



Northwood Elementary School Profile

2022-2023

Northwood Elementary School



and practice several positive character traits such as Honesty, Empathy, or Perseverance. The Northwood community is supportive and collaborative - students take responsibility in keeping the lunchroom clean, older students act as classroom buddies for younger students, and kids learn to help and be gracious with one another. Furthermore, Northwood has one of the most diverse student populations on the island as well, which allows for much growth and learning to occur as each individual comes into contact with others from many backgrounds and abilities. Northwood is a community that strives to be welcoming and inclusive of all and is committed to improving and growing for the better.

Northwood Elementary is the most recent addition to the wonderful schools in Mercer Island School District. Northwood is unique in that its education program includes a focus on mindfulness and social emotional learning. Students are encouraged to be present, mindful and thoughtful about their choices and interactions with others. Each month, the school community comes together to learn

We are the bright yellow school at the corner of 40th and 86th.

We have large windows that let the sunshine in.

We are surrounded by trees, grass and open fields.

Our children are nurtured, encouraged and allowed to shine.

Our staff is loving, kind, engaged and inclusive of all.

Our families are diverse in its culture, its outlook and its enthusiasm.

Northwood! –

Poem by Northwood Parent Karen Ramsahi

NORTHWOOD ELEMENTARY ADMINISTRATION

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Northwood School Improvement Plan

NW SIP LEADERSHIP –

These are the stakeholders responsible for leading Northwood’s improvement goals.

- Julie Newcomer (NW Principal)
- NW Building Leadership Team (MTSS)
- Instructional Coaches
- All NW Educators

Northwood Beliefs

In the Mercer Island School District We Believe In:

- Creating a deep sense of Belonging
- Belief in the limitless potential of every student
- Removing Barriers ■ Broadcasting student voice

NW Goal Alignment

Our stated goals align with the following:

- **WASA Inclusionary Practice Vision:** *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.*
- Mercer Island School District’s Student-Focused Fundamentals
- District’s Values, Vision and Mission

Additionally the goals and actions of West Mercer Elementary’s School Improvement Plan align directly with the four major components of the MISD District Improvement Plan:

- Create a deep sense of belonging
- Belief in the limitless potential of every student
- Removing barriers
- Broadcasting student voice

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 increasing students' capacity to persevere and work collaboratively with other students.

Action Items for Goal #1

Maintain:

- Guided by PBIS Leadership Team, staff will continue to build and implement systemic PBIS Tier 2 structures and practices. (June 2022)
- Revise and clarify school-wide expected behaviors for classrooms and common spaces and provide tools to support implementation. (August-December 2022)
- Systematically teach students expected behaviors in classrooms and common areas (September 2022 - June 2023).
- Staff will continue professional learning regarding culturally responsive and anti-racist teaching practices. (September 2022-June 2023)

Initiate:

- Teachers will intentionally create opportunities for students to collaborate with their peers to solve both academic and peer challenges.
- Teachers/staff will scaffold and support students to persevere when they encounter challenges through modeling, direct instruction and reflective exercises. (September 2022-June 2023)
- In response to Behavior Intervention/ SWIS Data, staff will reteach expected behaviors for Northwood classrooms, common spaces and outdoor areas. (September 2022-June 2023) Goal # 2 Academic Learning

Anticipated Results for Goal #1

In examining 2021-22 EES data, we have identified two areas to work on this year.

1. In class we often work with other students to solve a problem/do a task. Currently 46% of students believe this to be true. We expect the result of our actions will increase this percentage to 85% of our students believe it to be true by the end of the 22-23 school year.
2. Set backs don't discourage me. Currently 42% of students believe this to be true. We expect the result of our actions will increase this percentage to 85% of our students believe it to be true by the end of the 22-23 school year.



Goal # 2

Academic Learning

Through a Multi-Tiered System of Support, students currently meeting grade level benchmarks in reading and/or math (as evidenced by iReady, AIMSWeb and Benchmark assessments) will make at least one year of growth.

