

Northwood Elementary

School Improvement Plan

2024-2025

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*

School Improvement Plan Goals

Goal #1 Social Emotional Learning

In an effort to continue to progress toward inclusive practices and systems, Northwood will 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 collaboration time, understanding of the purpose of each learning session and students' love of school,.

Goal # 2 Academic Learning

Through a Multi-Tiered System of Support, all students will surpass their stretch growth goal in math and reading based on the fall to spring iReady Diagnostic growth score.

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

Northwood's goals are aligned with the district's broader objectives, enhancing student achievement and support. Northwood's academic goal, which aims to surpass stretch growth targets in math and reading through a robust implementation of a Multi-Tiered System of Support (MTSS), directly supports the district's commitment to closing achievement gaps across student subgroups, particularly as measured by iReady benchmarks.

Additionally, Northwood's initiative to establish an MTSS framework specifically for Social Emotional Learning (SEL) aligns with the district's overarching goal of implementing MTSS with fidelity across all schools. By focusing on creating a nurturing, inclusive, and culturally responsive environment, Northwood not only advances the district's efforts to promote equitable educational practices but also contributes to the district-wide aim of enhancing staff competency. This alignment is further demonstrated through Northwood's emphasis on fostering collaboration and deepening staff understanding of differentiated instructional strategies, mirroring the district's commitment to professional development that ensures staff are well-prepared to address diverse learner needs effectively.

The goal also aligns with the [District's Values, Vision and Mission and Fundamentals 1, 2, 5 and 7.](#)

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 2025)
- The Building Leadership will audit and revise school-wide expected behaviors for classrooms and common spaces and provide tools to support implementation. (August-June 2025)
- Systematically teach students expected behaviors in classrooms and common areas (September 2024 - June 2025).
- PALS Coach and K-# Social Emotional certificated teacher to support students who need another layer of coaching and support for successful access to social experiences and academic learning.

Initiate:

- Teachers will intentionally create joyful, engaging and challenging opportunities to support students in enjoying the school learning and social experience.

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- Teachers/staff will consistently share the reason or “why” behind each learning experience in an effort to engage students and support them understanding the importance of the knowledge and skills.
- Our equity learning will center capitalism and indigenous peoples, adding specific books to our library and educating the Northwood community.

Goal # 2 Academic Learning

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 at least 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 teachers who are new to the district. (September 2023-June 2024)
- In grades 1,3,and 5, identify and cluster students who would benefit from intensive literacy instruction. Train teachers in IMSE (Orton-Gillingham), increase their Success Block time to one hour and add an additional support staff to focus on literacy support.
- Utilize Benchmark and iReady assessment matrix designated in the MISD Elementary Literacy Protocol
- Provide ongoing Instructional Coaching to support teacher implementation of identified instructional strategies (September 2024 – June 2025)
- Engage Professional Learning Communities to focus on removing identified barriers to student academic success, analyzing student data, and providing targeted interventions.

Math-Focused

- Continue benchmark assessments for all learners (October, February, May) to identify learning gaps that create barriers to grade level achievement in math.
- In grade 3-5, continue 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 math in 3-5.
- Provide ongoing Instructional Coaching to support teacher implementation of identified instructional strategies (September 2024 – June 2025)
- Engage Professional Learning Communities to focus on removing identified barriers to student academic success, analyzing student data, and providing targeted interventions.

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 and 2023-24 EES data, we have identified three areas to work on this year.

1. **I enjoy coming to school.**

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REASONING:

In 2023, only **47%** of 4th and 5th graders reported that they "almost always" enjoy coming to school, a significant decrease from **62%** in 2022. Additionally, **43%** said it was "sometimes true" that they enjoy coming to school, while **8%** responded with "almost never true."

NEW GOAL:

By the end of 2024, increase the percentage of students who "almost always" enjoy coming to school to 80% by focusing on student engagement, enhancing the school environment, and addressing the causes of dissatisfaction. We will also decrease the "almost never true" to 0%.

2. My teacher tells me the reason we do each lesson.

REASONING:

In 2024, only **33%** of students reported that their teacher "almost always" explains the reason behind each lesson, a decrease from **44%** in 2022. **49%** said it's "sometimes true," and **19%** said "almost never."

NEW GOAL:

By the end of 2024, increase the percentage of students who "almost always" understand the purpose of each lesson to 80%, while reducing the "almost never" response to 0% by ensuring that teachers consistently communicate the learning objectives and relevance of each lesson.

3. In class we work with other students.

REASONING:

In 2024, only **46%** of students reported that they "almost always" work with other students, a decrease from **47%** in 2023. **53%** said it's "sometimes true."

NEW GOAL:

By the end of 2024, increase the percentage of students who "almost always" work with other students to 70%, while reducing the "sometimes true" response to 30% by ensuring that teachers consistently give students opportunities to work together while learning.

Goal # 2 Academic Learning

Students to reach their stretch growth target by spring in both literacy and math. We also want to measure specific goals within this larger objective. Based on fall 2024 ELA and Math iReady data, we identified growth opportunities in each grade level. Guided by the Building Leadership Team, instructional coach, grade level teams and administration, each grade level developed data-driven goals: K-2 focusing on Literacy and 3-5 on Math. By implementing our action steps and achieving growth in foundational skills, students will be equipped for deeper learning and greater academic challenges.

K:

Literacy - By March 31, 2025, all students will be able to decode 8 pseudowords. Students who have met standard will begin to encode nonsense words and writing dictated sentences.

1st:

Literacy - Literacy - By Spring of 2024 all first-grade students will meet or exceed two iReady literacy tasks: Pseudoword Decoding Fluency (11-25) pseudowords in a minute for Spring) and Fluency of 60 words per minute. For students who are already at or above this goal, they will make more than a year of growth in fluency.

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2nd:

Math: By the end of Unit 1, 100% of student will meet or exceed 2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. The students who have already met standard will answer the extension questions on the unit test correctly.

3rd:

Math - By May 2025, 100% of students will demonstrate fluency of their 0-12 multiplication skills. For those who are emerging, they will use visual strategies to solve multiplication facts. For those students who have already met standard they will show mastery of 4x1 digit multiplication.

4th:

Math - By Spring of 2024, 90% of 4th grade students will be at or above grade level in the area of numbers and operations based on the i-Ready diagnostic and the Unit 3 end of unit test. All other students will show more than a year's worth of growth as measured by the stretch growth score. Students who are performing at or above grade will also demonstrate growth via an extension assessment.

5th:

Math - By the end of Lesson 5: Divide multi-digit numbers, 100% of students accessing 5th grade math standards will demonstrate 60-80% growth in the standard on the 2 of 3 data points. (comprehension check, quiz, division fluency post-test) Students who are at or above standard will show multiple strategies and score 100% on 2 of 3 data points.