

Enumclaw School District
BLACK DIAMOND ELEMENTARY SCHOOL IMPROVEMENT PLAN
2017-2018



Current Student Achievement: 2016-2017

Smarter Balanced Assessments 2016-2017	ELA	MATH	Science
Grade 3	50%	53.8%	
Grade 4	80%	74%	
Grade 5	67.9%	45.2%	74%

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?

Strengths:

Academic Achievement

2016-17 5th grade Science 74% pass rate (achievement gap between low income and non is only 2.2%)

2016-17 4th grade ELA 80% pass rate

Positive Behavior

The number of behavior referrals has dropped from 399 in 2011-12 to 252 in 2016-17. A total decrease of 147 or 36.8%.

Attendance

The percentage of students with chronic absenteeism dropped from 13.9% of students in 2014-15 to 9.78% in 2015-16, and then to 6.1% in 2016-17. A total decrease of 7.8%.

Needs:

Low Income 2015-16 4th grade Math achieved 37.5%; the pass rate dropped to 15.7% in 2016-17, 5th grade.

Only 1 out of 14 ELL students in all grades 3-5 passed any area of the state assessment. (92.8% of ELL students did not pass in any area).

Math is a more significant gap than ELA or Science for low income students in grades 3-5.

Trends or Patterns:

2015-16 Low Income, 3rd grade ELA 35% pass rate increased in 2016-17 to 56% in 4th grade (21% gain)

2015-16 ALL students 3rd Grade Math achieved a 66% pass rate, which increased in 2016-17 to 75% (9% gain)

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

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	<p>School-Wide Goal: 85% of students in grades K-5 will demonstrate 1 year of academic growth in reading achievement on the STAR assessment by the end of the 2017-18 school year.</p> <p>Subgroup Goal: 85% of ELL students in Grade 4 will increase achievement by one level on the 2017-18 SBAC in Reading. (e.g. student will move from a Level 2 to a Level 3).</p>
Math	85% of students in grades K-5 will demonstrate 1 year of academic growth in math achievement on the STAR assessment by the end of the 2017-18 school year.



5D+ Instructional Framework/TPEP		Evidence of Effectiveness	
All staff will be proficient in their understanding of the new version 3 5D+ Framework and establish goals for professional growth.		<ul style="list-style-type: none"> Completed goal setting conferences with certificated staff. Evaluation based on established goals used to provide staff with feedback at the end of the 2017-18 school year. 	
Action Steps	Timeline	Leadership Responsibility	
<ol style="list-style-type: none"> 5D+ Training with Building Principal 5D+ Self-Assessment Goal Setting Conferences with Building Principal 	August, 2017 September, 2017 October, 2017	Principal (Gerrie Garton) Certificated Staff Principal (Gerrie Garton) and Certificated Staff	

K-5 Literacy Focus		Evidence of Effectiveness	
Teachers will implement instructional strategies to increase student engagement in alignment with the <i>5 Elements of Balanced Literacy Instruction</i> .		<ul style="list-style-type: none"> Teachers will assess student reading engagement using a reading engagement inventory. Students will keep reading logs (grade appropriate) to demonstrate reading engagement. Students will have discourse with students and staff about their reading. Teachers will demonstrate use of the 5 elements (read aloud, shared reading, 1:1 conferences, small group, and whole group) as part of daily literacy instruction. 	
Action Steps	Timeline	Leadership Responsibility	

<ol style="list-style-type: none"> 1. K-2 Literacy Professional Development (<i>5 Elements of Balanced Literacy Instruction</i>) 2. Conduct Reading Engagement Inventory 3. Daily Independent Reading (5 Components) 4. 1 on 1 Conferencing (5 Components) 5. Reading Discussion 6. Implement our district's <i>5 Elements of Balanced Literacy Instruction</i> in grades K-5. 7. Standards based instruction in K-5. 8. Read-A-Thon 9. Implementation of <i>Fountas and Pinnell Leveled Literacy Intervention</i> kit for targeted reading students in Title1/LAP students. 10. Grades 4 - 5 support for targeted reading students in Title1/LAP in content areas 11. 1 hour of support for Kindergarten including both intervention and enrichment by Title1/LAP. 12. Staff will participate in a book study of <i>Understanding Texts and Readers</i> by Jennifer Serravallo. 13. PD Resources to Support Teacher Expertise <ol style="list-style-type: none"> a. Weekly/Monthly Instruction b. Common Assessments c. Literacy Leader Cadre d. On Demand Support 	<p>Fall, Winter, Spring Daily Dependent on Student Need Daily Daily</p> <p>Daily Fall Daily Fall Daily</p> <p>Weekly Weekly Winter</p> <p>2017-18 School Year</p>	<p>Classroom Teachers Classroom Teachers Classroom Teachers Classroom Teachers</p> <p>Classroom Teachers PTA Title 1/LAP (Brenda Harris)</p> <p>4th and 5th grade teachers, Title 1/LAP Kindergarten, Title 1/LAP</p> <p>BDE Staff BDE Staff</p> <p>Principal (Gerrie Garton)</p>
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3-5 Science Implementation	Evidence of Effectiveness
<p>Grades 3-5 will implement new district-adopted science program in order to meet NGSS.</p>	<ul style="list-style-type: none"> ● Teachers will teach lessons using the new science curriculum.

