

**Enumclaw School District
Black Diamond Elementary School Improvement Plan
2018-2019**

Current Student Achievement: 2018-2019

Smarter Balanced Assessments	ELA	MATH	Science
Grade 3	65.1%	60.5%	
Grade 4	67.3%	54.5%	
Grade 5	72.4%	53.4%	69.0%

Student Achievement Analysis:

Analyze all of your individual school achievement data. What are areas of strengths and areas in need of improvement? What trends or patterns emerge? Where are there achievement gaps?

Academic Achievement

SBAC

2016-17 3rd grade cohort improved SBA ELA pass rate from 50% to 67.3% in 2017-18 as 4th grade students (16.7% gain).

The number of ELL students passing the SBA in ELA or Math increased from 1 out of 14 (7%) in 2016-17 to 8 out of 20 (40%) in 2017-18 a gain of 33%.

3rd and 5th grade SBA scores showed improvement from 2016-17 to 2017-18.

STAR Reading

65% of 2nd grade students made 1 year or more growth.

STAR Early Literacy

58% of Kindergarten students made 1 year or more growth.
K-3 students achieved 75% proficiency on STAR Early Literacy (144 students) and ranked in the 64th percentile nationally for student growth in STAR Early Literacy.

STAR Math

64-77% of Students in Grades 1st-5th made 1 year or more growth.
1st: 77%
2nd:78%
3rd:64%
4th: 77%
5th: 72%

Achievement Gaps: ELL Students, Low Income Students, Kindergarten Readiness

Positive Behavior

The number of behavior referrals has dropped from 399 in 2011-12 to 157 in 2017-18. A total decrease of 242 or 60.6%.

Attendance

The percentage of students with chronic absenteeism dropped steadily from 13.9% of students in 2014-15 to 3.1% in 2017-18. A total decrease of 10.8%.

Student Achievement Goals:

In Literacy, please address both a school-wide SMART goal and identify a subgroup student growth goal. In Math, please establish a school-wide SMART goal. (Specific, Measurable, Attainable, Realistic, Time Bound)

Literacy	School-Wide Goal: By the end of the 2018-19 school year, students will meet a Student Growth Percentile (SGP) of 65 as measured by STAR Reading Growth Proficiency Report.
----------	---

	Subgroup Goal: By the end of the 2018-19 school year, Kindergarten will meet a Student Growth Percentile (SGP) of 60 as measured by STAR Early Literacy Growth Proficiency Report.
Math	School-Wide Goal: By the end of the 2018-19 school year, students will meet a Student Growth Percentile (SGP) of 60 as measured by STAR Math Growth Proficiency Report.



INSTRUCTIONAL IMPROVEMENT

K-5 Literacy Focus		Evidence of Effectiveness	
Black Diamond Elementary staff will create and implement authentic and engaging learning experiences focused on literacy.		<ul style="list-style-type: none"> • Products from classroom literacy learning experiences will indicate differentiation, student choice, and the development of Skills and Dispositions for the Innovation Era. • Classroom observations will demonstrate an increased presence of authentic and engaging learning experiences. • Classroom observations will demonstrate a climate of print-rich environments and a pervasive classroom culture of joy for literacy 	
Action Steps	Timeline	Leadership Responsibility	
K-1, Title/LAP, and Resource training days with Darla Wood-Walters <ul style="list-style-type: none"> • Print-rich environment • Writers' Workshop in the K-1 Classroom • Integrating literacy in a project-based K-1 classroom 	October 23: Kindergarten October 25: 1st grade January 23: Kindergarten January 24: 1st grade March 27: Kindergarten March 28: 1st grade	Jill/Chris/Keri Principal (Gerrie Garton) Certificated Staff BDE Staff Erin Markquart	

<p>Grade 2-5, Title/LAP, and Resource Small Group Reading Instruction foundational training with Barry Hoonan & Julie Wright</p> <p>BDE Staff will participate in Literacy Cadre Learning Lab visit with Julie & Barry @ Bainbridge Island SD</p> <p>Optional district-wide Book Study of <i>What Are You Grouping For</i> - led by 2-3 members from literacy cadre</p> <p>Grade 2-5, Title/LAP, and Resource Teacher Moves in a Small Group Environment training days with Julie Wright - Day #2</p> <p>Staff Literacy Instruction Book Study of <i>From Striving to Thriving</i>.</p> <p>*Please refer to 2017-18 SIP for additional literacy instructional support strategies that are currently being implemented.</p>	<p>September 25: 5th grade September 26: 4th grade October 3: 3rd grade October 4: 2nd grade</p> <p>December 6</p> <p>Starts in January</p> <p>March 11: 5th grade March 12: 4th grade March 13: 3rd grade March 14: 2nd grade</p> <p>2018-19 School Year</p>	
--	---	--

