

School Improvement Plan  
Narrative Overview

**Black Diamond Elementary**

**PROGRESS TOWARD PREVIOUS YEAR'S GOALS  
2007-08**

Last year Black Diamond Elementary set academic performance targets in math, reading, and writing consistent with the Federal No Child Left Behind Act for 2008. Overall, our progress towards our academic goals last year was mixed. Our reading scores showed improvement in 3<sup>rd</sup> grade while dropping in 4<sup>th</sup> and 5<sup>th</sup> grades. In the area of Mathematics, we see a significant area of improvement needed.

For third grade, our 2007 score was 61.4%, our reading goal was 77.5%, with our actual 2008 score at 65.1%. The State Average score was 62.3%, and the State Uniform Bar goal was 76.1%. For third grade math, our 2007 score was 64.9%, our goal was 67.1%, and our 2008 score was 62.8%. The State Average was 62.5%, and the State Uniform Bar Goal was 64.9%.

For fourth grade, our previous year's score was 69.8%, our reading goal was 77.5%, with our actual 2008 score at 67.9%. The State Average score was 67.6%, and the State Uniform Bar Goal was 76.1%. For math, our previous year's score was 55.8%, our goal was 67.1%, with our actual 2008 score at 45.3%. The State Average score was 52%, and the State Uniform Bar goal was 64.9%.

For fifth grade, our 2007 score was 73.9%, our reading goal was 77.5%, with our actual 2008 score at 66.0%. The State Average score was 66.7%, and the State Uniform Bar Goal was 76.1%. For math, our 2007 score was 69.6%, our goal was 67.1%, and our actual score was 51.1%. The State Average was 59.6%, and the State Uniform Bar goal was 64.9%.

**OVERVIEW OF SCHOOL IMPROVEMENT  
2008-09**

**Continuous Improvement Process and Stakeholder Participation**

The content of this plan represents the ongoing work and goals established within our school for the 08.09 year. The goals and strategies in this plan represent and are influenced by the ongoing work of our staff members within grade level teams and as a part of whole-staff work sessions. The components of this plan have been developed through individual work, collaboration review of data and planning, and through staff meeting reviews of data and review of the existing overall plan. Due to change in building leadership parent representatives from our PTA were not involved in giving input toward the development of this plan.

## Review of Data to Establish Improvement

Spring, 2008 WASL Data

| Content Area | Grade Level     | Grade Level     | Grade Level     |
|--------------|-----------------|-----------------|-----------------|
|              | 3 <sup>rd</sup> | 4 <sup>th</sup> | 5 <sup>th</sup> |
| Mathematics  | 62.8            | 45.3            | 51.1            |
| Reading      | 65.1            | 67.9            | 66.0            |
| Writing      | N/A             | 60.4            | N/A             |
| Science      | N/A             | N/A             | 29.8            |

### Characteristics of High Performing Schools

It is difficult to isolate just a few of the characteristics of high performing schools as they are so interrelated and foundational for the important work on student's behalf. Our work is moving in each of the nine areas of school improvement as outlined by the state, however there are three that emerge as particularly evident in this year's work. **A Clear and Shared Focus** is promoted through the strong alignment by all staff about our beliefs and values about working with children, about learning, and about our climate. Regular strong work of grade level classroom teachers to identify and support students toward specific learning targets builds upon this clear focus on learning. We work continually on promoting **High Levels of Collaboration and Communication**. Formal structures such as our weekly collaboration time built into the school day, regularly communicating and working interdependently with all staff about school wide initiatives, teaching and learning goals, daily routines and procedures, and connecting with our school community. Finally, **Focused Professional Development** in mathematics is where our staff development time is focused this year. Our staff spent one day in August on the new mathematics standards, two learning improvement days with Teacher Development Group on instructional strategies in math and two half days on math planning.

