

MISD SCHOOL IMPROVEMENT PLAN 2018-19

Northwood Elementary

2020 Vision

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

Multi-Year Goal One: Develop and implement an Elementary Multi-Tiered System of Support for Social Emotional and Behavioral Learning, thereby nurturing an inclusive, culturally responsive, and welcoming school community.

- One-year target: Implementation of Behavior Matrix pathway of support to provide strategic and timely SEL support through an MTSS structure.

Multi-Year Goal Two: Through a Multi-Tiered System of Support, at-risk students will achieve grade level benchmarks in reading, thereby closing the achievement gap as measured by SBA, Aimsweb Plus, and/or Classroom Based Measures.

- One-year target: By Spring of 2019, all identified at-risk students will make more than one year's growth in reading as measured by Aimsweb Plus assessments and Mondo curriculum assessments.

Contextual Data:

Smarter Balanced Results

Grade Level	SBA - Math 2017 At or Above Standard	SBA - Math 2018 At or Above Standard	SBA - ELA 2017 At or Above Standard	SBA - ELA 2018 At or Above Standard
3rd Grade	78.7%	70%	77.9%	73%
4th Grade	78.2%	86%	80.2%	83%
5th Grade	88%	77%	88%	86%

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AIMSWeb Assessments	% of Students at Spring 2016 Benchmark	% of Students at Spring 2017 Benchmark	% of Students at Spring 2018 Benchmark
K - LSF	92%	81%	82%
K - NWF	91.8%	81%	69%
1 - NWF	79.4%	76%	78%
1 - CBM	87%	87%	84%
2 - CBM	85.2%	85%	92%
3 - CBM	78.8%	71%	76%
4 - CBM	78.5%	66%	80%
5 - CBM	N/A	83%	81%

LSF - Letter Sounds Fluency; NWF - Nonsense Word Fluency; CBM - Oral Reading Fluency

Learning Support Program - Eligible/Served Students:

	2016-17	2017-18	2018-19
K	11	15	15
1	11	18	23
2	10	7	11
3	8	14	2
4	6	8	9
TOTAL	46	62	60

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Student Study Team (SST) & Building Guidance Team (BGT) Data

	2016-17	2017-18	2018-19
SST		37	
SST refer to BGT		17	
BGT led to IEP		12	

English Language Learners K-5

16-17	17-18	18-19
45-55	56-59	49 (Oct)

PALS numbers

16-17	17-18	18-19
13	19	7 (Oct)

2018-19 Goal One: Develop and implement an Elementary Multi-Tiered System of Support for Social Emotional and Behavioral Learning, thereby nurturing an inclusive, culturally responsive, and welcoming school community.

Strategic Actions (What will we do as a staff to get there?)	Anticipated Progress Indicators, Artifacts & Evidence
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<p>Sustaining Actions</p> <ul style="list-style-type: none">● Engage staff in professional development to deepen understanding and capacity to implement Second Step Social Emotional Learning curriculum● Maintain focus on school wide use of Positive Behavior Intervention Support System elements● Proactive classroom management strategies. <p>New Implementation Action #1</p> <ul style="list-style-type: none">● Implement MTSS Behavior Intervention Pathway● Implement new elements of PBIS system designed to increase staff and student focus on value of positive behaviors	<ul style="list-style-type: none">● Professional Development schedule and attendance logs● PBIS visual tools throughout school – common spaces and classrooms● Common language of SEL and PBIS used throughout school <ul style="list-style-type: none">● Elements of PBIS & MTSS Behavior Pathways can be seen as evidenced by: observations, use of tools/forms, participation in MTSS Pathways schedules and intervention documents● Weekly announcements of Soaring Owls; Monthly Soaring Owls Assemblies● Soaring Owls and SWIS data
<p>Sustaining Actions</p> <ul style="list-style-type: none">● Ensure teachers deliver a guaranteed and viable Social Emotional Learning curriculum for all students (Universal/Tier 1 Instruction) and implement school-wide PBIS rules and expectations. <p>New Implementation Action #2</p> <ul style="list-style-type: none">● Ensure teachers use the SEL curriculum map to provide guaranteed and viable curriculum to all students Pre-K through 5th grade	<ul style="list-style-type: none">● School-wide orientation and reteaching of expectations for common spaces.● SEL data indicating completion of curriculum units.● <i>Routinely observable</i> use of school-wide PBIS expectations and language by both certificated and classified staff. <ul style="list-style-type: none">● Teachers utilize the components of the adopted curricula <i>routinely</i> and <i>faithfully</i> in alignment with the curriculum map.● Collect data on completed lessons and timeframes.

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<p>Sustaining Actions</p> <ul style="list-style-type: none"> ● Use data collection tools and systems to monitor expected positive behaviors and unexpected behaviors. <p>New Implementation Action #3</p> <ul style="list-style-type: none"> ● Develop and apply school-wide understanding and tracking of Minor and Major Behavior incidents 	<ul style="list-style-type: none"> ● Behavior incident forms and data (SWIS) ● Intervention forms and data
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2018-19 Goal Two: Through a Multi-Tiered System of Support, identified at-risk students will achieve grade level benchmarks in reading, thereby closing the achievement gap as measured by SBA, Aimsweb Plus, and/or Classroom Based Measures.

- One-year target: By Spring of 2019, all identified at-risk students will make more than one year’s growth in reading as measured by Aimsweb Plus assessments and Mondo curriculum assessments.

Strategic Actions	Anticipated Artifacts and Evidence
<p>Sustaining Actions</p> <ul style="list-style-type: none"> ● Ensure implementation of the district-adopted curricula as the guaranteed and viable curriculum for all students (Universal/Tier 1). ● Align teaching practices with district-adopted curricula, instructional frameworks, and best practices with emphasis on data-driven differentiation. <p>New Implementation Action #1</p> <ul style="list-style-type: none"> ● Utilize Instructional Coaches to support effective development of sustaining action 	<ul style="list-style-type: none"> ● Teachers utilize the components and structures of the curricula routinely and faithfully during daily instruction. ● Schedules identify classroom opportunities for small group, differentiated instruction. ● <i>Routinely observable</i> small differentiated groups to address identified needs. ● Peer observation data focused on differentiation practices and instructional frameworks. <ul style="list-style-type: none"> ● Coaching schedules and agendas for trainings ● Coaches’ feedback

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