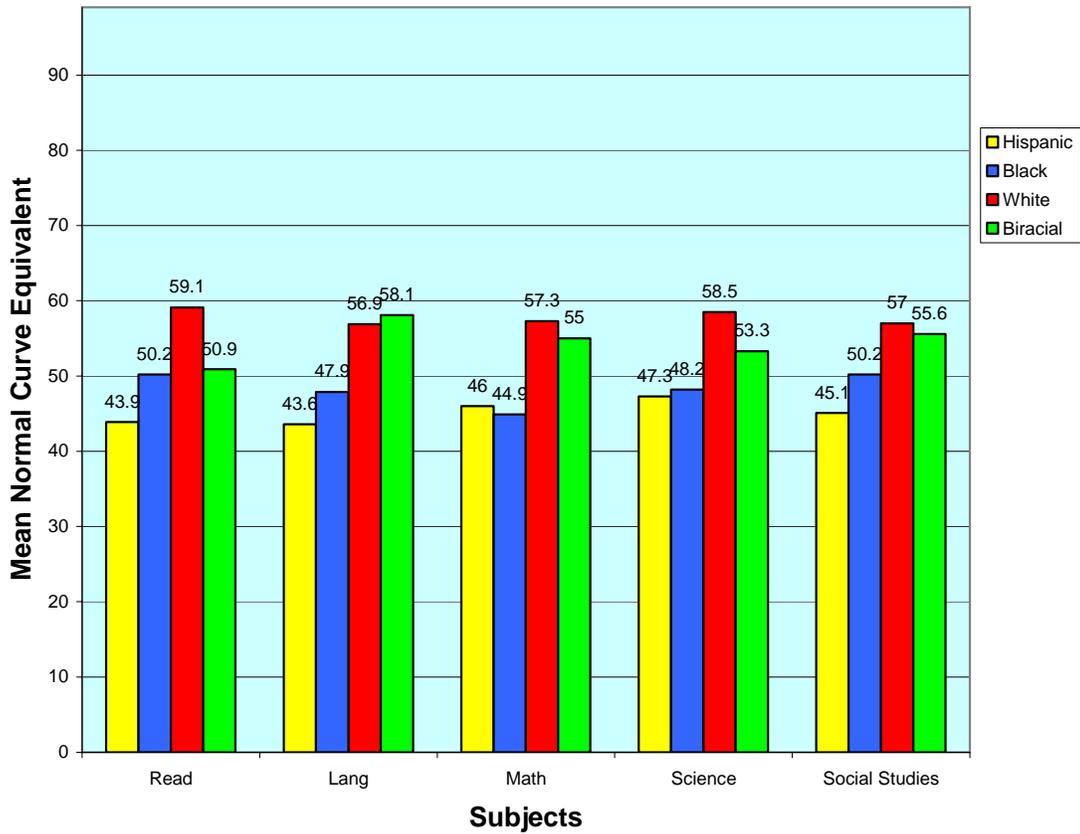


Gr. 4 2007 Gender Profile



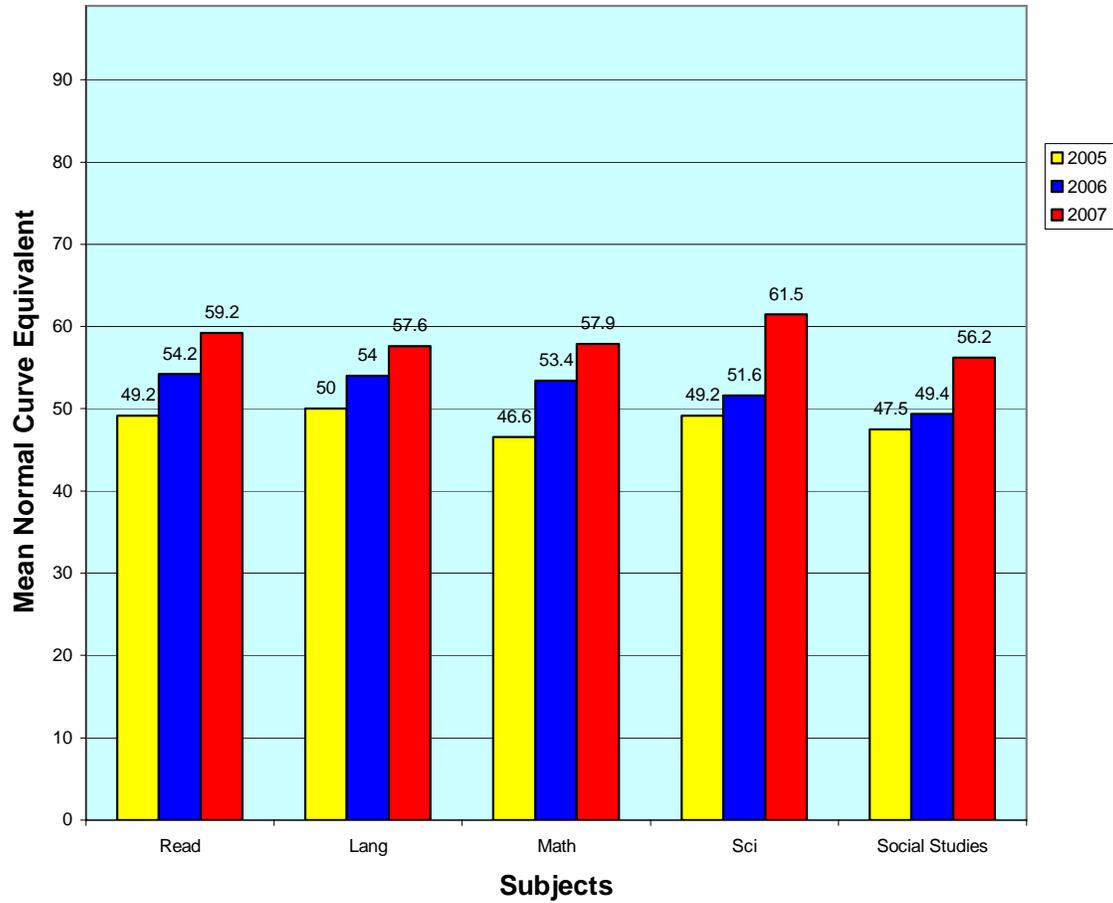
Gr. 4 2007 Terra Nova Scores for Females and Males