### Recognition of Non-Academic Learning

At Black Diamond Elementary, we believe in educating the whole child. This belief is demonstrated by a strong emphasis on creating a focused, structured, and nurturing environment. We look for opportunities to recognize and promote non-academic learning such as our focus on the leadership of upper grade students, opportunities for students to explore creativity through the arts in various ways, and weekly classroom presentations by our counselor to promote and encourage a sense of respect for self and others. We also offer alternative and enrichment experiences for students such as an indoor game room as a recess alternative. Our PTA provides wonderful support for family events, spirit days and holiday observations.

### Safe and Supportive Learning Environment

The Black Diamond staff is purposeful and intentional in its work to create a safe and supportive environment. This year Black Diamond is implementing Kelso's Choice and ENVOY. Built upon the school-wide expectations of Respect, Responsibility, and Safety, our staff believes in the direct instruction, modeling, and ongoing practice of expected behaviors and attitudes for learning within our school. A great deal of consistency exists across classrooms and grade levels in this area and there is a pervasive attitude that all Black Diamond students belong to all Black Diamond adults. A no-tolerance approach to behaviors that violate safety and respect is combined with a supportive safety net through our Solution Room Specialist as well as a comprehensive counseling program for whole groups, small groups, and individual students. Working together, we actively and explicitly promote a safe and supportive learning environment for all students.

## **Equity Issues**

At Black Diamond, the greatest area of inequity exists when examining our student performance through the socioeconomic status lens. From performance data trends on the WASL to the resources needed for daily success in school, it is clear that we have a portion of our student population that struggles to have their basic daily needs met. Our school counselor and our school nurse assist families by connecting them with outside agencies to provide assistance with finances, groceries and housing as well as medical care. We also have a well organized CAST (child assistance support team) lead by our school counselor. Students are referred to our CAST team because of a variety of concerns that impact them educationally. The team provides leadership and guidance for families and teachers, resulting in appropriate referrals as needed.

Black Diamond, for the first year has an ECEAP program to work with students who would benefit from school readiness curricula.

## **Technology**

Black Diamond incorporates technology in a variety of ways to enhance student learning. Technology within the classroom includes the daily use of document camera/LCD projector bundles, opportunities for word processing and internet research for project-based learning.

In addition to the above classroom technology, time is scheduled in our library. Students may access our school's library database online at home as well as at school to search for available books and other resources. Providing our students with regular access to computers in both the classroom and library is an ongoing goal.

Thanks to a commitment by our PTA organization for partnering with us in funding, we have made great strides in the last two years by purchasing document camera bundles for our classrooms. Through the active pursuit of grant funds, we will continue to make the acquisition of technology into our school a high priority and will acquire and make use of more technology as budget and resources allow.

## **Parent, Family and Community Involvement**

Black Diamond is grateful for the involvement of our families, parent volunteers and members of our community who do so much for our school. We have a wonderful cadre of parent volunteers, some of whom come regularly and some who help as needed or when they can. Our PTA is very involved and supportive, with many committees that do things to enhance our school. It is an ongoing value of our PTA to provide family night activities, money for classroom teachers, teacher recognition, etc. We are thankful for the Enumclaw Black Diamond and Village Tutors who provide free tutoring for all students, and we promote these to parents in our newsletter and at student related meetings.

Black Diamond teachers have benefited this year from training in content and integration of the arts through the Arts Impact and ArtsEd Washington organizations. We have been able to access these resources through grants written and administered by the City of Enumclaw's Gary LaTurner. This has helped our teachers provide high quality experiences in the arts to our students. Through an alliance and a partnership with ArtsEd Washington, we have had support with resources and creating multi year strategic arts plan for our school which will continue to be implemented for several more years.

Other ways in which we connect with parents and families are, August Ice Cream Social, Kindergarten Round Up, Parent Conferences, Volunteer Training, Book Fair, Black Diamond Newsletter, Classroom Newsletters, school music programs, PTA meetings and events, informal and formal communications and meetings and yearly school board presentation.