Students who are not currently meeting grade level benchmarks in reading and/or math will make more than one year of growth (over 10 months).

Action Items for Goal 2:

Maintain:

- Engage Professional Learning Communities to focus on removing identified barriers to student academic success, analyzing student data, and providing targeted interventions.
- Provide new teachers comprehensive training in the science of reading through LETRS professional learning curriculum (September 2022-June 2023)
- Develop teacher and staff understanding of Tier 1 Reading universal instruction and structured literacy. (September 2022 - June 2023).
- Provide ongoing Instructional Coaching to support teacher implementation of identified instructional strategies (September 2022 - June 2023)

Initiate:

Literacy-Focused

- Define and clarify expected K-5 research-based instructional strategies and timeframes for teaching K-5 foundational reading skills. (September 2022-June 2023)
- Implement LETRS Application of Concepts Tool to monitor progress toward K-2 research-based instructional strategies and timeframes for teaching foundational reading skills. (September 2022 - June 2023)
- LETRS professional learning opportunities: (September 2022-June 2023)
 - Past participants - Implementation of Application of Concepts Tool to monitor progress; Follow-up training and collaboration sessions
 - New participants - Engage in initial trainings as provided
- Utilize Benchmark, AimsWeb and Mondo Assessment Matrix

Professional Learning Community:

In order to support inclusion, cohesion and accessibility for our students we are changing the meeting model for our PLCs. We will have our two meetings per month in a large common space so that grade levels, Special Services and ELD can collaborate on student strengths, needs and learning plans.

Math-Focused

- Implement benchmark assessments for all learners (October, February, May) to identify learning gaps that create barriers to grade level achievement in math.

Project:

Literacy-Focused

- The iReady Diagnostic has the possibility to show growth in a more robust way than our past screeners. We are currently exploring the strengths of this tool. After we have trained our teachers we will use it to support and show growth in all of our students specifically the students who are ready to learn above grade level standards.

Math-Focused

- The iReady Math Diagnostic has the potential to show growth in a more robust way than our past screeners. We are currently exploring the strengths of this tool. Our K-2 teachers would like to begin to use the diagnostic this year. After we have trained our teachers we will use it to support and show growth in all of our students specifically the students who are ready to learn above grade level standards. Goal # 2 Academic Learning

Anticipated Results for Goal #2

In examining our ELA (Aimsweb) and Math (iReady) data, grade level teams identified opportunity for growth in each content focus area. Each grade level team has developed a data-driven goal for their target content area (K-2 Literacy, 3-5 Math).

Kindergarten Literacy: By Spring of 2023, 90% of Kindergarteners will reach the 40th percentile in Letter Word Sound Fluency and/or increase their accuracy to 85% or higher OR students will demonstrate 10+ months of growth as measured by the Student Growth Percentile according to the aimswebPLUS assessment.

1st Grade Literacy: By Spring of 2023 98% of students in first grade will meet or exceed the 40th percentile within the AIMS NWF and/or AIMS ORF measure OR students will demonstrate a year's worth of growth as measured by the Student Growth Percentile for NWF and/or ORF. Students will read NWF and ORF with an accuracy rate of 98%.

2nd Grade Literacy: By June 2023, all 2nd grade students will meet or exceed progress within reading fluency to 98% accuracy and 40% percentile OR students will demonstrate 10+ months of growth as measured by the Student Growth Percentile.

3rd Grade Math: By June 2023, 3rd grade students will demonstrate progress reaching their own annual typical growth goal (between 21 and 27 points) on the iReady Math Diagnostic. Students who start the year approaching grade level will reach their stretch growth goal (between 30 and 45 points).

4th Grade Math: By Spring of 2023 90% of 4th grade students will be at or above grade level in the area of algebraic thinking based on the iReady diagnostic (*or will demonstrate more than 1 years growth)

5th Grade Math: By the end of the 2022-23 school year, all 5th grade students will score within 527-540 (end of fifth grade) overall or meet their typical growth score if they are at grade level or their stretch growth score if they are not at grade level, according to the i-Ready Math Diagnostic.