

MISD SCHOOL IMPROVEMENT PLAN 2016-17

Northwood Elementary

2020 Vision

“Successfully preparing students for the cognitive, global, and digital world.”

Goal One (ELA): By Spring of 2017, 95% of all K-5 students will be reading at their grade level identified benchmark as measured by the Spring AIMSweb assessments. The remaining 5% that don't meet the goal will show more than one year's growth as measured by AIMSWeb or curriculum based measures.

Goal Two (Math): By Spring of 2017, 90% of all third, fourth and fifth grade students will perform at math standard as measured by the SBAC. The remaining 10% that don't meet standard will show at least one year's growth.

Fundamental 2: Maintain the highest standards in the areas of fine arts; health/fitness; literacy reading, writing and communications; mathematics; science; social studies, and world languages.

Goal Three: Establish a building diversity team that studies, discusses and implements initial structures and activities that nurture an inclusive and welcoming school community based on principles of equity and excellence.

Fundamental 7: Foster diversity, inclusiveness, and equity with a focus on respect and acceptance of every student.

Contextual Data:

As a new school, these data reflect students coming to us from all three previously existing elementary schools. We do not yet have EES data for use in creating a perceptual context. Northwood will use initial data sets as baseline information and build a vibrant learning community for students.

Contextual Data for Goals One (ELA) and Two (Math)

LSF = Letter Sound Fluency

NWF = Nonsense Word Fluency

CBM = Curriculum Based Measure (Words Correct per Minute)

2015-16 AIMSWeb Assessment	% of Students at Spring 2016 Benchmark	
K – LSF (rising 1st)	92%	
K – NWF (rising 1st)	91.8%	
1 – NWF (rising 2nd)	79.4%	
1 – CBM (rising 2nd)	87%	
2 – CBM (rising 3rd)	85.2%	
3 – CBM (rising 4th)	78.8%	
4 – CBM (rising 5th)	78.5%	
2015 SBAC (Level 3 and 4)		
	Mathematics	English Language Arts (ELA)
3rd Grade (rising 4th)	71.2%	68.7%
4th Grade (rising 5th)	80%	81.3%

Goal One (ELA): By Spring of 2017, 95% of all K-5 students will be reading at their grade level identified benchmark as measured by the Spring AIMSweb assessments. The remaining 5% that don't meet the goal will show more than one year's growth as measured by AIMSWeb or curriculum based measures.

Fundamental 2: Maintain the highest standards in the areas of fine arts; health/fitness; literacy reading, writing and communications; mathematics; science; social studies, and world languages.

Strategic Actions (What will we do as a staff to get there?)	Progress Indicators ("hooked" action)	Anticipated Artifacts and Evidence
1. Ensure all teachers deliver a guaranteed and viable curriculum for all students.	<p>Staff attend and participates in ongoing training sessions for <i>Mondo Bookshop</i> (September 13, 2016), ongoing Bookshop coaching dates, and identified district and building directed days. Teachers utilize the components of the curricula <i>routinely</i> and <i>faithfully</i> during daily literacy blocks of instruction.</p> <p>Adherence to the Mercer Island School District Guaranteed and Viable Curriculum (GVC) document regarding reading instruction.</p>	<p>Tangible lesson plans that incorporate curriculum elements and instructional strategies.</p> <p>Routinely observable comprehensive literacy components (read-alouds, shared reading, small differentiated reading groups, phonics/word work, independent reading, et al.) that are evaluated through <i>Danielson</i> rubrics.</p>
2. Ensure the utilization of universal screening tools to identify students' needs and monitor students' reading progress.	<p>AIMSweb assessment tools (benchmark and progress monitoring) are utilized by all certificated staff to regularly track progress of targeted students toward meeting grade level benchmarks. Staff utilize <i>Mondo Bookshop</i> unit reading assessments.</p> <p>LSP support staff regularly assess qualifying students through use of Bookshop, Aimsweb, DRA, and/or Fountas/Pinnell tools.</p>	<p>AIMSweb generated data (benchmark and progress monitoring)</p> <p>Reading assessment data (benchmark tests, unit tests, running records, etc.)</p> <p>Charts/data monitoring progress on below-standard students</p> <p>Data reviews during PLCs</p>

