

Enumclaw School District
SOUTHWOOD ELEMENTARY SCHOOL IMPROVEMENT PLAN
2017-2018

Current Student Achievement:

Smarter Balanced Assessments	ELA	MATH	Science
Grade 3	70%	60%	
Grade 4	70%	55%	
Grade 5	60%	38%	66%

Student Achievement Analysis:

Here are the **median student growth percentiles** for certain grades and content areas (50 represents typical growth in Washington State)

Student Growth Percentiles	2017 ELA SBA	2017 Math SBA
5th Grade	59	38
4th Grade	44	52

These data, combined with the discrepancy in student achievement between ELA and Math across 3rd through 5th grade indicate that student rate of learning is better for **literacy** than for **math**. Historically, Southwood has invested heavily in developing their collective understanding of best practices in literacy instruction. We are currently building on a successful model, refining and aligning our practice as we go. We are near the beginning of this journey in mathematics, and look forward to long term sustain professional growth and student learning in mathematics.

Student Achievement Goals:

Literacy	<p>All K-5 students will demonstrate at least one year of academic growth, measured by the following indicators:</p> <ul style="list-style-type: none">● 4th-5th grade: Spring ELA SBA (5/2017-5/2018)● 3rd grade: STAR Reading (6/2017-6/2018)● 1st-2nd grade: DRA (6/2017-6/2018)● Kindergarten: DRA/WaKids (WaKids from 9/2017, DRA from 6/2018) <p>SUBGROUP: All LAP students will demonstrate more than one year of academic growth, as measured by the whole group indicators listed above.</p>
Math	<p>All K-5 students will demonstrate at least one year of academic growth, measured by the following indicators:</p> <ul style="list-style-type: none">● 4th-5th grade: Spring Math SBA (5/2017-5/2018)● 2nd- 3rd grade: STAR Math (6/2017-6/2018)● 1st grade: classroom based common assessments (9/2017-6/2018)● Kindergarten: KG Common Assessments/WaKids (WaKids from 9/2017, Common Assessments 6/2018)



INSTRUCTIONAL IMPROVEMENT

K-5 Literacy Focus		Evidence of Effectiveness	
<p>Develop a districtwide shared understanding of a common vision of K-5 literacy instruction</p> <p>Sustain Southwood's work from last year's Big Rocks in literacy instruction: fluency and phonics/phonemic awareness</p> <p>Develop Southwood's collective understanding of best practices in literacy instruction for vocabulary and comprehension</p>		<ul style="list-style-type: none"> ● Teachers will develop sustained routines to teach phonics/phonemic awareness and fluency ● Teachers are able to articulate our collective understanding of best practices in vocabulary and comprehension instruction ● Teachers are refining weekly/monthly instructional calendars and grade level common assessments ● Teachers are using CCSS to drive their instructional planning and practice 	
Action Steps	Timeline	Leadership Responsibility	
1. Presentation of district K-5 vision of literacy instruction, standards-based instructional calendars	August	Andy Means	
2. Continued training on use of Words their Way and other tools for teaching phonics & phonemic awareness	Fall/Winter	Literacy leadership	
3. Collective Planning around systemwide buddy reading program to promote fluency	Fall	Literacy leadership	
4. Initial training on best practices in literacy instruction for vocabulary and comprehension	Winter/Spring	Literacy leadership	

Southwood Math Focus		Evidence of Effectiveness	
<p>Develop our collective understanding of the Common Core Standards of Mathematical Practices and how they drive the way we teach and learn math.</p>		<ul style="list-style-type: none"> ● The Standards of Mathematical practices become part of the math learning culture of the school, as demonstrated by teacher and student words and actions. ● Teachers show growth in their understanding and application of each of the 8 Standards of Mathematical Practice, as measured by teacher survey administered in October and May. ● Students can articulate what it means to talk and act like a mathematician 	
Action Steps	Timeline	Leadership Responsibility	
<ul style="list-style-type: none"> ● Ongoing training and experiences around the Standards in Mathematical Practice ● School-wide Book Study: “Mathematical Mindset,” by Jo Boaler ● Training on various resources available to support teaching and learning aligned with the Standards in Mathematical Practice 	<p>August/Fall/Winter/Spring</p> <p>Winter/Spring</p> <p>Winter/Spring</p>	<p>Math Leadership</p> <p>Math Leadership</p> <p>Math Leadership</p>	

5D+ Instructional Framework/TPEP		Evidence of Effectiveness	
<p>Teachers will familiarize themselves with the new Version 3 5D+ Framework and use it to set instructional goals to promote ongoing professional growth</p>		<ul style="list-style-type: none"> • Teachers are able to set instructional goals based on the learning needs of their students and our schoolwide work on math and literacy instruction. • Classroom observations will demonstrate professional growth connected to identified instructional goals • Student growth goal data demonstrates student learning in math and literacy 	
Action Steps		Timeline	Leadership Responsibility
<ol style="list-style-type: none"> 1. Teachers engage in self-assessment around the new rubric, and work with Andy to set instructional goals. 2. Teachers set student growth goals in math or literacy 3. Teachers engage in 5D inquiry cycle with Andy 		<p>September</p> <p>October</p> <p>October-May</p>	<p>Andy Means</p> <p>Andy Means</p> <p>Andy Means</p>

K-5 Science Implementation		Evidence of Effectiveness	
<p>Develop a shared and wide understanding of a common vision of 3-5 science instruction</p>		<ul style="list-style-type: none"> • All science teachers are using NGSS to drive their instructional planning and practice 	
Action Steps		Timeline	Leadership Responsibility