Gr. 4 2007 Ethnic Profile



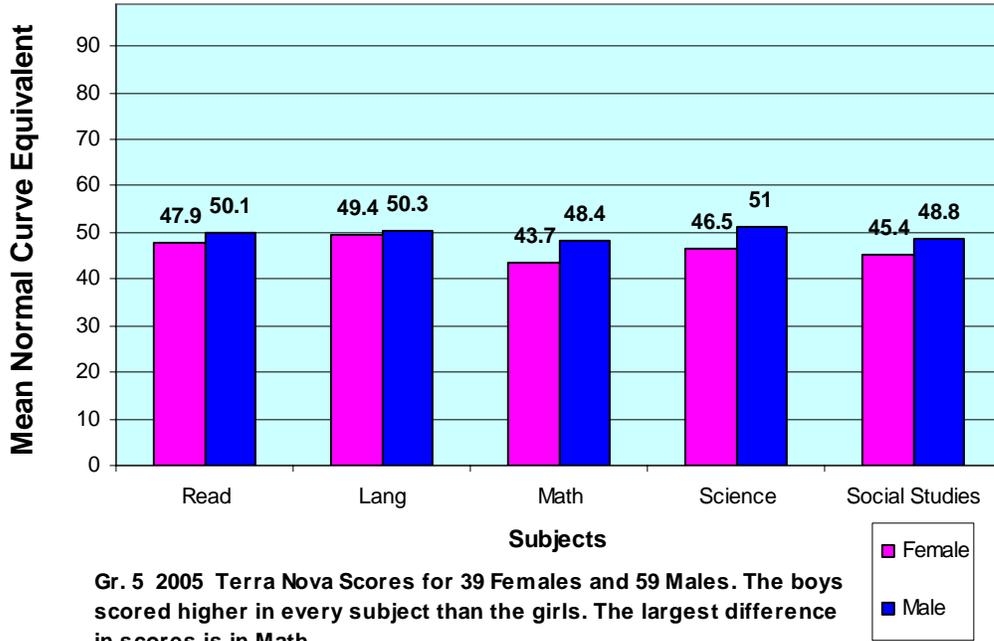
Gr. 4 2007 Terra Nova Scores for Ethnic Groups :
Hispanic, Black, Biracial, White. The number of students
recorded for each group listed above is:
Hispanic - 11 students, Black - 20 students, White - 43
students, Biracial - 7 students.

