

Pinellas County Schools

Northwest Elementary School



2019-20 School Improvement Plan

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Northwest Elementary School

5601 22ND AVE N, St Petersburg, FL 33710

<http://www.northwest-es.pinellas.k12.fl.us>

Demographics

Principal: Marie Brainard S

Start Date for this Principal: 6/4/2013

2018-19 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: C 2016-17: C 2015-16: C 2014-15: B 2013-14: C
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Southwest
Regional Executive Director	Julio Valle
Turnaround Option/Cycle	N
Year	A

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

The Northwest School Community is dedicated to building relationships that encourage the development of academic success, emotional intelligence, critical thinking and strong, caring citizens in a safe learning environment.

Provide the school's vision statement

100% student success

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title
Brainard, Marie	Principal
Principal	
Wahl, Amanda	Assistant Principal
Assistant Principal	
Accola, Tara	Other
Other	
Brisson, Marie	Instructional Coach
Instructional Coach	
Camacho, Stephanie	Teacher, K-12
Teacher, K-12	
Marion, Tina	Teacher, K-12
Teacher, K-12	
Couture, Mary	Teacher, K-12
Teacher, K-12	
Wood, Chris	Attendance/Social Work
Attendance/Social Work	
Snoots, Sebrina	Teacher, ESE
Teacher, ESE	
Spaights, Rene	Guidance Counselor
Guidance Counselor	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	49	75	76	105	89	78	0	0	0	0	0	0	0	472
Attendance below 90 percent	3	15	17	14	19	10	0	0	0	0	0	0	0	78
One or more suspensions	1	1	1	4	2	0	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	1	26	37	0	0	0	0	0	0	0	64

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	0	1	17	12	0	0	0	0	0	0	0	31

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	4	3	2	0	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

29

Date this data was collected or last updated

Tuesday 6/25/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	47%	0%	0%	37%	50%	56%
ELA Learning Gains	54%	0%	0%	44%	47%	55%
ELA Lowest 25th Percentile	64%	0%	0%	40%	40%	48%
Math Achievement	51%	0%	0%	53%	61%	62%
Math Learning Gains	59%	0%	0%	56%	56%	59%
Math Lowest 25th Percentile	59%	0%	0%	37%	42%	47%
Science Achievement	45%	0%	0%	58%	57%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	()	()	()	()	()	()	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	53%	56%	-3%	58%	-5%
	2018	30%	53%	-23%	57%	-27%
Same Grade Comparison		23%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2019	39%	56%	-17%	58%	-19%
	2018	33%	51%	-18%	56%	-23%
Same Grade Comparison		6%				
Cohort Comparison		9%				
05	2019	42%	54%	-12%	56%	-14%
	2018	45%	50%	-5%	55%	-10%
Same Grade Comparison		-3%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	53%	62%	-9%	62%	-9%
	2018	45%	62%	-17%	62%	-17%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	43%	64%	-21%	64%	-21%
	2018	52%	62%	-10%	62%	-10%
Same Grade Comparison		-9%				
Cohort Comparison		-2%				
05	2019	50%	60%	-10%	60%	-10%
	2018	56%	61%	-5%	61%	-5%
Same Grade Comparison		-6%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	45%	54%	-9%	53%	-8%
	2018	58%	57%	1%	55%	3%
Same Grade Comparison		-13%				
Cohort Comparison						

Subgroup Data											
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	37	43	45	56	61	42	56				
BLK	18	27	33	31	39	25	42				
HSP	40	43		45	41		56				
ASN	76	75		90	88		77				
MUL	42			58							
SWD	18	29	29	27	42	40	35				
FRL	33	39	32	48	50	33	54				
ELL	46	42		57	53						

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	444
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

The lowest component was Science scoring at 45%. Factors contributing to the decline could be a lack of understanding of the science vocabulary, inconsistent use of the 10-70-20 instructional model and a lack of teacher knowledge.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

The lowest component was Science at 45%, with a 13 pt drop from 58%. Several contributing factors could be: the inconsistent use of the 10-70-20, a lack of teacher content knowledge and a weak understanding of the science vocabulary.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Our Science data (45%) showed the largest gap compared to the State (). After analyzing the data overall, per teacher and each individual student, we noticed: a correlation between FSA ELA levels and lack of teacher content knowledge.

Which data component showed the most improvement? What new actions did your school take in this area?