1. 3-5 TCI Implementation and Training 2. 3-5 TCI Diving Deeper	Fall, Winter Sprin	Jill Burnes/Christy Sanders Jill Burnes/Kirk Robbins
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K- 5 Differentiation for Highly Capable Students		Evidence of Effectiveness	
All K-5 teachers will receive foundational training in differentiation strategies to meet the needs of high achieving and highly capable students.		<ul style="list-style-type: none"> ● Classroom observations will demonstrate the use of multiple differentiation strategies such as time, space, structure and materials ● Strategies outlined in student highly capable plans will be implemented 	
Action Steps		Timeline	Leadership Responsibility
1. Elementary teacher training on differentiation strategies.		October 10 and 12, 2017	Keri Marquand/April Drake
2. Individual student plans developed and communicated with all stakeholders		Fall 2017	Keri Marquand/April Drake

Blended Learning Environment		Evidence of Effectiveness	
1st grade students experience first steps in blended learning environment		<ul style="list-style-type: none"> ● Classroom observations will demonstrate students using Chromebooks in ways that align with the 5D+ Instructional Framework. 	
Action Steps		Timeline	Leadership Responsibility
1. Provide training to all 1st grade teachers in effective use of Chromebook devices to support student learning		October 17, 2017	Chris Beals/Tracy Brown/Bob Kilmer



WHOLE CHILD

Southwood Climate, Culture and Community Goals		Evidence of Effectiveness	
<p>Support all staff in teaching and reinforcing the Panther Qualities of safe, respectful and responsible across all areas of the school.</p> <p>Define our systematic plans to respond to students who do not meet behavioral expectations</p>		<ul style="list-style-type: none"> • Staff survey in January indicates improvement on staff perception of clarifying schoolwide expectations and defining our systematic plan to respond to students who do not meet behavioral expectations • Solution Room data indicates decreased office referrals, particularly in older grades 	
Action Steps		Timeline	Leadership Responsibility
1. Staff training around Panther Qualities across all areas of the school, and common procedures to support a safe and caring environment.		August	CCC Leadership
2. Staff teach all students the Panther Qualities across all areas of school and reinforce these expectations, including signs across campus, hand motions, and Panther Cards		September-June	CCC Leadership
3. Ongoing school wide teaching and reinforcing through Monthly Panther Pride Assemblies.		September-June	CCC Leadership
		September-June	Becca Bowen/Janie Ingroup

<p>4. HERO Team (4th/5th grade leadership) promotes and models Panther Qualities</p> <p>5. Refine Multi-Tiered System to respond to students who do not meet behavioral expectations</p>	<p>October-November</p>	<p>Andy Means/Becca Bowen/ Debbie Hitch/CCC Leadership</p>
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Equity Initiative		Evidence of Effectiveness	
<p>All administrators will continue to develop their understanding and skills for leading for equity.</p> <p>All K-12 teachers will begin to develop an understanding of equity in schools.</p> <p>Hispanic Families at Southwood will feel more connected to each other and the greater Southwood community</p>		<ul style="list-style-type: none"> ● School leaders will actively use filters of fairness, access/support and respect for differences as a part of their regular decision making ● All K-12 teachers can demonstrate a basic understanding of the issues surrounding equity in schools and how it impacts student learning ● Increased involvement of Hispanic Families at Southwood functions (field trips, evening events, etc.) 	
Action Steps	Timeline	Leadership Responsibility	
<p>1. District Leadership team training provided by Puget Sound ESD</p> <p>2. All teachers will participate in a foundational training for equity</p> <p>3. Special events to reach out to Hispanic Families</p>	<p>Fall</p> <p>Winter</p> <p>Winter/Spring</p>	<p>Jill Burnes</p> <p>Jill Burnes/Andy Means</p> <p>Andy Means</p>	



TIERED SYSTEM

Tiered System of Support		Evidence of Effectiveness	
<p>Individualized student academic needs will be met through a multi-tiered system of support.</p> <p>Systems are refined to support student behavioral needs</p> <p>Systems are refined to reduce the number of students with excessive absences</p>		<ul style="list-style-type: none"> • Tiered systems help align resources with student needs in ways that close learning gaps. • MTSS (Tier 2) and Guidance (Tier 3) Teams work in conjunction to identify students who need additional academic or behavioral support 	
Action Steps	Timeline	Leadership Responsibility	
<ol style="list-style-type: none"> 1. MTSS team meets weekly to discuss individual student learning and behavioral needs and systemic response 2. Guidance team meets as needed to consider more intensive individual interventions, including possible evaluation for special education services 	<p>September-June</p> <p>September-June</p>	<p>Andy Means/Becca Bowen/ Michelle Blanchard/ Mary Colby</p> <p>Andy Means/Becca Bowen/ Michelle Blanchard/ Mary Colby/ Jerry Henderson</p>	

Assessment model to support a tiered system		Evidence of Effectiveness	
<p>MTSS team meets with regularly with each grade level team to engage in data team discussions</p> <p>Attendance team supports individualized needs connected to daily attendance</p> <p>Behavioral support team responds to individualized needs connected to behavior</p>		<ul style="list-style-type: none"> ● Students identified in data team meetings demonstrate improvement on identified learning measures as a result of interventions. ● Students identified by the attendance team show improved attendance after interventions. ● Students identified by the behavior support team show improved behavior after interventions. 	
Action Steps	Timeline	Leadership Responsibility	
1. MTSS team meets with each grade level team every 5-7 weeks during PLC to engage in discussions around student learning data and intervention/enrichment	September-June	Andy Means/Becca Bowen/ Michelle Blanchard/ Mary Colby	
2. Attendance team evaluates attendance data monthly and follows processes to intervene individually	October-June	Andy Means/Kathy Corella/ Becca Bowen	
3. Behavior support team evaluates behavior data monthly and follows processes to intervene individually	October-June	Andy Means/ Becca Bowen/ Debbie Hitch	