

Northwood Elementary

School Improvement Plan
2020-21

District Improvement Plan Goal: As a system, Mercer Island School District will identify and systematically remove barriers that impede students equitably accessing learning and growth opportunities.

School Improvement Plan Goals

Goal #1 Social Emotional Learning

Develop and implement an Elementary Multi-Tiered System of Support for Social, Emotional and Behavioral Learning, creating a nurturing, inclusive, culturally responsive, and welcoming school environment and thereby reducing the number of students demonstrating maladaptive behaviors.

Goal # 2 Academic Learning

Through a Multi-Tiered System of Support, at-risk students will achieve grade level benchmarks, thereby closing the achievement gap as measured by SBA, Aimsweb Plus, and/or Classroom Based Measures. Grades K-2 will focus on ELA and grades 3-5 will focus on Mathematics.

Leadership (Who are the stakeholders responsible for leading the improvement goal?)

Principal & Associate Principal, Principal's Cabinet, PBIS Team, RtI Team, Instructional Coaches

Alignment (How does the goal align to the district mission, vision, values, fundamentals, other goals, or focus priorities?)

The stated goal aligns with the WASA Inclusionary Practice overarching vision (below), as well as Superintendent Colosky's [Focus Priorities](#).

In order to increase achievement for all students, eliminate inequities & barriers, promote safe and supportive learning environments, and provide challenging learning opportunities, Mercer Island School District will implement a multi-tiered system of support built on a foundation of Universal Design for Learning, that is inclusive of equity and access for all students, engagement with families and community, academic support, behavioral systems, and social-emotional learning.

The goal also aligns with the [District's Values, Vision and Mission](#).

Action Items (What will groups or individuals do to achieve and make progress toward the goals? If known, what are some expected timelines?)

Goal #1 Social Emotional Learning

- Guided by PBIS Leadership Team, staff will 1) continue to build and implement systemic PBIS Tier 2 structures and practices., and 2) transition these systems to the remote learning environment.
- Revise and clarify school-wide expected behaviors for remote learning and create tools to support implementation. (August 2020)
- Systematically teach students expected behaviors in remote classrooms (September 2020) and for classrooms and common areas when in-person learning resumes for targeted grade levels (TBD) and groups of students (September 2020-June 2021).
- Calendar times to periodically reteach and review expectations. (November 2020)
- Leaders will engage staff in professional learning about gender bias in approaching maladaptive student behavior, stereotypically gendered maladaptive behaviors (e.g. physical vs. verbal, physical vs. relational, etc.), and strategic Tier 2 responses.
- Staff will continue professional learning regarding culturally responsive and anti-racist teaching practices.

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Goal # 2 Academic Learning

- Engage Professional Learning Communities to focus on removing identified barriers to student academic success, analyzing student data, and providing targeted interventions.
- Define and clarify expected K-2 research-based instructional strategies and timeframes for teaching K-2 foundational reading skills. (September-June 2020-21)
- Provide K-2 teachers initial and ongoing comprehensive training in the science of reading through LETRS professional learning curriculum (September 2019-June 2021)
- Develop teacher and staff understanding of Tier 1 Reading universal instruction and structured literacy. (September 2020 – June 2021).
- Provide ongoing Instructional Coaching to support teacher implementation of identified instructional strategies (September 2019 – June 2021)
- Implement LETRS Application of Concepts Tool to monitor progress toward K-2 research-based instructional strategies and timeframes for teaching foundational reading skills. (February-June 2020)
- Define and clarify expected 3-5 research-based instructional strategies for teaching math. (September-June 2020-21)
- Implement Math Aimsweb benchmark assessments for 3rd-5th grade learners (October, January, May) to identify learning gaps that create barriers to grade level achievement in math.
- Engage staff in refresher training for GLAD strategies to support English Language Learners. (November 2020)

Results (What will change and improve as a result of the goal? How will the school be improved?)

Goal #1 Social Emotional Learning

In examining 2019-20 SWIS data, we identified a barrier to student success in a disproportionate number of behavior referrals for male students for defiance and physical aggression. We expect the result of our actions will reduce the disproportionality of behavior referrals for male students for defiance and physical aggression (from current disproportionately high 82% of referrals to a more proportional 55% of referrals). We also anticipate a decrease in all office referrals for major behavior violations, as well as a decrease in the number of students with multiple office referrals.

Goal # 2 Academic Learning

In examining our ELA data, we identified a barrier to grade-level ELA achievement in the upper grades (3rd-5th) in which there were a high number of students who were not demonstrating foundational skills at K-2 grade level benchmarks. This creates a barrier to their further ELA learning in terms of enhanced vocabulary, verbal reasoning, background knowledge, literacy knowledge, and language structures. Only 77.7% of all 3-5 graders met grade level benchmarks in the 2019 SBA Summative ELA. Additionally, 78% of K-2 students met AimswebPlus winter benchmarks in 2019-20. This means 22% of our K-2 students were identified as needing Tier 2 or Tier 3 interventions and supports for word reading foundational skills.

We expect the result of our actions will be a decrease in the number of students identified as below benchmark and in need of intervention for word reading skills and a subsequent increase in students meeting benchmark expectations on the SBA Summative ELA in grades 3-5 over time.

In examining our Mathematics data, only 61.9% of all 4th graders were proficient on the SBA Summative Math assessment in Spring 2019. Only 40% of our ELL students were proficient on the SBA Summative Math. We expect the result of our actions will be an increase in the number of students who achieve grade level benchmark expectations on the SBA Summative Math 2021.