<p>3. Monitor, collaborate, and further develop best literacy practices through Professional Learning Communities.</p>	<p>Grade levels meet at least twice monthly as PLCs to monitor, collaborate, and further develop literacy practices while addressing:</p> <ol style="list-style-type: none"> 1. What do students need to know (Common Core literacy standards, instructional goals/teaching points)? 2. How will we know when they met standards? 3. Which tier 2 and 3 intervention strategies may be applicable? 4. What are strategies for students who require enrichment? <p>(Consistent with District DAC and NW DAT priorities)</p>	<p>PLC agendas and notes, clock hour sheets, rubrics, shared lesson plans, collaborative interventions generated</p>
<p>4. Improve instructional practice of all teachers through utilization of the Mercer Island Literacy Coaches, ELL staff, and colleagues.</p>	<p>Teachers welcome literacy and ELL coaches into their classrooms to help them learn how to refine reading instruction as well as use adopted curriculum to meet the needs of diverse learners. (Consistent with District DAC and NW DAT priorities)</p> <p>Teachers have the opportunity to visit peer classrooms or use Teaching Channel Teams tools to observe, reflect upon instruction, and team-teach. (Consistent with District DAC and NW DAT priorities)</p>	<p>Google Forms data indicating when peer observations occur.</p> <p>Teaching Channel Teams groups are formed and used by teachers.</p>

Goal Two: By Spring of 2017, 90% of all third, fourth and fifth grade students will perform at math standard as measured by the SBAC. The remaining 10% that don't meet standard will show at least one year's growth.

Fundamental 2: Maintain the highest standards in the areas of fine arts; health/fitness; literacy reading, writing and communications; mathematics; science; social studies, and world languages.

Strategic Actions	Progress Indicators	Anticipated Artifacts and Evidence
<p>1. Ensure implementation of the district-adopted Math Expressions Common Core K-5 Curricula as the guaranteed and viable curriculum for all students.</p>	<p>Professional Development through District- and Building-Directed times to support teacher understanding and implementation of the 5 Core Structures of <i>Math Expressions</i>.</p> <p>Math Academies implemented to support deeper understanding of mathematics research and <i>Math Expressions</i> tools and instructional strategies.</p> <p>Teachers utilize the components and structures of the curricula routinely and faithfully during daily math instruction.</p> <p>Adhere to the MISD Guaranteed and Viable Curriculum (GVC) document regarding math instruction.(GVC) document regarding math instruction.</p>	<p>Tangible lesson plans that incorporate curriculum elements.</p> <p>Routinely observable structures and practices (Math Talk, Building Concepts, Student Leaders, Learning Community, Quick Practices) that are monitored through Danielson Rubrics.</p> <p>Math Academy agendas and attendance rosters.</p> <p>Classroom Walkthrough Data collected regularly and analyzed for building-wide practices.</p>

<p>2. Monitor, collaborate, and further develop best practices in mathematics instruction through Professional Learning Communities (PLC).</p>	<p>Grade levels meet twice monthly to monitor, collaborate, and learn about math practices while addressing:</p> <ol style="list-style-type: none"> 1. What do students need to know? (Common Core State Standards for Mathematics, instructional goals, and learning targets) 2. How will we know they have met the standards? 3. Which Tier 2 and 3 interventions may be applicable? 4. What are strategies for students who require enrichment? <p>(Consistent with District DAC and NW DAT priorities)</p>	<p>PLC agendas and notes, clock hour sheets, rubrics, shared lesson plans, collaborative interventions.</p> <p>PLC protocols shared and used by teams.</p>
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Goal Three: Establish a building diversity team that studies, discusses and implements research based-practices, initial structures and activities that nurture an inclusive, culturally sensitive and welcoming school community based on principles of equity and excellence.

Fundamental 7: Foster diversity, inclusiveness, and equity with a focus on respect and acceptance of every student.