Action Steps	Timeline	Leadership Responsibility
1. 3-5 TCI Science: Implementation and Training 2. 3-5 TCI Science: Diving Deeper	Fall, Winter Spring	District Staff, Kirk Robbins District Staff, Kirk Robbins

K- 5 Differentiation for Highly Capable Students		Evidence of Effectiveness
K-5 teachers will implement differentiation strategies to meet the learning needs of highly capable students.		<ul style="list-style-type: none"> Teachers will demonstrate the use of multiple differentiation strategies.
Action Steps	Timeline	Leadership Responsibility
1. Elementary Teacher Training on Differentiation Strategies 2. Individual student plans developed and communicated with all stakeholders.	Fall Fall	Keri/Apri Keri/April

Blended Learning Environment	Evidence of Effectiveness
K-5 teachers will implement blended learning environments to support student engagement and learning.	<ul style="list-style-type: none"> Teachers will demonstrate use of blended learning strategies.

Action Steps	Timeline	Leadership Responsibility
<ol style="list-style-type: none"> 1. Chromebooks and Tablets use in all K-5 classrooms 2. Technology Instructional Support (Shannon) 3. Teachers will use online technology to not just supplement, but transform and improve the learning process. 	<p>Daily</p> <p>As needed</p> <p>Daily</p>	<p>Classroom Teachers</p> <p>Shannon Cunningham</p> <p>Classroom Teachers</p>



WHOLE CHILD

Equity Initiative	Evidence of Effectiveness
<p>K-5 teachers will develop a deeper understanding of ACEs and trauma-sensitive teaching practices to provide a safe, fair, and</p>	<ul style="list-style-type: none"> ● Teachers will demonstrate the use of trauma-sensitive strategies.

equitable learning environment for all students.

Action Steps	Timeline	Leadership Responsibility
1. Staff will participate in a book study on <i>Help for Billy: A Beyond Consequences Approach to Helping Challenging Children in the Classroom</i> by Forbes 2. Staff will participate in a professional development training around trauma-sensitive and equitable classroom management strategies with Courtney Bowie. 3. Increase opportunities for Social Emotional Learning K-5 through delivery of school counseling program classroom lessons using district-adopted curricula <i>Second Step Suite</i> and <i>Kelso's Choices</i> . 4. Patrick Mulick professional development for paraeducators and support staff.	Fall, Winter Fall, Winter 2017-18 School Year Fall	Principal (Gerrie Garton) Student Support Services (Courtney Bowie) School Counselor (Derek Tulluck) Student Support Services (Keri Marquand)



TIERED SYSTEM

Tiered System of Support	Evidence of Effectiveness
Implementation of a Multi-Tiered System of Supports (MTSS) framework to support student success in: 1. Academic Achievement	<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

- 2. **Positive Behavior**
- 3. **Attendance**

- **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></p> <p>Core Academic Instruction Data Team Meetings Professional Learning Communities (PLC)</p> <p><u>Positive Behavior</u></p> <p>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></p> <p>Attendance Monitoring</p> <p>Tier 2 (Small Group)</p> <p><u>Academic Achievement</u></p> <p>Small group academic support and intervention English Language Learner (ELL) Services Student Success Team (SST)</p> <p><u>Positive Behavior</u></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>

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

Assessment model to support a tiered system		Evidence of Effectiveness	
Monthly progress monitoring in reading and math at all grade levels using appropriate assessments such as: STAR, DRA, and SBA Interim Assessments.		<ul style="list-style-type: none"> Teachers will assess students in accordance with the school-wide progress monitoring calendar. 	
Action Steps	Timeline	Leadership Responsibility	

1. Administer STAR progress monitoring assessment each month in accordance with school-wide progress monitoring calendar.	Monthly	Classroom Teachers
2. Utilize weekly PLC meetings to review student data and develop strategies to promote student growth and achievement in literacy.	Daily	Classroom Teachers
3. Grades 3 - 5 administer SBA Interim Assessment Blocks to learn the criteria for success.	According to Building Assessment Schedule	3rd - 5th grade teachers, Assessment facilitator Title1/LAP

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)