

**Black Diamond Elementary School  
School Improvement Plan  
2021-2022 School Year**

<b>Section 1: Building Data</b>	
<b>1a. Building:</b> Black Diamond Elementary	<b>1g. Grade Span:</b> K-5 <b>School Type:</b> Elementary
<b>1b. Principal:</b> Tim Lee	<b>1h. Building Enrollment:</b> 402
<b>1c. District:</b> Enumclaw School District	<b>1i. F/R Percentage:</b> 23.8
<b>1d. Board Approval Date:</b>	<b>1j. Special Education Percentage:</b> 17.7
<b>1e. Plan Date:</b> August 2021	<b>1k. English Learner Percentage:</b> 7.6
<b>1f. School's Washington School Improvement Framework (WSIF) Support:</b>	

<b>Section 2: School Leadership Team Members Parent-Community Partners Please list by (Name, Title/Role)</b>	
Brenda Harris	Kim Stone
Debbie Evans	Susan Laurnen
Derek Tulluck	Tim Lee
Holly Bezon	
Jeff Kurtz	
Kimarie Nuez	

### **Section 3: Vision Statement**

Inspiring students to learn, lead and impact their community and the world.

### **Section 4: Theory of Action**

If we are relentless in our pursuit of creating schools that engage students in learning that is authentic, deep, irresistible, and exciting, then we will succeed in preparing all students for success in the innovation era and success in life.

### **Section 5: Culture of Equity Statement**

We engage all members of the school and community to create high expectations and promote equitable practices to empower all students to reach their personal and educational potential. We are committed to knowing our students strengths and needs, including factors and variables that may not be easily identified.

## **Section 6: PLAN/NEEDS ASSESSMENT**

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals and activities that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.

### **Student Populations**

1. What key takeaways does your school have about how student groups are performing on state (e.g. Washington School Improvement Framework) and locally determined indicators of learning and teaching success?
  - Student stamina and focus are an area of need. Students being away from school seems to have affected their ability to focus and ability to stay on task. Students have shown strength in small group activities where they can interact.
  - Students who were at BDE for the duration of the pandemic have shown promising growth over the last two years. Many students who are new to the district have very large gaps in reading specifically.
  - The range of student abilities is larger than it has been in past years. Socioeconomic class and opportunity have created a clear gap in those who had family support in engaging in distance learning compared to those who did not.
  - Math fluency and facts are the lowest we have ever seen. We need to go back and teach foundational skills in math in order to close this gap.
  - Kindergarten has a particularly large gap in ability level. Students are either very kinder ready or very much not ready compared to what we would normally expect.
  
2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.
  - Lack or less prevalent pre-school and school environment
  - Lack of social exposure and skills
  - Skill practice
  - Parental influence has set kids up for either success or failure
  - Student stress levels

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3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)

a. What strengths do they possess?

- We are seeing tremendous growth in BD and this is increasing our student diversity
- Student/family outlook towards school is improved
- Students discipline is down from previous years

b. What challenges do they face?

- Closing the academic gap
- Social emotional learning is behind, some students have had limited social opportunities and this has created some skill gaps socially
- Students do not possess the skills to ask for help in appropriate ways
- The teachers and students are seeing the stress of learning a new math curriculum and way to learn math while re-acclimating to school
- Social distancing has caused a major disruption to teaching, lack of carpet time where students are close has had a negative impact (Students are easily distracted)
- Extra time spent explaining things due to masks, teaching phonics and reading due to students not seeing their teachers face
- Substitute shortages and the requirement to use classified staff to enforce safety protocols rather than teach direct to student services

c. What are some important relationships in their life?

- Parents seem more attached to their children (especially with younger kids)
- Younger students appear to be particularly attached to individual friends
- Some teachers are closer with families than they have been in previous years due to the additional communication with families
- BD saw an increase of neighborhood kids playing at the school in a large group. This was a social crutch for students to get time together.
- Our community has grown closer as a whole.

## **Educators**

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?
  - Want students to have a deep desire to learn. Be curious. Students discover their passion for \_\_\_\_\_.
  - Collaborative work, problem solving, Tulluck's lessons on SEL, providing opportunities to work together and motivate students.
  - PTO supports our school and community.
  - Implementation of Conscious Discipline strategies to promote an inclusive and supportive learning environment for all students.
    - Classroom jobs help students be leaders in their classrooms. Build a school family. Classroom Commitments.
  
2. What professional learning and support have you identified that the school's staff (e.g. administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence based practices for both teaching and learning, as well as intervention supports (e.g. positive behavior interventions)?
  - Continuous PD around math implementation
  - Grow our ability to teach social emotional skills through tools such as conscious discipline
  - K-2 literacy PD F&P
  - District use of online tools to provide PD for things such as DRA
  - Need: the ability to train classified personnel at staff meetings and new staff orientation, need for implementation of PD around classroom based interventions
  
3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?
  - Grow our ability to teach social emotional skills through tools such as conscious discipline (school discipline data)
  - Continuous PD around math implementation
  - PD around innovative teaching with George Couros and book study

## Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.
  - District Wide implementation of Conscious discipline and ongoing training
  - School wide implementation of daily greeting
  - School ownership of all students not just those in your class
  - Skills and powers being taught to students monthly to improve their ability increase social emotional skills
  
