

# **SY 2022-2023 Comprehensive School Improvement Plan Fall Report**

**Southworth Elementary School**  
*Principal Charles Cook*

**11/1/2022**

**WSIF Support Status:** Support Tier 2

**School Grade Span:** PK-5

**Enrollment:** 628 (head count)

**FRPL Percentage:** 42%

**Special Education Percentage:** 12%

**Multilingual Learner Percentage:** 3%

## **School Improvement Planning Team Members:**

C. Cook - Principal

T. Schultz- Assistant Principal

J. Harrison- Counselor / parent / parent of special needs student

K. Stockton- 3rd grade / parent / parent of special needs student

R. Huttman- 1st grade

D. Hunt - OP IV

D. Patin- Physical Education teacher

M. Laughlin- McCloskey- Kindergarten teacher / parent

T. Jenkins- Kindergarten teacher / grandparent

C. San Martin- 4th grade

W. Boles- 5th grade

## **School Improvement Planning Team Meeting Dates:**

8/19/22- SEL Focus

8/24/22- CSIP planning

9/8/22- CSIP planning

9/12/22- SEL Focus

9/14/22-DBA night planning to connect it to the CSIP plan

10/13/22- CSIP planning

11/10/22- CSIP Monitoring

12/8/22- CSIP Monitoring

1/12/23- CSIP Monitoring

2/9/23- CSIP Monitoring

3/9/23- CSIP Monitoring

4/13/23- CSIP Monitoring

**School Data Analysis**

If teacher clarity (learning target and success criteria) is present in class, and

If the target is evident, kid friendly, and easy to read, and

If students are authentically engaged with the target, and

If the formative assessment is linked to target and success criteria,

Then, all student groups will achieve high growth.

## CSIP SMARTIE Goals

SMARTIE Goals are Strategic, Measurable, Ambitious, Realistic, Time-Bound, Inclusive, Equitable

*SMARTIE Goal 1 addresses tier 1 instruction, increasing the impact of initial classroom instruction.*

### **Goal 1:**

Goal 1: By implementing small tests of change practices of two week intervention support cycles the 24 students or 22.9% of the total student population that scored intensive on the fall Aread benchmark assessment and the 36 students or 34.3% of the student population that scored at the strategic level on the fall Aread benchmark assessment in fourth grade, their average national growth percentile will be 65 or better as demonstrated by comparing the fall to spring benchmark assessments in the area of literacy.

*SMARTIE Goal 2 addresses culture of belonging and improving student social and emotional competence and wellness.*

**Goal 2:** Goal 2: Students identified with chronic absences and need level DESSA scores will increase their attendance and DESSA scores by 20% with implementation of resources and interventions provided to address their social emotional concerns as measured by student attendance and DESSA scores from fall to spring.

*SMARTIE Goal 3 addresses a targeted student group and improving outcomes for a student group with a demonstrated need for academic or SEL support (based on disaggregated data).*

**Goal 3:** By implementing Kids at Hope and holding a Dream Believe Achieve Night students will be able to share their dreams for the future and sharing those dreams with their teachers and families students will have a sense of hope and teachers will be able to support pathways for students to achieve their goals beyond graduation from high school student belonging will improve 10% or greater from fall to spring based on survey results along with student SABER results showing a reduction in the number of students identifying as having need for support by 10%.

## Root Cause Analysis

### Lesson Preparation And Implementation Root Causes

- Teachers are will to try something new and show vulnerability
- Pacing is right for all students
- Teacher plans for individual/groups of students who will need more attention. Student needs are known
- Plan for possible adjustments to lesson presentation where students might struggle
- Teacher is prepared for the lesson ahead of time
- Teacher plans reflect implementation of curriculum with fidelity
- Lesson plans show opportunities for student reflection on progress towards learning targets
- Lesson has appropriate learning objectives and success criteria
- Planning reflects different learning styles and inclusion of accommodations/differentiation
- Materials are prepared and ready before the lesson
- Broad-based learning targets posted throughout the unit/module with specific targets that change daily
- Teacher chunks content for delivery
- Incorporate both examples and non-examples
- Plans reflect opportunities that maximize participation
- Plan for the integration of technology

### Essential Routines And Procedures Root Causes

- Teacher communicates clear expectations-
  - o STAR
  - o Kelso's Choices
- Seating chart is intentional to minimize distracting behaviors
- Teacher has a visible daily schedule
- Teacher uses positive reinforcement
- Teacher has established routines and procedures that are followed
  - o Material management
  - o Movement in the classroom
  - o Voice level
  - o Consistent flow/structure within a lesson
- Students can verbalize learning targets and what it looks like to be a successful learner
- Class rules are posted

### **Engagement And Responding To Learner Needs Root Causes**

- Students are comfortable, but paying attention (active)
- Students are on topic (right page) and not distracted
- Brain breaks do not last more than two minutes
- All students are tracking/following along when one or two students have the stage
- Students are looking at or facing the screen
- Lesson materials are used for learning activities/goals
- Students actively participate

### **Additional Root Causes Has Your Team Identified**

Student attendance

### **Areas Of Strength Have You Identified In Your School After Reviewing The Data**

Use of learning targets by teachers

## Student Populations

### Key Takeaways About Student Group Performance on State and District Assessments

According to school improvement status Southworth was identified for the three groups of students under performing and those categories are students with special needs, students with 2 or more races, and students that are latino or hispanic.

