

School Improvement Plan  
Narrative Overview

**Southwood Elementary**

PROGRESS TOWARD PREVIOUS YEAR'S GOALS  
2007-08

The goals set for reading and math for the year 2008 were ambitious. Over time, Southwood has generally made steady, upward progress in all three areas at each grade level for the last three to five years. We calibrated our goals for 2008 against our achievement from 2007, with mixed results. Our goals were set higher than the State Average and the State Uniform Bar.

For third grade, our 2007 score was 79.4%, our reading goal was 82%, with our actual 2008 score at 81.5%. The State Average score was 62.3%, and the State Uniform Bar goal was 76.1%. For third grade math, our 2007 score was 79.4%, our goal was 82%, and our 2008 score was 70.4%. The State Average score was 62.5%, and the State Uniform Bar Goal was 64.9%.

For fourth grade, our previous year's score was 79.4%, our reading goal was 90%, with our actual 2008 score at 86.6%. The State Average score was 67.6%, and the State Uniform Bar Goal was 76.1%. For math, our previous year's score was 56.1%, our goal was 70%, with our actual 2008 score at 64.2%. The State Average score was 52%, and the State Uniform Bar goal was 64.9%.

For fifth grade, our 2007 score was 86.1%, our reading goal was 88%, with our actual 2008 score at 95%. The State Average score was 66.7%, and the State Uniform Bar Goal was 76.1%. For math, our 2007 score was 75%, our goal was 80%, our actual score was 66.1%. 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**

This plan has been developed incrementally over time with the participation of staff and parents. The components 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 at least one time per year in August. The plan is really a documentation of our current practices which are in continuous use rather than something new and different. The descriptions of activities are those activities that are a solid part of our current culture. . The plan for this year contains a few additions to our interventions. The plan was presented and explained to parent representatives from PTA for comment and input.

## **Review of Data to Establish Improvement**

Content	2007 Results	2008 Results	2009 Goal
Reading Third Grade	79.4	81.5	87.0
Math	79.4	70.4	82.0
Reading Fourth Grade	87.7	86.6	90.0
Math	56.1	64.2	70.0
Writing	57.9	65.7	70.0
Reading Fifth Grade	86.1	95.0	90.0
Math	75.0	66.1	80.0
Science	58.3	55.9	67.0

## **Characteristics of High Performing Schools**

### 1. High Levels of Collaboration and Communication

This year, we will be working on refining our collaborative work through strategies from the Professional Learning Communities project. Specifically, we are establishing SMART goals for reading, writing, and math. We will also use some of the tools to identify or make transparent our cultural norms. Title 1 services are collaborating with classroom teachers to provide reading support for students based on common practices and curriculum in reading.

### 2. Curriculum, Instruction, and Assessment Aligned with Standards

Every certified staff person has a copy of the content area GLE booklets for reading, writing, math, and science published by OSPI. We consult these as a guide to help identify what should be taught, and we have begun to use the Test Item Specifications from the WASL where appropriate to narrow the focus to what is essential. We consult our research base for guidance on best practices in each area, as we have always done. Our support services, Title I, ELL, and Special Education, design their services and accommodations as much as possible around the classroom curriculum designed with GLE's and test item specifications.

### 3. Frequent Monitoring of Teaching and Learning

Beginning with our Title 1 services this year, we are implementing interventions with our struggling readers for fluency. This skill was identified in an earlier assessment and tends to be a part of the reason struggling readers struggle. Interventions taking place will be monitored every two to three weeks for results and adjusted as needed. Staff will assess student work according to targets for learning during collaboration, compare instructional strategies that are effective, and consider adjustments.

## **Recognition of Non-Academic Learning**

At Southwood, we recognize that the more enriched the learning environment is with opportunity, the greater the learning in every area and the more students will benefit. We consider the relevance of activities to learning, and to the building of character, risk taking, social skills, and background knowledge. Some of the activities we offer might seem "non-academic," but in fact they are disciplines in and of themselves that enhance learning in other areas. Some examples of opportunities for enrichment and participation in the school community are:

Before, noontime and after school activities, such as Reader's Theatre, Chorus, Cello Ensemble, Running Club, Wall Ball Tournaments, Quilting Club, counselor's groups targeting friendship skills and family changes, holiday crafts, recess library, assemblies, field trips (academic), arts infused curriculum, music programs, ASB projects and participation, safety patrol, library helpers, office messengers, Fiddle Club and participation in Folklife Festival for Magic Strings, cello and violin recitals, project share nights, PTA family events, spirit days, holiday observances.

