



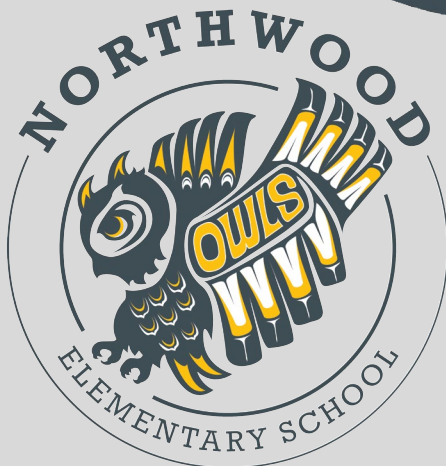
NORTHWOOD  
ELEMENTARY



2023–2024

## NORTHWOOD ELEMENTARY

# PROFILE



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[nw.mercerislandschools.org](http://nw.mercerislandschools.org)

Northwood Elementary is one of the four the wonderful elementary schools in Mercer Island School District. Our educational 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 and practice positive character traits such as Honesty, Empathy, or Perseverance. The Northwood community is supportive and collaborative - students take responsibility in lunchroom cleanliness, older students act as classroom buddies for younger students, and kids learn to be gracious with one another. We have a 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. Our Northwood community strives to be welcoming and inclusive of all and is committed to improving and growing for the better.





## The 4 B's

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**, and **BROADCASTING** student voice.



### NORTHWOOD ELEMENTARY ADMINISTRATION

Julie Newcomer - Principal

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Anna Fenster (MIYFS) - Counselor

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Andrew Schulman - Psychologist

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Bridget Haba - Secretary

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# Northwood Elementary SCHOOL IMPROVEMENT PLAN

## NW SIP 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 persist in completing school work and tackle challenging work.

## NW SIP 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 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.

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### Leadership

Principal and the NW Building Leadership Team (MTSS Team), Instructional Coaches, all educators

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**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 Rundle'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 and Fundamentals 1, 2, 3 and 5](#).*

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### Action Items

#### Goal #1 Social Emotional Learning

Maintain:

- Guided by PBIS Leadership Team, staff will continue to build and implement systemic PBIS Tier 1 and 2 structures and practices. (June 2024)
- Revise and clarify school-wide expected behaviors for classrooms and common spaces and provide tools to support implementation. (August-December 2023)
- Systematically teach students expected behaviors in classrooms and common areas (September 2023 - June 2024).
- Staff will continue professional learning regarding culturally responsive and anti-racist teaching practices. (September 2023-June 2024)

Initiate:

- Teachers will intentionally create opportunities to empower students to select and complete more challenging work.

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- Teachers/staff will consistently have high expectations for all students. They will continue to support students to eliminate barriers to access school work.
- Our equity learning will center disability by learning through the NORA project, adding specific books to our library, centralizing special services classrooms and educating the Northwood community.

### **Goal # 2 Academic Learning**

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 2023-June 2024)
- Develop teacher and staff understanding of Tier 1 Reading universal instruction, structured literacy and math instructional best practices. (September 2023 – June 2024).
- Provide ongoing Instructional Coaching to support teacher implementation of identified instructional strategies (September 2023 – June 2024)

Initiate:

#### **Academic Pathways**

- Grade level teams along with the instructional coach, administrator, LSP and ELD teacher will analyze student data and create an instructional plan. The instructional plan will be used for whole group and Success Block instruction.
- Data dives will be held every 6-8 weeks to analyze data and create a plan. The plan will include a standards based goal and a measurement tool.

#### **Success Blocks**

- Every grade level will have a 35 minute, uninterrupted, targeted small group instructional block that utilizes two adults per classroom.
- Success Blocks will be built into the main schedule and occur 4 times per week.
- Success Blocks will be data-informed and may include preteach, reteach or extension.