Enumclaw Reads	Evidence of Effectiveness
<p>Promote literacy across our K-12 system and throughout the community through an "Enumclaw School District Reads" Campaign.</p>	<ul style="list-style-type: none"> ● <i>ESD Reads Campaign</i> widely marketed throughout all schools and in prominent community agencies, businesses and organizations. ● Black Diamond Elementary staff, students, families, and community members will be actively engaged in contributing to the <i>ESD Reads Campaign</i>.

	<ul style="list-style-type: none"> Black Diamond Elementary staff, students and families will demonstrate an increased amount of time and engagement in reading. 	
Action Steps	Timeline	Leadership Responsibility
1. Use <i>ESD Reads Campaign</i> marketing tools, and strategies, including an online presence to support the campaign.	Summer, 2018	District Librarians EHS student group TOSA's Chris / Keri / Jill
2. Use provided campaign toolkit to officially "launch" the campaign.	November, 2018	Principal (Gerrie Garton) BDE Staff
3. Market monthly literacy challenges from the campaign to contribute to our school district goal	November, 2018 - May, 2019	
4. "Push" bi-weekly updates toward our community progress through print, website, school communication vehicles, and social media	November, 2018 - May, 2019	
5. Participation in community celebration of goal attainment	June, 2019	

K-12 Mathematics	Evidence of Effectiveness
Develop a K-12 shared understanding of a mathematics vision needed for the innovation era and begin implementation of high leverage math teacher and student practices.	<ul style="list-style-type: none"> Observations will show an increase focus on developing concepts and procedures through problem solving, reasoning and discourse. Observations will show evidence of an increase in the amount of time students are actively involved in making sense of mathematical tasks by using varied strategies and

	<p>representations, justifying solutions, making connections and considering the reasoning of others.</p> <ul style="list-style-type: none"> • Observations will show evidence of BDE teachers intentional implementation of teacher and student math practices. • Products from classroom learning experiences will indicate differentiation, student choice, and the development of Skills and Dispositions for the Innovation Era 	
Action Steps	Timeline	Leadership Responsibility
<p>2-hour elementary PD workshops (2 hrs. all staff;) to :</p> <ul style="list-style-type: none"> - build vision - explore practices, - share supplemental resources 	2 hrs: All Elementary: January 31	Jill

Digital Learning Environment	Evidence of Effectiveness	
<p>Students will experience successful implementation of blended learning environments that will increase student engagement and improve student learning.</p>	<ul style="list-style-type: none"> • Classroom observations will demonstrate students using their Chromebooks in ways that align with the 5D+ Instructional Framework. • Classroom observation will demonstrate teaches effectively using their technology tools in ways that facilitate and support engaging, authentic, irresistible learning experiences for students. 	
Action Steps	Timeline	Leadership Responsibility
<p>1. BDE staff will participate in support and training provided to all 2nd grade teachers in the effective use of new Chromebook devices to support student learning in a project-based approach</p>	PLC on October 19, 2018	Chris / Bob /Jennifer Longmire Principal (Gerrie Garton)

<p>2. BDE staff will participate in provided professional development with Jeff Utecht to elementary Instructional Technology Leaders in supporting elementary project-based learning experience in a digital-forward environment.</p>	<p>November 1, 2018</p>	<p>Chris Principal (Gerrie Garton) Shannon Cunningham</p>
--	-------------------------	---



WHOLE CHILD

ACE's and Resilience		Evidence of Effectiveness	
<p>Expand our understanding and responsiveness to students who have experienced Adverse Childhood Experiences (ACES).</p>		<ul style="list-style-type: none"> • Additional training developed and available for schools • "On demand" level 1 ACES training created and available • Resources will be developed, principals will use with staff 	
Action Steps	Timeline	Leadership Responsibility	
<p>1. BDE Staff will Participate in Resilience Movie and PD package created for use by buildings</p> <p>2. Emotion Coaching Parenting Workshop</p>	<p>Fall</p> <p>Spring</p>	<p>Elementary Principals</p> <p>Elementary Counselors</p>	