Enumclaw School District

**SCHOOL IMPROVEMENT PLAN**  
2008-09

Building/Department: Black Diamond Elementary School

Target Area: MATHEMATICS

**IMPROVEMENT GOAL:**

- 65% of 3<sup>rd</sup> through 5<sup>th</sup> grade students will meet or exceed WASL proficiency standards (Level 3 or 4) as indicated by the adjusted percentage scores on the math portion of the 2009 WASL.
- 75% of Kindergarten through 2<sup>nd</sup> grade students will meet or exceed grade level math standards as measured by the district math assessments.

**STRATEGY:**

- Expand and focus the instructional strategies of staff being used in the area of mathematics
- Make use of more frequent formative assessment in mathematics at all grade levels
- Provide additional student learning support within and beyond the school day for targeted students in need

| <b>LEARNING TARGET</b><br>What are the learning objectives of this activity?  | <b>IMPROVEMENT ACTIVITIES</b><br>What programs or initiatives will occur?   | <b>TIMELINE</b><br>When will this activity begin and end?                   | <b>WHO IS RESPONSIBLE?</b><br>Who will provide the leadership for this activity? | <b>RESOURCES NEEDED</b><br>What are the existing and/or new resources that will be used to accomplish this activity? | <b>PROFESSIONAL DEVELOPMENT</b><br>How will staff acquire the necessary skills and attitudes to implement this activity? | <b>MONITORING PROGRESS</b><br>What ongoing FORMATIVE evidence will be gathered to show this activity is making a difference in student learning? |
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| <i>Expand and more clearly focus the mathematical instructional strategies being provided within all classrooms of our school</i> | Establish Professional Learning Community principles within each of our grade level teams with a focus on student learning in mathematics | All staff study of PLC's – August 08<br>Application of principles 9/08-6/09 | Principal<br>Classroom teachers  | Examples from the Professional Learning Community work of DuFour   | August Building Day in-service<br><br>Weekly Collaboration Meetings  | Effective and planned weekly grade level collaboration meetings with focus on student learning   |
| <i>Expand and more clearly focus the mathematical instructional strategies being</i>  | Actively participate in all district provided mathematics instructional professional development opportunities and follow-                | 8/08-6/09<br>K-5<br>August 26-27<br>Sept 19<br>Oct 10                       | Director of CIA<br>Principal<br>Classroom Teacher                                | Resources of existing time such as LID Days, early release days, contracted teacher professional                     | Teacher Development Group in-service opportunities<br><br>4 <sup>th</sup> grade Math                                     | Sharing of specific instructional strategies learned and implemented at weekly grade level   |

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| <i>provided within all classrooms of our school</i>                                  | up on the implementation of identified strategies within our weekly collaboration   | Oct 24<br>4 <sup>th</sup> grade<br>Sept 23<br>Jan 28<br>5 <sup>th</sup> grade<br>Sept 22<br>Jan 29 |                                 | development days  | Instruction Project<br><br>Whole group elementary in-service opportunities<br><br>Whole staff training  | collaboration meetings.<br><br>Review from teacher feedback from training sessions  |
|  | Develop a school wide approach to the instruction and standard setting for computational fluency across grade levels.<br><br>Each grade level selects a computational fluency goal several times throughout the school year | 9/08-6/09<br><br>9/08-6/09   | Principal<br>Classroom teachers | New State Grade Level Standards<br><br>Enumclaw School District Focus Standards   | Weekly collaboration and staff meeting focus on this topic<br>Staff meeting professional development strategies for teaching computational fluency. | Staff meeting and weekly collaboration work around the approach to fluency instruction.<br>A set of articulated assessment standards for student performance in the areas of computational fluency established across grade levels.   |
| <i>Make use of frequent formative assessments in mathematics at all grade levels</i> | Each grade level team will select specific learning targets in the area of mathematics throughout the school year.  | 9/08-6/09  | Principal<br>Classroom teachers | Instructional calendar for teaching of Investigations curriculum<br>New State Grade Level Standards<br><br>Enumclaw School District Focus Standards | Principles of Professional Learning Communities examples to develop “cycles of learning”  | Artifacts from “cycles of learning” in math for each grade level which includes:<br><ol style="list-style-type: none"><li>1. selected grade level learning targets</li><li>2. assessment methods and timelines</li><li>3. intervention plans for students in need</li></ol> |
|  | Grade level teams will select, compile, and/or create formative assessment tools to measure selected learning targets   | 11/08-6/09   | Principal<br>Classroom teachers | Investigations Curriculum assessment tools<br>New State Grade Level Standards<br>Focus Standards for Enumclaw School                                | Weekly collaboration with colleagues  | Assessment tools established for each set of learning targets by grade level  |