### **Safe and Supportive Learning Environment**

Effective social skills and bullying prevention are taught weekly by our counselor to every classroom for 30 minutes each during our collaboration rotations. Routines and procedures for common areas are taught and reinforced, including recess rules and games by the PE teacher, classroom routines and procedures are taught and reinforced by the classroom teacher. Behaviors are redirected if they are merely low level or moderate, and re-taught or given a major intervention if they are severe or chronic, either by the teacher, Solution Room teacher, counselor, or principal depending on the situation. Most teachers use classroom meetings to teach and process classroom issues and to build positive environments for learning. Student and staff interactions are mainly positive, even if they are corrective in nature. Instruction is individualized wherever possible, small groups are frequently used, and almost every adult in the school works with students in some capacity, thereby increasing student contact with adults. Clerical work, other than the school office, is intentionally scheduled so that classified staff work in classrooms for student support most of the time. Most of our student support services such as Title 1 and Special Education are provided in the classroom, with pullout support as needed.

### **Equity Issues**

Equity issues at Southwood reside mainly with economically disadvantaged, Title 1, English Language Learners, and students who qualify for services in special education services. In order to reach all of these learners, we provide core instruction to all of them and schedule interventions at times other than during core, so that they do not fall further behind if they are being served in one or multiple areas. We also provide enrichment through our integrated arts lessons in literacy and math (Arts Impact), which reaches many of these as well as higher achieving students. This year, we are subscribing to RAZ kids as a whole school, an online reading program with a leveled library of quality books in many genres. This program can be accessed from every student's home, so if they have a computer and online access they will have books to read. We realize that some students might not have that, and so we will begin to address this inequity on a case by case basis. We are running interventions during noon recesses as well as giving everyone access during a regularly scheduled library time. Running club is open to all students and provides a level playing field for greater physical fitness. We also try to provide both enrichment and interventions on a before school basis, and have an arrangement with Transportation for students who ride the bus to come in early on the high school buses so that transportation is not a barrier.

Our Counselor partners with families who are facing economic, mental health, or family structure issues and assists them in finding resources. This year, she is starting a support group for grandparents who are raising their grandchildren along with one of those grandparents. Our nurse is wonderful about making sure students who need them get eye exams and glasses so they have access to their school work. All of us promote Enumclaw Black Diamond Tutoring, and the state children's health insurance.

One program at Southwood that was borne in part out of a concern for equity in access to music is the Magic Strings program. This program came from a grant that was written to acknowledge that some students would not have the opportunity of learning and playing the violin or cello if it did not take place within the school day. Currently in its eighth year, a few hundred students have graduated as fifth graders to date and benefited from this experience, often continuing to play a musical instrument. Many of these same students have a high level of participation in other areas of school like from elementary through high school.

Our Individual Achievement program is available to students who score in the appropriate range on the COGAT test. This program provides enrichment to students who show the characteristics of students who would benefit from an integrated social studies based approach. Students can be in the primary self contained, grades 1-3, or the intermediate, grades 4-5, or primary or intermediate one day a week pullout programs.

Southwood also houses ECEAP and the developmental preschool programs to work with students who would benefit from school readiness curricula.

## **Technology**

In the last two years, Southwood has accumulated an amazing collection of technology resources with the help of our PTA and Title 1 funding. We purchased 15 new computers for our library with our Title 1 funds, the purpose of which was to be able to use the RAZ Kids program for increased reading support for our Title 1 and for all of our students. The computers and program are new this year, and every teacher was trained in how the program works, and how to get all of their students into the database so they could access the books. This was our bottom line for implementation, and some teachers are beginning to branch out using other features of the program.

The second big infusion of technology that was funded through PTA fundraisers was to provide every classroom with a document camera and projector. A part of this project involved having cameras mounted on the ceiling to be out of the way, and to connect the units to teacher computers. The infrastructure wiring and mounting of projectors was done this summer using Administrative Match funding. Teachers have used these extensively and now cannot imagine not having them, as they greatly increase interactive work in the classroom, the visual element of instruction, and eliminate the need to make an overhead or wait to share something until the next day when the overhead is made.

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

Southwood is grateful for the involvement of our families, parent volunteers, and members of our community who do so much for our schools. 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. Some of these include “Monday Munchies” or popcorn once a month at lunchtime, family night events, 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. Some of our teachers partner with some of our high school students for community service projects, and with some of our high school teachers around curriculum projects and events in the arts and social studies.