**Gr. 5 Overall Terra Nova Scores
2005, 2006, 2007**

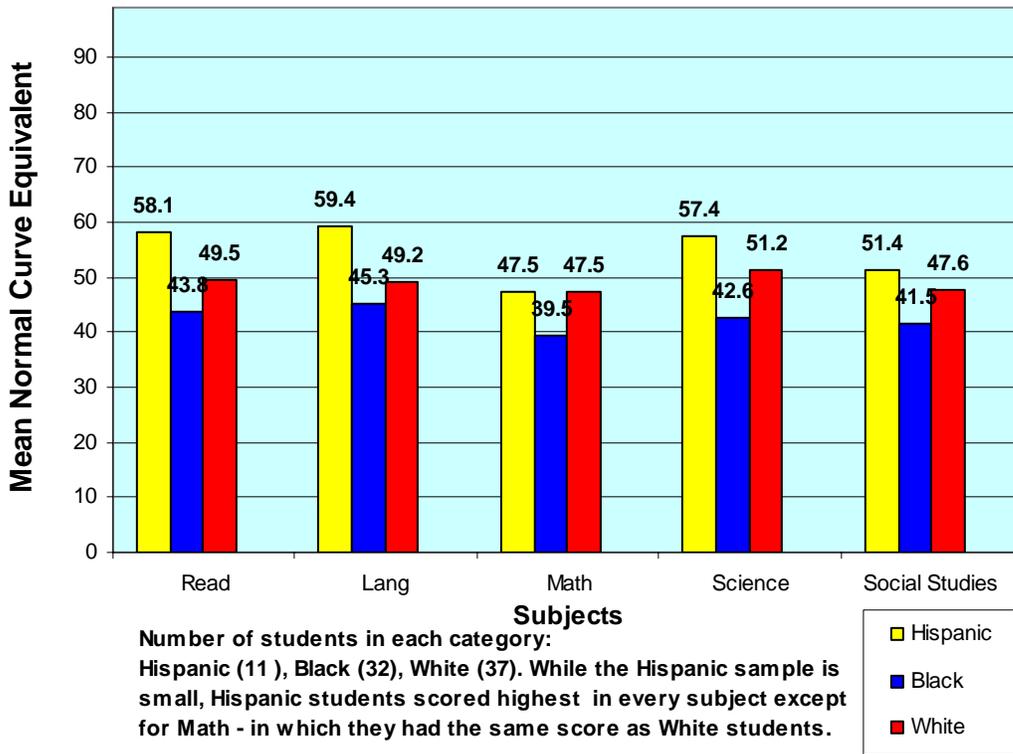


Terra Nova mean normal curve equivalent scores for all DES Grade 5 Classes for the school years 2005, 2006, 2007