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|   |   |   |  | District  |  |  |
| <i>Provide additional learning support within and beyond the school day for targeted students</i> | Identify students in need of additional support of learning in the area of math based on formative assessment results at each grade level.  | 11/08-6/09  | Principal<br>Classroom teachers  | No additional resources needed  | Weekly collaboration with colleagues   | Names of students identified for various levels of intervention in the area of mathematics   |
|   | Consider and implement intervention strategies in a three-pronged approach:<br>Within the classroom strategies<br>Beyond the classroom, during the school day through intervention activities<br>During after-school opportunities  | 11/08-6/09  | Principal<br>Classroom teachers  | Use of paraeducator support, creative scheduling with colleagues; EEA stipend dollars to support after-school interventions | Weekly collaboration<br><br>Training sessions for tutoring and computational fluency after-school sessions             | Plans of intervention to be administered within the classroom, beyond the classroom during the school day, and during after-school intervention opportunities  |
|   | Target 4 <sup>th</sup> and 5 <sup>th</sup> grade students in need of additional support for pre-teaching and re-teaching of math skills to be successful.<br><br>Target 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade students in need of additional support in the area of computational fluency | Session 1: Jan 09-Feb 09<br>Session 2: Feb 09-March 09<br><br>Jan 09-March 09 | Principal<br>Classroom teachers<br><br>Principal<br>Classroom teachers | EEA Stipend dollars<br><br>EEA Stipend dollars  | No additional professional development needed<br><br>Training sessions for computational fluency after-school sessions | Students assigned and regularly attend after school tutoring<br>Documented records of progress of students.<br><br>Students assigned and regularly attend after school tutoring sessions<br><br>Documented record of progress for students participating in these interventions. |

**PROCEDURES FOR EVALUATING SUCCESS IN REACHING THIS GOAL:**

What SUMMATIVE evidence will be used to show this work is making a difference in student learning?

65% of 3<sup>rd</sup> through 5<sup>th</sup> grade students will meet or exceed WASL proficiency standards (Level 3 and 4) as indicated by the adjusted percentage on the math portion of the 2009 WASL.

Enumclaw School District  
**SCHOOL IMPROVEMENT PLAN**  
 2008-09

Building/Department: Black Diamond Elementary School

Target Area: READING

**IMPROVEMENT GOAL:**

77% of 3<sup>rd</sup> through 5<sup>th</sup> grade students will meet or exceed WASL proficiency standards (Level 3 or 4) as indicated by the adjusted percentages on the reading portion of the 2009 WASL.

87% of Kindergarten through 2<sup>nd</sup> grade students will meet or exceed grade level reading standards as measured by the Concepts of Print/Development Reading Assessment (DRA).