#### **Literacy-Focused**

- LETRS professional learning opportunities for specific staff. Define and clarify expected K-5 research-based instructional strategies and timeframes for teaching K-5 foundational reading skills. Focus will be on new 3rd, 4th grade and teachers who are new to the district. (September 2023-June 2024)
- Implement iReady Tools to monitor progress toward K-5 research-based instructional strategies and timeframes for teaching foundational reading skills. (September 2023 - June 2024)
- Utilize Benchmark and iReady assessment matrix designated in the MISD Elementary Literacy Protocol

#### **Math-Focused**

- Implement benchmark assessments for all learners (October, February, May) to identify learning gaps that create barriers to grade level achievement in math.
- In grade K-5, implement Success Blocks or small group instruction supported by two staff members in each classroom. Success Blocks will take place 4 times per week at the same time each day. Success Blocks will focus on literacy in K-2 and math in 3-5.

Project:

#### **Literacy-Focused**

- The iReady Diagnostic has the possibility to show growth in a more robust way than our past screeners. We have used this tool for math over the last year. This year we have added math to all grade levels as well as



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literacy. 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. We will also be able to focus on students who are 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.

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**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 2022-23 EES data, we have identified two areas to work on this year.

**1. The teacher provides all students the opportunity to choose more challenging school work.**

Currently 42% of students believe this to be true. We expect the result of our actions will increase this percentage to 100% of our students believe this to be true by the end of the 23-24 school year.

**2. In my class, students are busy doing school work.**

Currently 46% of students believe this to be true. We expect the result of our actions will increase this percentage to 100% of our students believe this to be true by the end of the 23-24 school year.

### **Goal # 2 Academic Learning**

In examining our ELA and Math iReady data in fall of 2023, grade level teams identified focus areas in each content where there is opportunity for growth. Each grade level team - with the support and guidance of the Building Leadership Team, instructional coach, and administration - has developed a data-driven goal for their target content area (K-2 Literacy, 3-5 Math). If we implement our action steps and achieve the expected growth in foundational literacy and mathematics skills, then our students will have the foundational skills to access increased depth of knowledge and rigor in concurrent and subsequent learning.

#### **K:**

**Literacy** - By June of 2024, Kindergarten students will meet or exceed three iReady literacy tasks: LNF (27-50 letter names in a minute for Winter, 37-50 letter names in a minute for Spring), LSF (17-30 sounds in a minute for Winter, 34-48 letter sounds in a minute for Spring), and Pseudoword Decoding Fluency (5-12 pseudowords in a minute for Spring).

#### **1st:**

**Literacy** - By Spring of 2024 all first grade students will demonstrate more than a year's worth of growth as measured by the stretch growth goal within the iReady Reading Diagnostic in the domains of Phonemic Awareness, Vocabulary, and high frequency words.

#### **2nd:**

**Literacy** - By June 2024, all 2nd grade students will meet or exceed progress within reading fluency to 98% accuracy and 50th-79th percentile OR students will increase by at least one percentile range per the iReady Passage Fluency Assessment.

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**3rd:**

**Math** - Math - By June 2024, 100% of 3rd grade students will score 80% or higher in Operations and Algebraic Thinking on the iReady Math Diagnostic or make more than a year's worth of growth.

**4th:**

**Math** - By Spring of 2024 all 4th grade students will be at or above grade level in the area of Numbers and Operations or will demonstrate more than 1 year of growth based on the iReady diagnostic.

**5th:**

**Math** - By the end of the 2023-24 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.

**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's goals for school improvement align with the following District governing guidelines:

## MISD VALUES

Students are the priority. We believe in supporting the whole child, creating inclusive and equitable learning settings, ensuring our school communities are safe and supportive, and providing rigorous and challenging learning.

## MISD MISSION

The District will foster learning by engaging students in thinking critically, solving problems creatively, and working collaboratively.

## MISD VISION

Inspiring our students to be lifelong learners as they create their futures.

## MISD STUDENT FUNDAMENTALS

**Fundamental 2** - Maintain the highest learning standards in the areas of fine arts; health and physical education; English language arts; mathematics; financial education, science; environment and sustainability; social studies, world languages; computer science and educational technology.

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

**Fundamental 5** - Foster and embrace diversity, inclusiveness, and equity with a focus on respect and acceptance of every student.

## 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.