### Description Of A Typical Student, Representative Of The Student Population

10/20/2022

### Strengths Of A Typical Student At The School

Students are kind and friendly to others

### Challenges Faced By A Typical Student At The School

One challenge is that approximately 30% of the population is made up of students of active military personnel which results in student turnover rate between 20 and 30%, as in only 20-30% of the students in 5th grade attended Southworth since kindergarten. This causes students making relationships with peers and adding on to knowledge from the previous year difficult for some students.

### Important Relationships In The Life Of A Typical Student At The School

Part of the efforts at Southworth is to make adult to student connections in our work with Kids at Hope. We keep track of adult to student connections. We also stress family as an important role in the students lives.

## **Educators**

### **District Vision And Equity Statement In School Culture And Activities**

The culture and climate of the building is based on HOPE and providing or teaching HOPE. We start off the day with pledges about every student learning and succeeding. Staff believe that all kids can learn. Learning targets are seen on in all classrooms, student work reflects the target, and students are engaged in the learning around the target.

### **Professional Development Staff Need To Strengthen Implementation Of Evidence Based Practice**

PLC guidance and training, Classroom climate/relationships development/coaching, Classroom routines and procedures development/coaching, Lesson preparation and/or implementation development/coaching, Student voice and engagement development/coaching, Embedded support, scaffolding, and differentiation development/coaching

### **Additional Professional Learning And Support**

Social Emotional Learning and HOPE

### **Metrics To Monitor Impact Of Professional Learning On Teacher/Staff Practice**

Classroom walk throughs and observations

### **Existing Professional Learning And Support**

Routines and procedures around implementing learning goals, success criteria, and student engagement on lessons that are tied to the learning goal.

### **Metrics Used To Measure The Effect Of Professional Learning And Support Listed Above**

Walk throughs and data meetings with staff

## Systems Of Support

### MTSS Areas Of Strength

The Building Implementation Team is representative of the staff and meets regularly to review student data and recommend universal supports, An effective pre-referral process is in place to ensure Tier 1 supports and preventative measures are in place prior to ITeam referrals

### Additional Areas Of Strength

N/A

### MTSS Areas To Be Strengthened

The ITeam process effectively identifies targeted and intensive supports for students

### Individual(s)/Team Responsible For Identifying Areas Of Strength And Improvement

The building governance team

### Plan For Strengthening Schools Systems Of Support To Meet Student Needs

1. Professional development identified by our governance team and led primarily by them in the area of belonging, including book studies
2. Principal and Assistant Principal conducting walk throughs and providing feedback timely feedback to staff
3. Setting weekly focus statements with staff that are tied directly to the Tier 1 instructional model
4. Setting and holding grade level data meetings focused on student growth. Staff are to present data that they are tracking to monitor student growth and plans for supporting growth for all students. Multiple rounds will be held throughout the year.
5. Regularly scheduled meetings with admin and counselor to discuss student support groups for SEL intervention services.
6. Continue work in the area of Hope and ensuring that Hope is taught.



7. Assessment capable learners, working with grade level teams to identify student data that students can track and reflect on and work with teachers on in one on one goal setting meetings.

**School And Community Interaction In Creating A Continuum Of Supports For Students**

We have reached out to the tribe to work with their educational department and work to provide support to them for tutoring clubs offered at the community center.

**Family And Community Engagement/Partnership Strengths And Opportunities**

This year we are piloting native language acquisition classes with tribal students

## Needs Assessment

### State Data Sources

State: Washington School Improvement Framework, State: Student Growth Percentiles

### District Data Sources

District: DIBELs 8 (GR K-5), District: FAST- aRead, aMath (GR 2-10), District: Early Math (GR k-1), District: SAEBRS (GR 2-12), District: DESSA (GR K-8), District: Belonging Survey

### Additional Data Sources

School & Classroom: Student Mobility Data, School & Classroom: Time Out of Class (non-exclusionary, e.g. visits to nurse, counselor, etc.), School & Classroom: Discipline Data

### Disproportionality Data Sources

Special Education Eligibility and Qualification, Discipline, Exclusion

### Outcome of Root Cause Analysis

If teacher clarity (learning target and success criteria) is present in class, and  
If the target is evident, kid friendly, and easy to read, and  
If students are authentically engaged with the target, and  
If the formative assessment is linked to target and success criteria,  
Then, all student groups will achieve high growth.

## SMARTIE Goal 1: Tier 1 Instruction

Goal 1: By implementing small tests of change practices of two week intervention support cycles the 24 students or 22.9% of the total student population that scored intensive on the fall Aread benchmark assessment and the 36 students or 34.3% of the student population that scored at the strategic level on the fall Aread benchmark assessment in fourth grade, their average national growth percentile will be 65 or better as demonstrated by comparing the fall to spring benchmark assessments in the area of literacy.