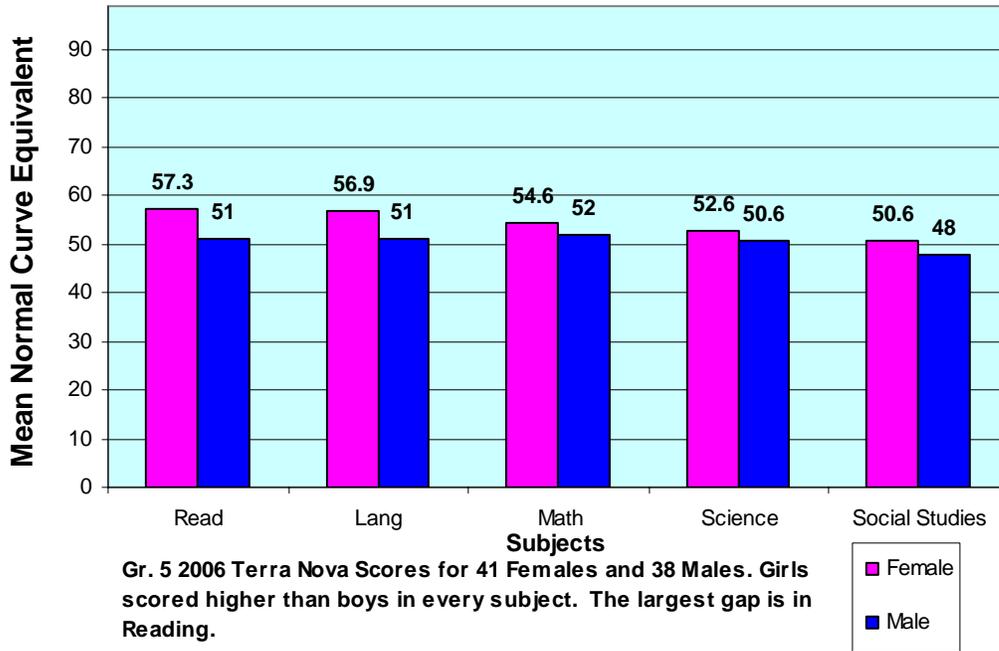
Gr. 5 2005 Gender Profile



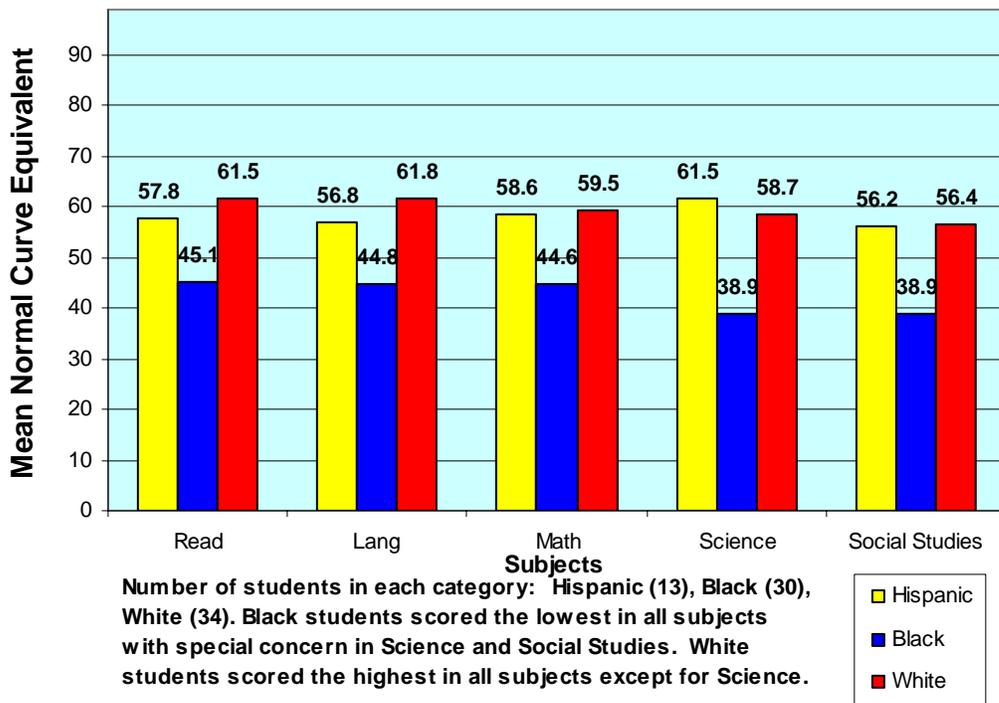
Gr. 5 2005 Ethnic Profile



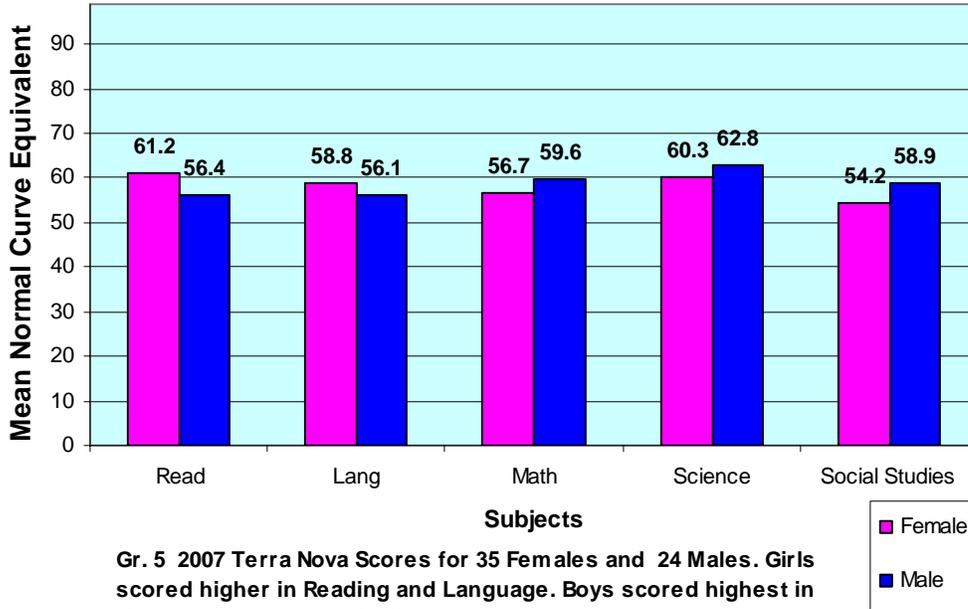
Gr. 5 2006 Gender Profile