Equity		Evidence of Effectiveness	
<p>BDE staff will continue to expand understanding and responsiveness to teaching and learning with a racial equity lens.</p> <p>As a system we will focus on celebrating and honoring cultural diversity.</p>		<ul style="list-style-type: none"> BDE staff will demonstrate understanding of issues surrounding equity in teaching and learning and ensure classroom policies and practices are fair and just for all students. Staff and community will see an increase in written communication, artwork, system messaging, displays of student work etc. that celebrates and honors cultural diversity. 	
Action Steps	Timeline	Leadership Responsibility	
<ol style="list-style-type: none"> BDE Staff will utilize Resources developed and shared with principals (Leadership team meetings, agenda). BDE Staff will participate in Equity Training 	<p>2018-19 School Year</p> <p>March, 2018</p>	<p>BDE Leadership Team/Gerrie Garton</p> <p>Elementary Principals</p>	



TIERED SYSTEM

Tiered System of Support	Evidence of Effectiveness
<p>Implementation of a Multi-Tiered System of Supports (MTSS) framework to support student success in:</p> <ol style="list-style-type: none"> Academic Achievement Positive Behavior Attendance 	<ul style="list-style-type: none"> Staff will regularly implement assessments, monitor student progress, and collaborate (PLC, Data Team, Student Success Team, and Guidance Team) to effectively increase student learning and close achievement gaps.

- Staff will monitor behavior and attendance data, and implement strategies to decrease behavior referrals and chronic absenteeism.

Action Steps	Timeline	Leadership Responsibility
<p>Tier 1 (School-Wide)</p> <p><u>Academic Achievement</u> Core Academic Instruction Data Team Meetings Professional Learning Communities (PLC)</p> <p><u>Positive Behavior</u> School Counseling Social Emotional Learning (SEL) Classroom Lessons School-Wide Assemblies School-wide PBIS (Positive Behavior Interventions and Supports) including: Rachel’s Challenge and Kelso’s Choice Conflict Management.</p> <p><u>Attendance</u> Attendance Monitoring</p> <p>Tier 2 (Small Group)</p> <p><u>Academic Achievement</u> Small group academic support and intervention English Language Learner (ELL) Services Student Success Team (SST)</p>	<p>Daily Monthly Weekly</p> <p>Weekly or Every Other Week</p> <p>Weekly Daily</p> <p>Monthly</p> <p>Daily Weekly As Needed</p>	<p>Classroom Teachers Data Team Classroom Teachers</p> <p>School Counselor (Derek Tulluck)</p> <p>Principal (Gerrie Garton) BDE Staff</p> <p>School Counselor (Derek Tulluck)</p> <p>Classroom Teachers ELL Specialist (Camie Went) Student Success Team (SST)</p>

<p><u>Positive Behavior</u> Social-Emotional Learning (SEL) School Counseling Small groups</p>	<p>Weekly Weekly</p>	<p>School Counselor (Derek Tulluck) School Counselor (Derek Tulluck)</p>
<p><u>Attendance</u> Attendance Notifications and Support</p>	<p>As Needed</p>	<p>School Counselor (Derek Tulluck)</p>
<p>Tier 3 (Individual)</p>		
<p><u>Academic Achievement</u> Title/Learning Assistance Program (Title/LAP) Guidance Team (GT) Evaluation for Special Education (SPED) Services Individualized Education Program (IEP)</p>	<p>As Needed As Needed As Needed As Needed</p>	<p>Title/LAP Guidance Team (GT) School Psychologist (Aaron Myers) Case Managers (Mari Gowin, Beckie Parish)</p>
<p>504 Accommodation Plan Individual Health Plan (IHP)</p>	<p>As Needed As Needed</p>	<p>School Counselor (Derek Tulluck) District Nurse (Sonja Bookter)</p>
<p><u>Positive Behavior</u> Behavior Support Check Ins</p>	<p>As Needed</p>	<p>Solution Room (Emmy Bowie)</p>
<p><u>Attendance</u> Attendance Conferences</p>	<p>As Needed</p>	<p>School Counselor (Derek Tulluck)</p>

Additional Programs to Support Students

- Student Clubs and Leadership Opportunities: Bucket Fillers Club, Drama Club, Game Club, Running Club, Lunch Servers
- WA Kids Screening and Class Placement (Pilot Program)
- Little Free Library
- 5th Grade D.A.R.E. (Community Partnership with Black Diamond Police Department)
- 5th Grade Dancing Classrooms
- School and PTA-Sponsored Events
- Backpack Program (Community Partnership with Rainier Foothills Wellness Foundation)
- The IDEA Project (Empathy Education)
- Emotion Coaching Parenting Class (Facilitated by Elementary School Counseling Team)