

MISD SCHOOL IMPROVEMENT PLAN 2017-18

Northwood Elementary

2020 Vision

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

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 One (ELA): By Spring of 2018, all Northwood students will make one year or more growth in reading as measured by grade-level interim block assessments such as the Mondo Instructional Text Level, AIMSweb Curriculum Based Measure (CBM) assessments, or other relevant assessments.

Goal Two (Math): By Spring of 2018, all Northwood students will make one year or more growth in math as measured relevant grade-level identified benchmark assessments such as Frontrow, Interim Assessment Blocks, or other relevant assessments.

Fundamental 3: Develop self-awareness, empathy, emotional/social intelligence, responsible decision-making and citizenship.

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

Goal One: All staff will engage in identified elements of the Northwood Positive Behavior and Intervention Support System, nurturing student social/emotional development and creating authentic and effective relationships across difference.

Contextual Data:

Fundamental 2: Contextual Data for Goals One (ELA) and Two (Math)

2016-17 Results (Administration Info)		
Grade Level	SBA ELA	SBA Math
<u>3rd Grade</u>	77.9%	78.7%
<u>4th Grade</u>	80.2%	78.2%
<u>5th Grade</u>	88.0%	88.0%

Grade Level	MSP Science
<u>5th Grade</u>	89.3%

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

LSF = Letter Sound Fluency

NWF = Nonsense Word Fluency

CBM = Curriculum Based Measure (Words Correct per Minute)

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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 reading curriculum for all students.	<p>Teachers utilize the components of the adopted 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><i>Routinely observable</i> comprehensive literacy components (read alouds, shared reading, small differentiated reading groups, phonics/word work, independent reading, et al.) that are evaluated through Danielson rubrics.</p>
2. Improve instructional practice of all teachers through peer observation, discussion of high quality teaching practices, and collaboration with ELL staff and colleagues.	<p>Teachers welcome each other and ELL coaches into their classrooms to support each other's growth in reading instruction use of adopted curriculum to meet the needs of diverse learners.</p> <p>Teachers have the opportunity to visit peer classrooms or use Teaching Channel Teams tools to observe, reflect upon instruction, discuss high quality teaching, and team-teach.</p>	<p>Google Forms data indicating when peer observations occur.</p> <p>Teaching Channel Teams groups are formed and used by teachers.</p>
3. Provide targeted intervention instruction in the classroom through Mondo Bookshop structures and strategies.	<p>Teachers will work with colleagues to identify and provide with intensive and strategic intervention instruction:</p> <ul style="list-style-type: none"> 1) students at risk of not making a year's worth of growth 2) ELL students 	<p>Weekly schedules for small group intervention instruction for targeted students.</p> <p><i>Routinely observable</i> small differentiated reading groups for phonics/word work, oral language, phonemic awareness, et al.)</p>

*SMART Goals are **S**pecific and clearly stated, **M**easurable and based on formative and summative data, **A**ttainable and realistic, **R**elated to student achievement and performance, and **T**imely.

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Goal Two (Math): By Spring of 2018, all Northwood students will make one year or more growth in math as measured relevant grade-level identified benchmark assessments such as Frontrow, Interim Assessment Blocks, or other relevant assessments.

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>Teachers utilize the components and structures of the curricula routinely and faithfully during daily math instruction.</p> <p>Implementation of Interim and Common Assessments to foster analysis of student learning and teacher practice.</p> <p>Adhere to the MISD Guaranteed and Viable Curriculum (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, and Quick Practices) that are monitored through Danielson Rubrics.</p> <p>Classroom Walkthrough Data collected regularly and analyzed for building-wide practices.</p>
<p>2. Use Common Math Assessments to monitor math learning throughout the year and provide targeted instruction in the classroom through small group structures.</p>	<p>Grade level teams will identify and implement common/interim math assessments three times during the 2017-18 school year.</p> <p>Teachers will work with colleagues to analyze data and identify and provide with strategic intervention instruction:</p> <ul style="list-style-type: none"> 1) students at risk of not making a year's worth of growth and 2) ELL students <p>Teachers will work with colleagues to identify and share effective instructional practices resulting in student growth.</p>	<p>Identified common math assessments for each grade level.</p> <p>Student data from common/interim math assessments.</p> <p>Agendas and notes from collaborative data analysis throughout the year.</p> <p>Weekly schedules for small group intervention instruction for targeted students.</p> <p><i>Routinely observable</i> small differentiated math groups to address identified needs.</p>

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Strategic Actions	Progress Indicators	Anticipated Artifacts and Evidence
<p>1.Ensure continued school-wide use of Second Step Social Emotional Learning Curriculum K-5 and Bullying Prevention Units K-5</p>	<p>Teachers teach Second Step lessons to students in all grades in accordance with scope and sequence.</p>	<p>Second Step visuals in classroom and hallways</p> <p>Second Step language used throughout the school</p> <p>Family Newsletters</p> <p>EES Data on bullying perceptions</p>
<p>2.Maintain a comprehensive, school-wide Positive Behavior Intervention and Support (PBIS) system.</p>	<p>Staff agrees upon, embraces, teaches and reinforces a set of positive school behaviors.</p> <p>Staff engages in interventions and supports that foster positive student behavior.</p> <p>Staff collects data to reveal trends, successful initiatives and areas for improvement.</p>	<p>SWIS and Soaring Owl data</p> <p>Increase in positive student behaviors as evidenced by data collection.</p> <p>Routinely observable practices (students behaving in accordance with taught and posted expectations)</p> <p>Positive reinforcement tickets/certificates given to classrooms and students recognizing desired school behaviors.</p> <p>Placards created and posted throughout the school that describe, through words and icons, desired positive behavior.</p> <p>Behavior and staff intervention matrices created for the staff outlining desired practices.</p>

<p>3. Teachers implement and engage in 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>Classroom teachers participate in Mindfulness lessons led by Mindful Leaders</p> <p>Teachers lead Mindfulness practice in their classrooms weekly and as appropriate to support students</p>
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