Southwood teachers have benefited for the last several years 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 a n alliance and a partnership with ArtsEd Washington, we have had support with resources and creating a 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, Southwood Newsletter, Classroom Newsletters (these are also posted on our web page), Elementary and High School Art Show, Magic Strings Concerts and Recitals, school music programs, Southwood Fun Run and Southwood Marathon, I/A project share, PTA meetings and events, informal and formal communications and meetings, yearly school board presentation, Southwood Second Grade Salmon Release Project with Native American Ceremony.

Enumclaw School District

**SCHOOL IMPROVEMENT PLAN**  
2008-09

Building/Department: Southwood Elementary

Target Area: MATHEMATICS

**IMPROVEMENT GOAL:**

- ❖ 75% of 3<sup>rd</sup>-5<sup>th</sup> grade students will meet or exceed standard 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:**

- Continue core math instruction using best practices from the Teacher Development Group
- More frequent formative assessment for struggling students, with corresponding instructional adjustments as needed
- Increased interventions for students during the school day who are not responding
- Continue to encourage families to practice at home, and take advantage of Enumclaw Black Diamond Tutoring
- Explore and use resources that develop student understanding and automaticity with number sense and fact fluency

<b>LEARNING TARGET</b> What are the learning objectives of this activity?	<b>IMPROVEMENT ACTIVITIES</b> What programs or initiatives will occur?	<b>TIMELINE</b> When will this activity begin and end?	<b>WHO IS RESPONSIBLE?</b> Who will provide the leadership for this activity?	<b>RESOURCES NEEDED</b> What are the existing and/or new resources that will be used to accomplish this activity?	<b>PROFESSIONAL DEVELOPMENT</b> How will staff acquire the necessary skills and attitudes to implement this activity?	<b>MONITORING PROGRESS</b> 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 math instruction in every classroom using Investigations and supplemental materials</i>	<ul style="list-style-type: none"> <li>• Look at student work, comparing pre and post assessments for each unit</li> <li>• Discuss strategies used for effective math instruction and results</li> </ul>	9/08-6/09	<ul style="list-style-type: none"> <li>• Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• District Curriculum documents</li> <li>• Math Curriculum</li> <li>• Kathy Richardson materials</li> </ul>	<ul style="list-style-type: none"> <li>• District math training for all classroom teachers</li> <li>• Collaboration time and staff meeting time</li> <li>• Oct. 24<sup>th</sup> half day for math</li> </ul>	<ul style="list-style-type: none"> <li>• Principal will encourage discussions about practices and collaborative groups</li> <li>• Pre and post assessments</li> <li>• Fact Family assessments</li> </ul>

<i>Teachers will identify and intentionally teach math comprehension strategies</i>	Use <i>Comprehending Math</i> and TDG information to directly teach comprehension strategies K-5	9/08-6/09 and beyond K-5 TDG 8/27, 10/10 4 <sup>th</sup> TDG 9/23, 1/28 5 <sup>th</sup> TDG 9/22, 1/29	Classroom Teachers	<i>Comprehending Math</i> book (we already have it)  Teacher TDG resources	Staff meeting or collaboration time	Student responses to comprehension questions in conversation, and on WASL type written samples (scored), and in Investigations assessments
<i>Increase classroom focus on fact fluency</i>	Learn basics of how fact fluency develops, use appropriate strategies	10/08-12/08	Classroom Teachers	No additional cost	During staff meetings and collaborations	Fact fluency assessments that focus on fact families understanding fluency gradually
<i>Become familiar with new standards in number sense and place value</i>	Reviewed during August In-Service, 8/26	9/08-6/08 and beyond	Teachers and principal	<ul style="list-style-type: none"> <li>Standards Books</li> <li>Background material from OSPI</li> </ul>	During staff meetings or collaboration, or individually	Classroom teacher discussions and application
<i>Explore ways to support students who need more help</i>	<ul style="list-style-type: none"> <li>Look at what we already have and how it can be used</li> <li>Communicate with parents of students needing help</li> </ul>	9/08-6/08	Teachers, principal	<ul style="list-style-type: none"> <li>Kathy Richardson materials</li> <li>Schoolbell.com online resources</li> <li>Arts Impact lessons</li> <li>EBT</li> <li>Other</li> </ul>	If needed, during staff meetings or collaboration	Assessments connected with each intervention

**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?

75% of 3<sup>rd</sup>-5<sup>th</sup> grade students will meet or exceed standards as measured by the math portion fo the 2009 WASL.