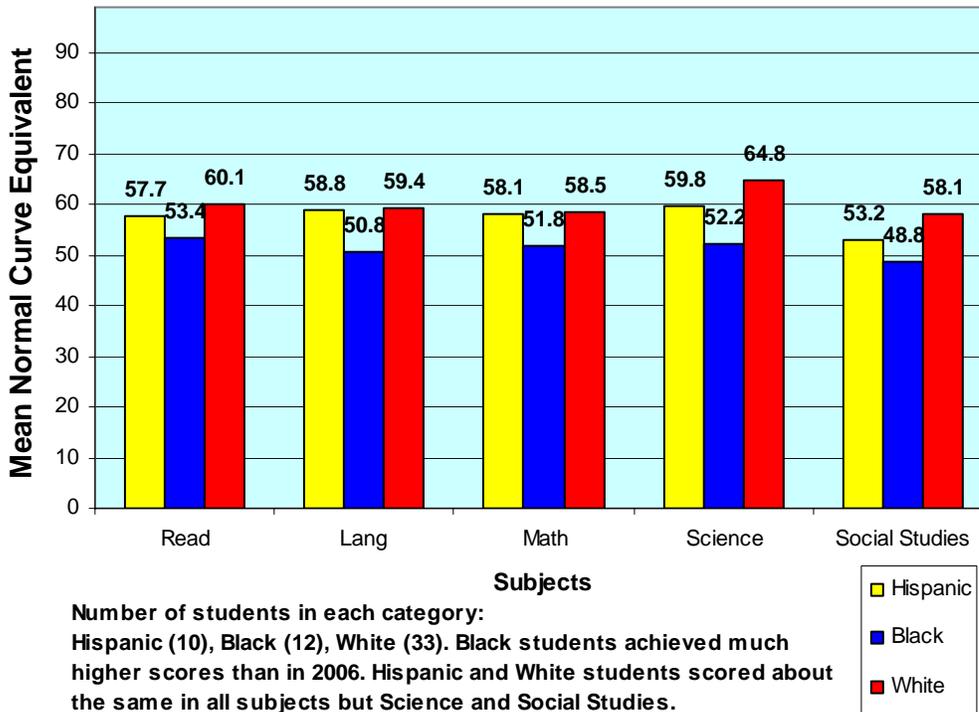
Gr. 5 2006 Ethnic Profile



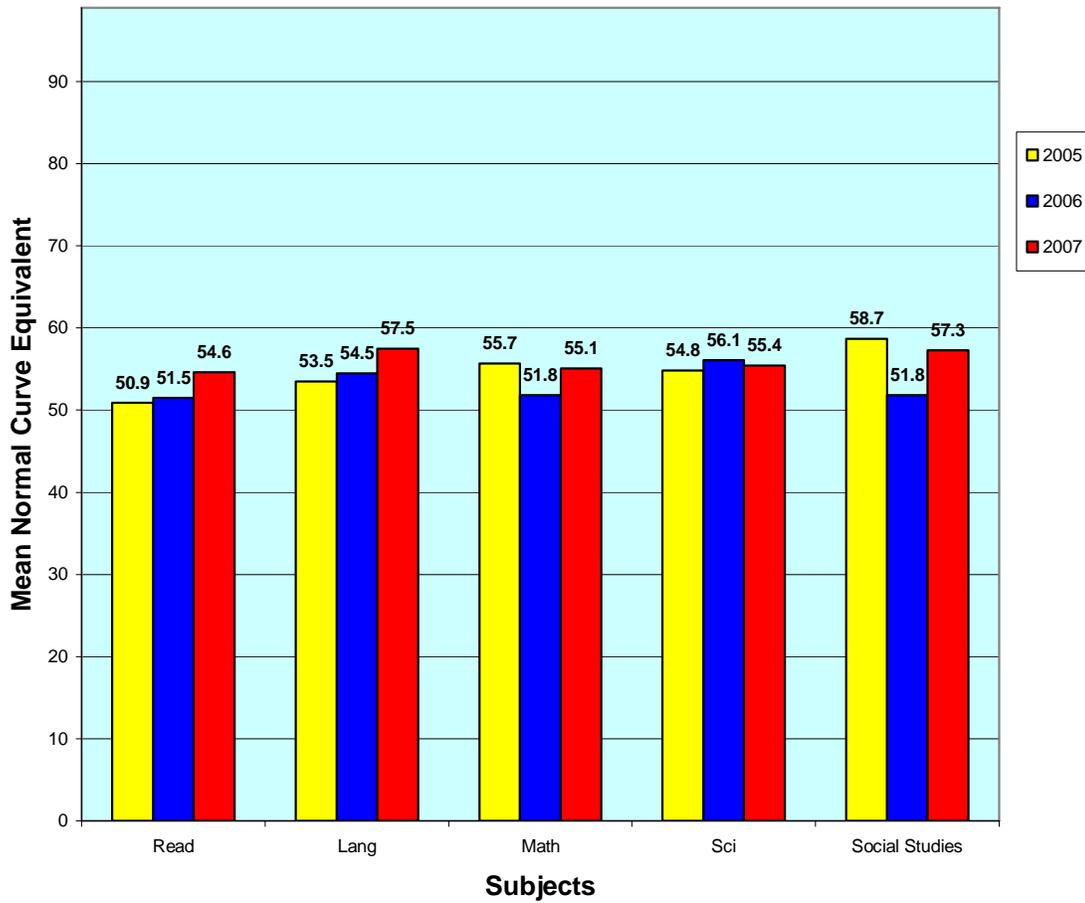
Gr. 5 2007 Gender Profile



Gr. 5 2007 Ethnic Profile

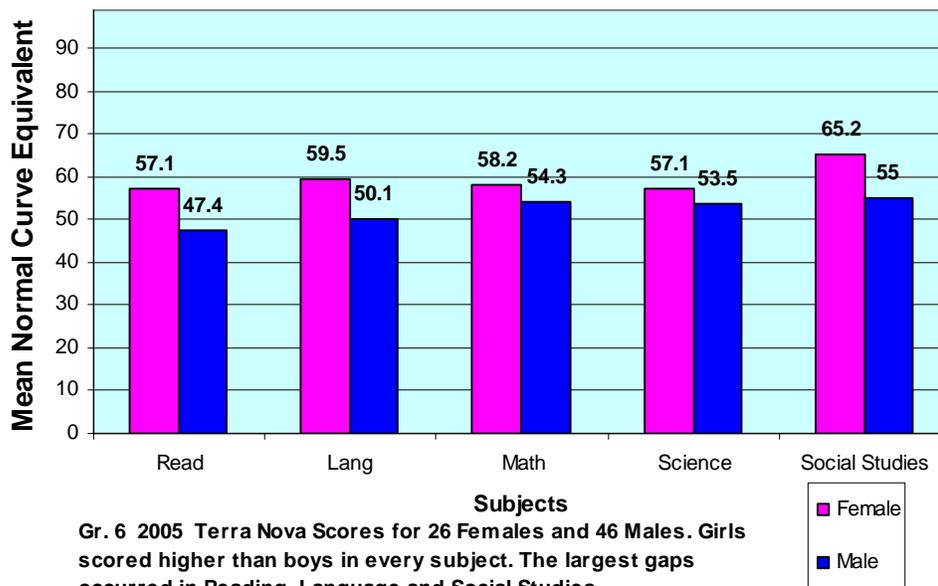