### Metrics Used To Measure Impact Of Goal 1 Activities

District: DIBELs 8 (GR K-5), District: FAST- aRead, aMath (GR 2-10)

### Frequency Of Monitoring Goal 1 Activities

<<Activity monitoring for Goal 1 will occur>>

### Additional Data Collection To Measure Impact Of Goal 1 Activities

Student oral fluency data

### Additional Steps To Monitor Impact Of Goal 1 Activities

Schedule data meetings and progress monitor PLC meetings

### Goal 1 Budget Needs

zero cost

### Goal 1 Budget Sources

zero cost

## **SMARTIE Goal 2: Culture of Belonging**

Goal 2: Students identified with chronic absences and need level DESSA scores will increase their attendance and DESSA scores by 20% with implementation of resources and interventions provided to address their social emotional concerns as measured by student attendance and DESSA scores from fall to spring.

### **Metrics Used To Measure Impact Of Goal 2 Activities**

District: SAEBRS (GR 2-12), District: DESSA (GR K-8), attendance data

### **Frequency Of Monitoring Goal 2 Activities**

Weekly, Monthly

### **Additional Data Collection To Measure Impact Of Goal 2 Activities**

### **Additional Steps To Monitor Impact Of Goal 2 Activities**

### **Goal 2 Budget Needs**

\$500.00

### **Goal 2 Budget Sources**

Ad match funding

### **SMARTIE Goal 3: Targeted Student Support**

By implementing Kids at Hope and holding a Dream Believe Achieve Night students will be able to share their dreams for the future and sharing those dreams with their teachers and families students will have a sense of hope and teachers will be able to support pathways for students to achieve their goals beyond graduation from high school student belonging will improve 10% or greater from fall to spring based on survey results along with student SABER results showing a reduction in the number of students identifying as having need for support by 10%.

#### **Metrics Used To Measure Impact Of Goal 3 Activities**

District: SAEBRS (GR 2-12), District: Belonging Survey

#### **Frequency Of Monitoring Goal 3 Activities**

Monthly

#### **Additional Data Collection To Measure Impact Of Goal 3 Activities**

#### **Additional Steps To Monitor Impact Of Goal 3 Activities**

#### **Goal 3 Budget Needs**

\$9,000.00 total for all staff paid at three hours to attend evening event and small committee to hold meetings to plan the event along with the purchasing of math games for students to take home

#### **Goal 3 Budget Sources**

Title funds and building budget

## Fall 22-23 Benchmarks as of 9/30/22

### aRead

	Percent	number	students tested	Level
<b>2nd</b>	40.00%	44	110	Intensive
	32.70%	36	110	Strategic
	14.50%	16	110	Benchmark
	12.70%	14	110	Advanced

<b>3rd</b>	32.30%	30	93	Intensive
	31.20%	29	93	Strategic
	20.40%	19	93	Benchmark
	16.10%	15	93	Advanced

<b>4th</b>	22.10%	23	104	Intensive
	34.60%	36	104	Strategic
	26.90%	28	104	Benchmark
	16.30%	17	104	Advanced

<b>5th</b>	20.90%	19	91	Intensive
	47.30%	43	91	Strategic
	17.60%	16	91	Benchmark
	14.30%	13	91	Advanced

Kindergarten - DIBELS 8			
	#	%	Pop tot.
Advanced	7	7%	103
Benchmark	11	11%	103
Strategic	15	15%	103
Intensive	70	68%	103

First grade - DIBELS 8			
	#	%	Pop tot.
Advanced	19	18%	106
Benchmark	22	21%	106
Strategic	14	13%	106
Intensive	51	48%	106

## Fall 22-23 Benchmarks as of 9/30/22

### aMath

	Percent	number	students tested	Level
<b>2nd</b>	33.30%	36	108	Intensive
	33.30%	36	108	Strategic
	20.40%	22	108	Benchmark
	13.00%	14	108	Advanced

<b>3rd</b>	22.60%	21	93	Intensive
	50.50%	47	93	Strategic
	14.00%	13	93	Benchmark
	12.90%	12	93	Advanced

<b>4th</b>	15.20%	16	105	Intensive
	47.60%	50	105	Strategic
	22.90%	24	105	Benchmark
	14.30%	15	105	Advanced

<b>5th</b>	23.10%	21	91	Intensive
	47.30%	43	91	Strategic
	18.70%	17	91	Benchmark
	11.00%	10	91	Advanced

Kindergarten - Early Math			
	#	%	Pop tot.
Advanced	17	17%	103
Benchmark	20	19%	103
Strategic	41	40%	103
Intensive	25	24%	103

First grade - Early Math			
	#	%	Pop tot.
Advanced	22	21%	107
Benchmark	22	21%	107
Strategic	38	36%	107
Intensive	25	23%	107