Our ELA Lowest 25% learning gains showed the most improvement from 40% to 64%. We focused on scheduling of inclusion for the students receiving ESE services, prioritized extended learning opportunities and included culturally relevant strategies throughout lessons.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Reflecting on the EWS data we see attendance and level 1 achievement for grades 3 and 4 to be a concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Science instruction
- 2.. ELA instruction
3. Math instruction
4. Students with Disabilities
5. Multiracial

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Science instruction
Rationale	Our Science proficiency % decreased by 13 pts from 58% to 45% on the FSA. Our problem/gap is occurring because of lack of reading proficiency and vocabulary knowledge.
State the measurable outcome the school plans to achieve	We will increase the percentage of students meeting or exceeding proficiency on the Science FSA from 45% to 57% as measured on the 2020 FSA.
Person responsible for monitoring outcome	Marie Brainard (brainardm@pcsb.org)
Evidence-based Strategy	<p>1- Develop and monitor a data driven 5th grade standards review plan using the 3rd, 4th Diagnostic Assessment 4th and 5th grade will take the unit assessments and identify low proficiency standards and embed the standards in the 4th and 5th grade review plan</p> <p>2- Implement and monitor science academic gaming based on data, with a focus on the 60 Power Words and other related vocabulary based on grade level standards.</p> <p>Our current level of performance is 45%, as evidenced in FSA Science 2019.</p>
Rationale for Evidence-based Strategy	<p>We believe the problem/gap is occurring because of a lack of a data review plan for grades 3- 5 and students' understanding and application of science vocabulary.</p> <p>If a data review plan was implemented with a vocabulary focus would occur, we believe the problem would be reduced by 12%.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1.The SBLT will meet at the start of the year to review 2019 FSA Science Data,spring cycle of Science data and last year's diagnostic data 2. Use the results of the 5th grade diagnostic assessment to create an action plan for grades 3-5 with the support of a District Science coach by September 2019. 3 Monitor the implementation of the 10-70-20 science routine daily in classrooms and provide support for teachers not using as developed. 4. Utilize AVID strategies within daily science lessons to transfer vocabulary. (3 column note taking, etc.) 5. Create a science vocabulary power point to display on the TV at lunch times. 6. Use science gaming activities, including vocabulary flip cards for 5th grade students to use at lunch time. 7. Use scheduled PLCs to provide site based and District professional development. 8. During quarterly data chats target Science instruction needs based on Science unit data results 9. Schedule District Science support for in class modeling: 10-70-20 10. Prioritize STEM invitations for students in identified subgroups: Multi-racial, Black, SWD.

11. Utilization and the monitoring of the science lab: pre / post data will be posted

**Person
Responsible**

Jen Trombly (tromblyj@pcsb.org)

#2	
Title	<p>ELA proficiency in grades 3-5</p> <p>Our current level of proficiency is 47 % as evidenced by the FSA. We expect our</p>
Rationale	<p>performance level to be 55% by May 2020. The problem/gap is occurring because of a lack of time spent reading grade level text with specific differentiated support and feedback.</p>
State the measureable outcome the school plans to achieve	<p>Overall we will increase the proficiency of students in grades 3-5 from 47% to 55% as measured on the 2020 ELA FSA.</p> <p>We will increase the percentage of students meeting proficiency in grade 3 from 53% to 56%</p> <p>We will increase the percentage of students meeting proficiency in grade 4 from 39% to 56%</p> <p>We will increase the percentage of students meeting proficiency in grade 5 from 42% to 54%</p>
Person responsible for monitoring outcome	<p>Marie Brainard (brainardm@pcsb.org)</p>
Evidence-based Strategy	<p>1- Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to read and write appropriate, grade level text and apply foundational skills, with high quality feedback and opportunities to use the feedback. 2- Ensure instructional supports in in place for all students in core instruction an independence, including supports for students with exceptional needs, English Language supports, as well as extension/more advanced texts for students above benchmark. These supports include access to grade level text and beyond as well as small group instruction.</p>
Rationale for Evidence-based Strategy	<p>Our current level of performance is 54% for students making learning gains, as evidenced in FSA results. We believe the problem is occurring because of a lack of time immersed in reading grade level text with support and feedback. This would occur, we believe the problem would be reduced by 16%</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. The SBLT will meet at the start of the year to review 2019 FSA data and spring MAP data to identify students needing intervention within the MTSS process. The MTSS Coach will meet with teachers to review class data and recommend instructional, intervention and ELP program support. 2. Teachers will intentionally plan using Costa's Level of Thinking, based on progress monitoring data, to align tasks to standards. 3. Utilize AVID/WICOR strategies within ELA lessons, including goal setting based on teacher feedback. 3. Teachers will intentionally plan for differentiation of whole group and small group lessons based on research based principals. 4. Data analysis and discussions will be held in PLCs after each unit assessment. Adjustments to instruction will occur based on results 5. Administration will meet with teachers for data chats to analyze data and develop action plans for students performing in the lower quartile on MAP

and or content areas on FSA.