Strategic Actions	Progress Indicators	Anticipated Artifacts and Evidence
<p>1. Establish and maintain a building Diversity Action Team that studies, discusses, and implements research based-practices, initial structures, and activities.</p>	<p>Team membership will be representative of Northwood Elementary School.</p> <p>Functioning team by October 9, 2016</p> <p>Regular meetings established throughout the school year.</p>	<p>Agendas & notes</p> <p>Team Mission Statement</p> <p>School wide/classroom activities:</p> <ul style="list-style-type: none"> ● Celebrations ● Lessons ● Community Events

	Develop and share future goals that are relevant to Northwood Elementary learning community.	
2. Ensure continued school-wide use of the Second Step Social Emotional Learning Curriculum K-5 and Bullying Prevention Units K-5	Teachers teach second step lesson to students in all grades in accordance with scope and sequence.	Second Step visuals in classroom and hallways and Second Step language used throughout the school Family Newsletters EES Data on bullying perceptions
3. Implement a comprehensive, school-wide Positive Behavior Intervention and Support (PBIS) system.	Staff agrees upon, embraces, teaches and reinforces a set of positive school behaviors. Staff engages in interventions and supports that foster positive student behavior. Staff collects data to reveal trends, successful initiatives and areas for improvement.	PBIS-related data Increase in positive student behaviors as evidenced by data collection. Routinely observable practices (students behaving in accordance with taught and posted expectations) Positive reinforcement tickets/certificates given to classrooms and students recognizing desired school behaviors. Placards created and posted throughout the school that describe, through words and icons, desired positive behavior. Behavior and staff intervention matrices created for the staff outlining desired practices.
4. Monitor, collaborate, and further develop best practices in the area of diversity and cultural competency through Professional	Grade levels meet twice monthly to monitor, collaborate, and learn about practices around diversity and cultural competency. Work may	PLC agendas and notes, clock hours sheets, shared lesson plans, collaborative interventions.

<p>Learning Communities (PLC)</p>	<p>include:</p> <ul style="list-style-type: none"> ● Dialogue around strategies that address student learning styles and cultural learning modes (Consistent with District DAC and NW DAT priorities) ● Incorporating multi-sensory elements into lessons that meet student learning needs and preferences (Consistent with District DAC and NW DAT priorities) ● Designing lessons that are project based to facilitate and enhance cultural proclivities and awareness (Consistent with District DAC and NW DAT priorities) 	<p>Evidence of multi-sensory elements and opportunities incorporated in classroom lessons.</p> <p>Evidence of project-based learning.</p>
<p>5. Implement lessons from the district approved Mindful School curriculum (Mindful Schools, 2013) to provide specific instruction in the area of social-emotional development and self-regulation.</p>	<p>Students receive lessons in the following areas:</p> <ul style="list-style-type: none"> ● Increasing focus and attention ● Increasing empathy ● Increasing self awareness ● Decreasing impulsivity ● Increasing positive coping skills ● Decreasing anxiety 	<p>End of the year parent/student surveys</p> <p>Student Mindfulness journals and lesson-related activities</p> <p>Mindfulness vocabulary used throughout the school</p> <p>Mindfulness visuals posted</p>
<p>6. Conduct diversity and cultural competence training for staff.</p>	<p>Share and discuss relevant articles on diversity and culturally responsive strategies.</p> <p>Engage in dialogue and other professional development structures as identified by Diversity Advisory Team. (Consistent with District DAC and NW DAT priorities)</p> <p>Utilize building and district personnel to mentor and train other staff in areas of diversity and cultural awareness (e.g. Spanish Teacher, YFS Counselor, etc.)</p>	<p>Collection of articles and meeting agendas</p> <p>Staff meetings and/or professional development devoted to diversity issues.</p>

	(Consistent with District DAC and NW DAT priorities)	
7. Select and train grade-level lead teachers in GLAD strategies to support English Language Learners.	<p>Provide six days of professional development in GLAD (Guided Language Acquisition Design) strategies to a lead teacher at each grade level. (Consistent with District DAC and NW DAT priorities)</p> <p>Ensure opportunities for lead teachers to share GLAD strategies with colleagues.</p>	<p>Meeting Agendas</p> <p>Evidence of GLAD strategies in classrooms.</p>