Enumclaw School District

SCHOOL IMPROVEMENT PLAN  
2008-09

Building/Department: Southwood Elementary

Target Area: READING

**IMPROVEMENT GOAL:**

- ❖ 87% of 3<sup>rd</sup>-5<sup>th</sup> grade students will meet or exceed standard 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 Developmental Reading Assessment

**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 who are not responding, during the school day
- Continue to encourage families to read at home, with expanded resource of RAZ kids online books or hard copy books sent home

<b>LEARNING TARGET</b> What are the learning objectives of this activity?	<b>IMPROVEMENT ACTIVITIES</b> What programs or initiatives will occur?	<b>TIMELINE</b> When will this activity begin and end?	<b>WHO IS RESPONSIBLE?</b> Who will provide the leadership for this activity?	<b>RESOURCES NEEDED</b> What are the existing and/or new resources that will be used to accomplish this activity?	<b>PROFESSIONAL DEVELOPMENT</b> How will staff acquire the necessary skills and attitudes to implement this activity?	<b>MONITORING PROGRESS</b> 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: <ul style="list-style-type: none"> <li>• Read Aloud</li> <li>• Sustained Silent Reading</li> <li>• Small Group/Guided Reading</li> <li>• Whole Group/Shared Reading</li> <li>• One-on-One Instruction</li> </ul>	9/08-6/09	<ul style="list-style-type: none"> <li>• Classroom Teachers</li> <li>• Title 1 Teacher</li> <li>• Special Education Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• District Curriculum documents</li> <li>• Other professional books that enhance understanding fo effective practices in these areas</li> </ul>	Review of an already known set of skills, dispositions, and understandings	Principal will encourage discussions about practices and collaborative groups, Title 1 and Special Education will look at student progress scores from DRA, fluency CBA, and Rigby Benchmark books

<b><i>Teachers will Continue to identify and intentionally teach reading comprehension strategies</i></b>	Use Comprehension Toolkits to directly teach comprehension strategies K-5	9/08-6/09 and beyond	Classroom Teachers	Strategies That Work Comprehension Toolkits K-2 and 3-5, and supplemental materials	Spend some staff meeting or collaboration time getting acquainted with the kits and distributing lessons over grade levels	Student responses to comprehension questions in conversation, and on WASL type written samples (scored), and in reading response journals
<b><i>Increase classroom support materials for guided reading</i></b>	Download and print hard copy books from Reading A to Z, print classroom sets	10/08-12/08	Title 1 Teacher	Site License for A to Z Funds for printing costs	During staff meetings and collaborations	Classroom teacher and Title 1 teachers will assess progress using DRA and Rigby benchmark books
<b><i>Increase general reading inventory of books for classroom and home use</i></b>	Implement RAZ Kids online books	9/08-6/08 and beyond	Teachers with principal support  Parents at home	Site license for RAZ Kids, computers, headphones  Information to parents regarding passwords for access  Computer with online access at home	During staff meetings  Title 1 teacher to do a parent seminar	Student data may be kept online; previously mentioned assessments
<b><i>Increase inventory of nonfiction articles for teaching nonfiction reading strategies</i></b>	National Geographic Kids' magazines for all students at Southwood	9/08-6/08	Teachers	Classroom Sets of Magazines paid for with building budget	Already familiar; apply comprehension strategies from Strategies That Work	Student written responses to WASL like comprehension questions, student discussions, student expository writing improvement, DRA
<b><i>Increase fluency for struggling readers</i></b>	Implement fluency strategies through Reader's Theatre, poetry , drama techniques	9/08-6/08	Teachers, Title 1 teacher	Arts impact lessons, reader's theatre scripts, etc. Reading A to Z and RAZ Kids online materials	Already familiar, share techniques and lessons at staff meetings; review research from previous book studies	As measured by Curriculum Based Assessment one minute timing in fluency, graphing changes in rate and accuracy
<b><i>Increase vocabulary</i></b>	Developing synonyms for basic words	December staff meeting - June	Title I teacher Classroom Teachers	Weighty Words,  Weighty Words II	Title I teachers during staff meeting	TBD
	Vocabulary in RAZ Kids					

	Emphasize content area vocabulary in context					
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**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 grade level corresponding to the appropriate time of year  
87% of 3<sup>rd</sup>-5<sup>th</sup> grade students will meet or exceed standard as measured by the reading portion of the 2009 WASL