2. How did your school identify these areas of strengths and improvement?
  - Conversations with families and students
  - Monthly training around social emotional learning for teaching staff with staff conversations
  - BDE leadership team discussion
  
3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.
  - Black Diamond elementary takes pride in ensuring equity among students and staff. Character education is a high priority for all students. We have used Conscious Discipline skills and powers to teach skills and promote character.
  - We also hold monthly data team meetings to address all students of concern. This includes academic and behavior intervention, special education referrals when necessary and additional student support as needed. At these meetings we discuss all BDE students and have a system for referring students who have high needs or newly emerging academic or behavior needs.
  - We partner with the local food bank to provide meal assistance to families in need
  - We partner with local businesses to ensure our school clothing bank is stocked and available for families in need
  
4. What areas have you identified as areas of strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?

- We have a solid MTSS team at BDE; this is a definite area of strength. The team meets weekly to discuss student attendance, character education, staff support, student support, student discipline, academic intervention and all things that contribute to student success.
- Our MTSS team is also responsible for utilizing our school mascot, Franklin, to promote positivity and schoolwide initiatives. Kindness month would be an example of this. You can view an example of Franklin's work [here](#)
- We have identified a need to continue training and implementation of Conscious Discipline strategies for staff as an area of growth. We have made great strides in this area but continued staff education and exploration of these strategies will help us gain even more skills to serve our students in the changing educational landscape.



## Section 7: Schoolwide Reform Strategies

### SY 2021 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES

Goal/Priority #1 (G1)	Conscious Discipline: We will utilize skills and powers learned from Conscious Discipline to reduce school discipline and increase student citizenship and school family. We will see a 2% decrease per year in student solution room visits, missed recess, and all forms of exclusionary discipline from the 2021-2024 school years based on percentage of total number of students.
Goal/Priority #2 (G2)	San Francisco Math implementation: Students will show 90% proficiency in <a href="#">the 8 mathematical practices</a> as measured by classroom based assessments by 2024.
Goal/Priority #3 (G3)	Attendance: The pandemic has led to increased absenteeism among students. Will will show a 2% decrease per year in student absenteeism and tardiness from the 2021-2024 school years based on percentage of total number of students.

### Section 8A: Action Planning

**Priority Goal 1 - Key Performance Objective (KPO):** We will see a 2% decrease per year in student solution room visits, missed recess, and all forms of exclusionary discipline from the 2021-2024 school years based on percentage of total number of students.

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs Key Performance Indicators
A1) Monthly training for all staff on CD skills and powers	Each month during AM staff meetings over the next three years.	MTSS and CDAT teams Nuez, Tulluck, Lee, Bowie, Landry, Evans, Bezon	Evidence of training <a href="#">here</a>
A2) Quarterly Discipline Data Review	Once quarterly from fall 2021 to spring 2024	MTSS team : Nuez, Tulluck, Lee, Bowie	School discipline data and solution room data
A3) Character training for all students to encourage positive behavior and citizenship.	Monthly fall 2021 to spring 2024	All staff, and Franklin Fox	Character traits and challenges for students and staff. <a href="#">Kindness month video</a> <a href="#">Character training doc</a>

### Section 8B: Action Planning

**Priority Goal 2 - Key Performance Objective (KPO):**

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs Key Performance Indicators
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A1) Implementation of San Francisco math curriculum	2021-2024	Jill Burnes, Tim Lee, Kim Herd, District/building math leaders	Classroom based evidence: Lessons aligned to standards, classroom based assessments, 4-3-2-1 rubrics, milestone expert facts
A2) Classroom based assessments based on <a href="#">the 8 mathematical practices</a>	2021-2024	Classroom teachers	Evidence of student skills and growth shown on classroom based assessments form 2021-2024
A3) Classroom observations	2021-2024	Tim Lee	Observations during classroom activities. Examples include: <ul style="list-style-type: none"> <li>○ Use the correct strategy to solve problem</li> <li>○ Show work to explain thinking</li> <li>○ Verbally explain thinking</li> </ul>
A4) Teacher survey	2021-2024	Tim Lee, classroom teachers	All teachers will be surveyed based on student ability in <a href="#">the 8 mathematical practices</a> . Teachers will rate students' ability to use the practices in their classrooms.

### Section 8B: Action Planning

**Priority Goal 3** - Key Performance Objective (KPO): Will will show a 2% decrease per year in student absenteeism and tardiness from the 2021-2024 school years based on percentage of total number of students.

<b>Activity</b>	<b>8b. Timeframe for Implementation</b>	<b>8c. Lead(s)</b>	<b>8d. KPIs</b> Key Performance Indicators
A1) Daily call to all families with students who are absent	Daily and ongoing	Bowie, Ritz, Button, Lee	Daily logs of calls are kept and discussed at MTSS weekly and review by Data team

			monthly for students of concern (Over 10% absenteeism)
A2) Attendance matters campaign	bi-monthly in school newsletter. Provide data, charts and success indicators tied to absenteeism.	Lee, Ritz	Newsletters with attendance graphics.
A3) Attendance contracts for students who are chronically absent	as needed based on attendance reports	Lee, Bowie	Contracts w/ data to follow to show change in attendance