**Gr. 6 Overall Terra Nova Scores
2005, 2006, 2007**

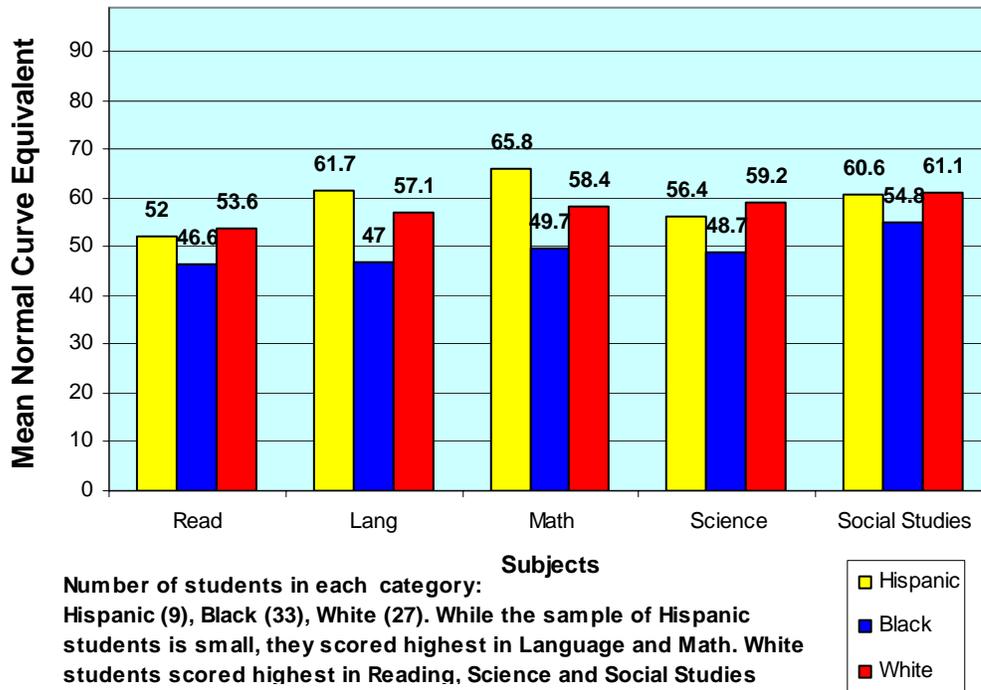


Terra Nova mean normal curve equivalent scores for all DES Grade 6 Classes for school years 2005, 2006, 2007