**STRATEGY:**

- Continue core literacy instruction using best practices
- More frequent formative assessment for struggling readers, with corresponding instructional adjustments as needed
- Non optional interventions for students during the school day who are not responding
- Provide a tiered approach to reading intervention opportunities for targeted students in need

| <b>LEARNING TARGET</b><br>What are the learning objectives of this activity?  | <b>IMPROVEMENT ACTIVITIES</b><br>What programs or initiatives will occur?  | <b>TIMELINE</b><br>When will this activity begin and end? | <b>WHO IS RESPONSIBLE?</b><br>Who will provide the leadership for this activity? | <b>RESOURCES NEEDED</b><br>What are the existing and/or new resources that will be used to accomplish this activity?       | <b>PROFESSIONAL DEVELOPMENT</b><br>How will staff acquire the necessary skills and attitudes to implement this activity? | <b>MONITORING PROGRESS</b><br>What ongoing FORMATIVE evidence will be gathered to show this activity is making a difference in student learning?  |
|---|--|---|--|--|--|---|
| <i>Continue to build fidelity of implementation in reading instruction in every classroom using Five Components</i> | Monitor the Five Components for balance and purpose:<br>Read Aloud<br>Sustained Silent Reading<br>Small Group/Guided Reading<br>Whole Group/Shared Reading<br>One-on-One Instruction | 9/08-6/09   | Classroom Teachers<br>Title I Teacher<br>Special Education Teacher               | District Curriculum documents<br>Other professional books that enhance understanding of effective practices in these areas | Review of an already know set of skills, dispositions, and   | Principal will encourage discussions about practices and collaborative groups, Title I and Special Education will look at student progress scores from DRA, fluency CBA and Rigby Benchmark books |
| <i>Teachers will</i>  | Use Comprehension  | 9/08-6/09 and   | All Instructional Staff  | Strategies That  | Professional   | Spring reading evaluation –   |

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| <i>Identify and intentionally teach reading comprehension strategies</i>                    | Toolkits to directly teach comprehension strategies K-5                         | beyond               |   | Work Comprehension Toolkits K-2 and 3-5 and supplemental materials   | Development during collaboration and PLC meetings getting acquainted with the kits and distributing lessons over grade levels              | DRA Reading Indicators<br>Benchmark Books<br>Student responses to comprehension questions in conversation and on WASL type written samples (scored) and in reading response journals |
| <i>Increase classroom support materials for guided reading</i>                              | Download and print hard copy books from Reading A-Z                             | 11/08-12/08          | Title I/LAP Teacher   | Site License for A-Z<br>Funds for printing costs   | Professional Development during collaboration and PLC meetings   | Spring reading evaluation –<br>DRA Reading Indicators<br>Benchmark Books   |
| <i>Increase general reading inventory of books for classroom and home use</i>               | Implement RAZ Kids online books   | 9/08-6/09 and beyond | All Instructional Staff<br>Principal support<br>Parents at home | Site license for RAZ Kids, computers, headphones<br><br>Information to parents regarding passwords for access<br><br>Computer with online access at home | Professional Development during collaboration and PLC meetings   | Spring reading evaluation –<br>DRA Reading Indicators<br>Benchmark Books<br>WASL<br>Student data   |
| <i>Increase inventory of nonfiction articles for teaching nonfiction reading strategies</i> | National Geographic Kids magazines for all students at Black Diamond            | 9/08-6/09            | All Instructional Staff   | Classroom sets of magazines paid for with building budget  | Professional Development during collaboration and PLC meetings to familiarize and apply comprehension strategies from Strategies That Work | Student written responses to WASL like comprehension questions, student discussions, student expository writing improvement, DRA   |
| <i>Increase fluency for struggling readers</i>  | Implement fluency strategies through Reader's Theatre, poetry, drama techniques | 9/08-6/09            | Teachers, Title I teacher                                       | Reader's theatre scripts, Arts impact lessons  | Professional Development during collaboration and PLC meetings to share techniques and lessons   | As measured by Curriculum Based Assessment one minute timing in fluency  |

**PROCEDURES FOR EVALUATING SUCCESS IN REACHING THIS GOAL:**

What SUMMATIVE evidence will be used to show this work is making a difference in student learning?

Kindergarten-2<sup>nd</sup> grade students will read at the appropriate level corresponding to the appropriate time of year.

77% of 3<sup>rd</sup> through 5<sup>th</sup> grade students will meet or exceed standard as measured by the reading portion of the 2009 WASL.