

Southwood Elementary

School Improvement Plan

2016-17

District Goals 2016-17:

- To improve student achievement in literacy, numeracy and high school graduation
- To reduce the learning gap for all students in these and other achievements

Core Strategies 2016-17:

- To reaffirm the PLC framework as our primary strategy to maximize student and staff learning
- To promote widespread ownership of learning for students and staff throughout our system
- To cultivate an environment that is inclusive and sensitive to underrepresented populations
- To provide opportunities for student voice in matters of learning

Overarching Principles for 2016-17 Southwood Leadership:

Relationships

- Build relationships
- Be visible
- Build connections with SW families and community

Learning

- Promote shared leadership
- Refine our PLC work to refine our craft knowledge and impact student learning
- Develop a common vision of quality teaching and learning through the 5D inquiry cycle

Remember: This is a learning year. We are “firing bullets before cannonballs.” We are going get a lay of the land and try a few things out. As we progress through this year and beyond, we’ll have a collective understanding of Southwood needs and strengths to focus or initiatives in a more purposeful way.

IMPROVEMENT GOALS What is the SMART student learning goal, PLC team goal, or general school improvement goal you intend to accomplish?	IMPROVEMENT ACTIVITY What initiatives or activities will occur to accomplish this goal?	TIMELINE When will this activity begin and end?	WHO IS RESPONSIBLE? Who will provide the leadership for this activity?	EVIDENCE OF EFFECTIVENESS What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student learning?	PROFESSIONAL DEVELOPMENT AND SUPPORT How will staff acquire the necessary skills and attitudes to implement this activity? What are the existing and/or new resources that will be used to accomplish this activity?
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Improve Student Achievement in Literacy, Numeracy and High School Graduation (ALL STUDENTS)

<p>Math:</p> <ul style="list-style-type: none"> Improve overall achievement in math, resulting in a 6% increase in proficiency in ELA SBA cohort data: (current 4th graders, from 58% last year to 64% this year; current 5th grade, from 52% last year to 58% this year) 	<ul style="list-style-type: none"> Math PLC: Develop collective understanding of best practices in PLCs and refine our weekly use of PLC time to close learning gaps (identify power standards, align standards to units, unpack standards, develop common assessments, engage in data cycles) (Both math/literacy): teachers engage in 5D inquiry cycle to improve daily instruction and assessment 	<ul style="list-style-type: none"> August (initial PD) through June September-May 	<ul style="list-style-type: none"> Math Leadership PLC Andy Means with each individual teacher 	<ul style="list-style-type: none"> Use of PLC time, data from Common Assessments, STAR/SBA data Observations based on 5D+ instructional rubric 	<ul style="list-style-type: none"> PD in August, PD in staff meetings and PLC time, math leadership team discussions PD in August, individual and small group coaching with Andy throughout the year
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<p>Literacy:</p> <ul style="list-style-type: none"> Improve overall achievement in ELA, resulting in a 6% increase in proficiency in ELA SBA cohort data: (current 4th graders, from 66% last year to 72% this year; current 5th grade, from 52% last year to 58% this year) 	<ul style="list-style-type: none"> Literacy PLC: Assure standards-based guaranteed and viable curriculum. Each grade level team maps out when each Common Core standard will be taught and assessed <p>Big Rocks of Literacy Instruction:</p> <ul style="list-style-type: none"> Literacy Leadership PLC will identify the essential aspects ("Big Rocks") of quality literacy instruction Staff-wide ongoing PD and action steps tied to each Big Rock 	<ul style="list-style-type: none"> October/November November December-April 	<ul style="list-style-type: none"> Grade-Level PLCs Literacy Leadership PLC Literacy Leadership PLC 	<ul style="list-style-type: none"> Standards-Based formative assessments throughout the year, STAR/DRA/SBA data Standards-Based formative assessments throughout the year, STAR/DRA/SBA data Standards-Based formative assessments throughout the year, STAR/DRA/SBA data 	<ul style="list-style-type: none"> Literacy leadership team a (including Lynn Lofstrom) will provide initial PD and ongoing support during PLCs Collaborative planning during Literacy Leadership Meeting PD during staff meetings
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Reduce the Learning Gap for All Students in These and Other Achievements (EACH STUDENT)

<p>Closing Learning Gaps:</p> <ul style="list-style-type: none"> ● 4th-5th grade: Students who were not proficient on the Spring 2016 SBA (ELA and/or math) will reduce the learning gap as indicated by a median student growth percentile of at least 60% for the Spring 2017 SBA. ● 1st-3rd grade: students who were below grade level on the Spring 2016 will increase by more than one year (one year plus 2 points) on the Spring 2017 DRA ● KG: students who were not <i>kindergarten ready</i> as identified by WA Kids will increase proficiency by more than one year on key math & reading indicators 	<ul style="list-style-type: none"> ● Develop and implement school-wide plan for math intervention ● Teachers set TPEP student growth goals to close learning gaps ● See PLC work listed above 	<ul style="list-style-type: none"> ● January-June ● November/December (develop), Jan-June (implement) 	<ul style="list-style-type: none"> ● Math Leadership PLC ● Andy Means, all teachers 	<ul style="list-style-type: none"> ● Standards-Based formative assessments throughout the year, STAR//SBA data ● Standards-Based formative assessments throughout the year, STAR/DRA/SBA data 	<ul style="list-style-type: none"> ● Math Leadership PLC discussions, PD during staff meetings ● PD during staff meetings, ongoing support from Andy
<p>Climate/Culture/Community:</p> <ul style="list-style-type: none"> ● Enhance the emotional and physical safety of each student at Southwood ● Enhance students', staff and families' sense of belonging at Southwood 	<ul style="list-style-type: none"> ● Conduct needs-assessment tied to developing common behavioral philosophies and expectations ● Take first steps toward teaching and training staff and students on common behavioral expectations ● Create opportunities to celebrate staff and students ● Create Southwood Facebook page--keeping families informed and connected with celebrations ● Partner with PTA to increase the number of parents involved with Southwood activities 	<ul style="list-style-type: none"> ● October/November ● December-May ● October-June ● August ● August-June 	<ul style="list-style-type: none"> ● CCC Leadership PLC ● CCC Leadership PLC ● CCC Leadership PLC ● Becca Bowen, Andy Means, Christy Capps ● PTA Executive Board, Andy Means 	<ul style="list-style-type: none"> ● Needs assessment data ● Monthly reports from solution room, other discipline data ● CCC leadership PLC: are we recognizing diverse groups of students? ● Number of people following the page and "liking" different posts ● Number of parents involved in various activities throughout the year 	<ul style="list-style-type: none"> ● CCC leadership PLC will conduct and analyze survey results ● CCC leadership PLC will research philosophies and best practices, and lead PD with whole staff ● Partnerships with PTA, collaborations with CCC leadership PLC ● Connections with SW PTA Facebook page ● Early and regular communication between SW staff and PTA leadership
<p>Attendance</p> <ul style="list-style-type: none"> ● Reduce the number of students who were absent for >10% of the school year from 29 students to 19 students. 	<ul style="list-style-type: none"> ● Refine systems for intervention for chronic absenteeism (letters, parent conferences, attendance contracts) 	<ul style="list-style-type: none"> ● September/October: establish systems. October-June: implement systems 	<ul style="list-style-type: none"> ● Kathy Corella, Becca Bowen, Andy Means 	<ul style="list-style-type: none"> ● Monthly attendance reports 	<ul style="list-style-type: none"> ● Collaborative planning meetings for Kathy, Becca and Andy