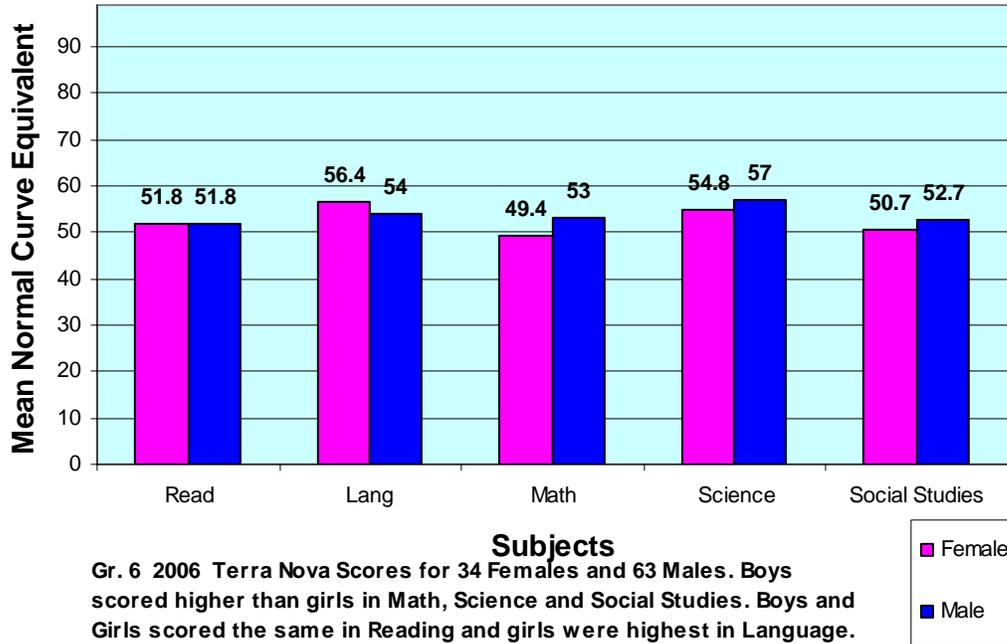
Gr. 6 2005 Gender Profile



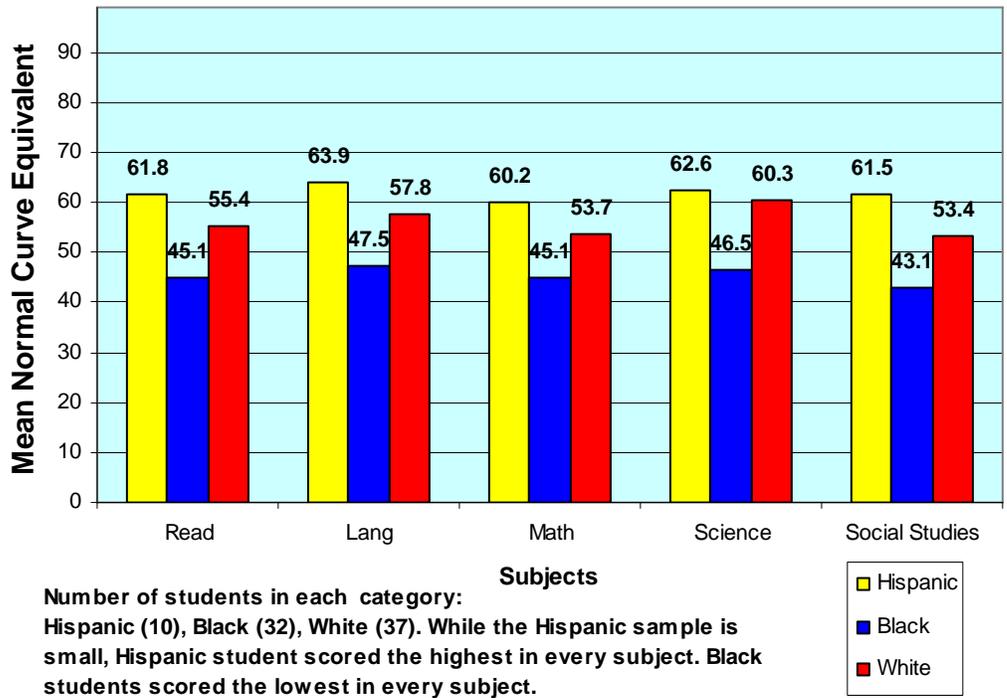
Gr. 6 2005 Ethnic Profile



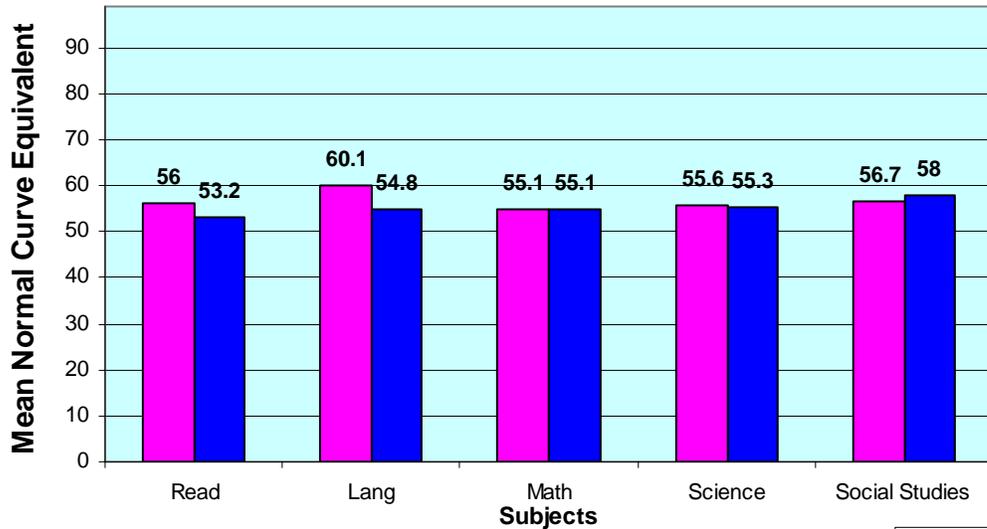
Gr. 6 2006 Gender Profile



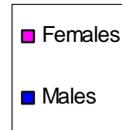
Gr. 6 2006 Ethnic Profile



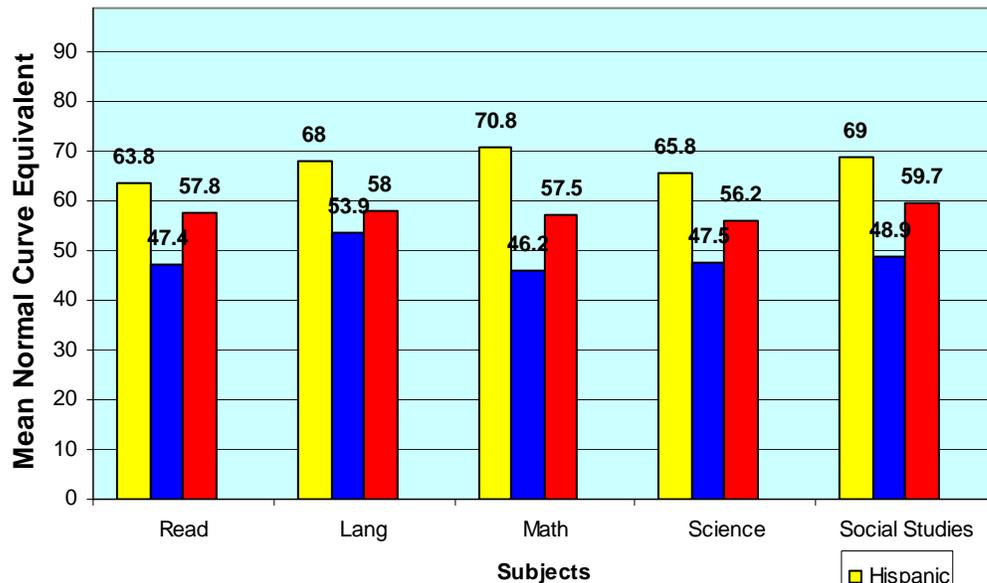
Gr. 6 2007 Gender Profile



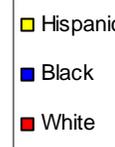
Gr. 6 2007 Terra Nova Scores for 29 Females and 29 Males. Girls and boys scored the same in Math. Girls scored higher than boys in Reading, Language and were slightly higher in Science. Boys scored slightly higher in Social Studies.



Gr. 6 2007 Ethnic Profile



Number of students in each category: Hispanic (6), Black (22), White (28) While the Hispanic sample is quite small, Hispanic students scored highest in all subjects, substantially above the others in all subjects.



Executive Summary

Diamond Elementary School's data reflects the knowledge, skills and abilities of students in grades pre-k through sixth grades. As a part of our commitment to understanding the effectiveness of our assessments, we continue to engage in analyzing and interpreting our assessment 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.

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

Key Findings from Triangulation of Data

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.

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, however, 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 of these are described briefly below. Our scan talks about 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 provide 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 exists, 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 student population is becoming less white while its 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.

AREAS OF CONCERN

Area of Concern 1: Students

Maximize the opportunity for each student to succeed academically, emotionally and socially to become productive members of the global economy and thoughtful participants in a democratic society. (Emphasis on Reading, Language Arts, Math and Social Studies)

Area of Concern 2: Instructional Programs

Develop, expand, and/or improve standards-based instructional delivery and implement best instructional practices.

Area of Concern 3: Partnerships

Provide leadership by establishing a learning community in Diamond through partnerships with higher education, community organizations and military affiliations.

Areas of Concern 4: Professional Development

Establish a plan for ensuring successful leadership development and professional development at all levels. (Emphasis on faculty meetings and staff development activities being relevant and adaptable to instructional needs)

School Improvement Leadership Team 2007-2008

Karen Walker Chairperson/4th Grade Teacher

Dr. Debbie Behnke Co-Chairperson/Counselor

Anita Brayley. Team Member/4th Grade Teacher

Catherine Dutton-Evans ..Team Member/5th Grade Teacher

Lona Laveroni. Team Member/5th Grade Teacher

Merita Stewart Team Member/Math Facilitator

Kris Fischer Parent Member/PTA President

SSG Mark Gross Military Member

Linda Kidd Principal

Dr. Odessa Morman Assistant Principal