6. Teachers will participate in grade level and staff PLC professional development, led by site based experts or District Literacy Coach. Grade level ELA Champion experts will deliver PD in grade level PLCs/team planning meetings: with attention to immediate feedback within the ELA Block

7. Time will be built into schedules for foundational reading skills within the 90 minute reading block for groups of students with these deficiencies.:

Making Words. Specific in class modeling will be provided by the MTSS Coach

8. Administration will provide just in time feedback from walkthroughs.

**Person
Responsible**

Lisa Farmer (farmerl@pcsb.org)

#3	
Title	Math proficiency in grades 3-5
Rationale	Our current level of proficiency is 51 % as evidenced by the FSA. We expect our overall performance level to be 57% by May 2020. The problem/gap is occurring because of a lack of a strong alignment between task/target and standards and a lack of quality collaboration among the math teachers.
State the measureable outcome the school plans to achieve	Overall we will increase the percentage of students meeting proficiency in grades 3-5 from 51% to 57% We will increase the percentage of students meeting proficiency in grade 3 from 53 to 62 We will increase the percentage of students meeting proficiency in grade 4 from 43 to 57 We will increase the percentage of students meeting proficiency in grade 5 from 50 to 60
Person responsible for monitoring outcome	Marie Brainard (brainardm@pcsb.org)
Evidence-based Strategy	1 - Ensure feedback, professional development ad PLCs align with the Key Shifts in Mathematics (Focus, Coherence, Rigor) and promote strong alignment between the standard, target and task. 2- Empower mathematics teachers leaders to create and sustain a culture of feedback, and openness, including on going teacher to teacher feedback, learning walks, etc.
Rationale for Evidence-based Strategy	Our current level of performance is 51% as evident in FSA results. We believe the problem/gap is occurring because of a lack of precise professional development and collaboration among colleagues and misalignment of the standard and the tasks If teachers collaborate with feedback from their peers and the task alignment was matched to the standard then the problem/gap would be reduced by 6%.
Action Step	
Description	<ol style="list-style-type: none"> 1. The SBLT will meet at the start of the year to review 2019 FSA data and spring MAP data to identify students needing intervention within the MTSS process. The MTSS Coach will meet with teachers to review class data and recommend interventions and ELP program support. 3. PLC professional development led by the MTLI Team and site based/District experts: including learning walks with feedback 4. Data analysis and discussions will be held in PLCs after each unit assessment and bi weekly with exit slips (digital). Adjustments to instruction will occur based on results 5. Administration will meet with teachers for data chats to analyze the lowest quartile in MAP and content areas from the FSA. 6. District math coaching for SIP evidenced based strategies in whole staff PLC and for individual teachers needing additional in class support. 7. implementation of the new math adoption, utilizing resources for differentiation, with guidance from the Math department, 8. Utilize AVID strategies in math lessons, including goal setting based on feedback from classroom teachers.

Person Responsible LaSherra Clutter (clutterl@pcsb.org)

#4

Title ESSA: Increase proficiency of our multiracial students
Rationale Our multiracial subgroup are not performing at the same rate as our other students in ELA and Math. The problem/gap is occurring due to deficiencies in foundational skills and a lack of engagement with core instruction.

State the measureable outcome the school plans to achieve
 We will increase the proficiency rates of our multiracial students in ELA from 42% to 55% as measures on the 2020 FSA.
 We will increase the proficiency rates of our multiracial students in Math from 33% to 57% as measures on the 2020 FSA.

Person responsible for monitoring outcome
 Marie Brisson (brissonm@pcsb.org)

Evidence-based Strategy
 Teachers will plan implement culturally relevant instructional practices in the classroom, with a focus on foundational skills in differentiated small groups.

Rationale for Evidence-based Strategy
 Implementing small group reading groups with a focus on foundational skills and the 6 M's and various other CRT strategies will increase engagement, hence increasing FSA scores

Action Step

1. Teachers will analyze Spring MAP/ELA FSA data in PLCs to pinpoint specific needs of individual students.
2. Teachers will use strategies from the new Math adoption for reteach as necessary.
3. Students will be given opportunities for problem solving and discussion with their peers.
4. Teachers will collaborate with the Equity and RP teams for equitable and restorative practices to enhance engagement.
5. Teachers will plan for specific 6 M strategies in their daily lessons.
6. Students will be targeted for ELP program opportunities.
7. Students will monitored through unit/module assessments and MAP
8. Data will be reviewed in PLCs with the MTSS Coach and Administration and adjustments to instruction will be made if necessary
9. Students will goal set within the AVID program.

Person Responsible
 Marie Brisson (brissonm@pcsb.org)

#5

Title ESSA:Increase the proficiency percentage for students with disabilities (SWD)
Rationale Our students with disabilities ELA proficiency decreased by 3 pts from 17% to 14%. Our problem/gap is occurring due our SWD having a lack of reading stamina, foundational skills and reading comprehension.

State the measureable outcome the school plans to achieve We will increase the percentage of students with disabilities (SWD) meeting or exceeding proficiency on the ELA FSA from 34% to 55% as measured on the 2020 FSA.

Person responsible for monitoring outcome Sebrina Snoots (snootss@pcsb.org)

Evidence-based Strategy We will have the ESE and classroom teachers intentionally plan collaboratively for the differentiated needs of each student with consideration of the principals of UDL to ensure content is accessible to the broadest range of learners.

Rationale for Evidence-based Strategy Our current level of performance is 14% in ELA for students with disabilities, as evidenced in FSA 2019. We believe the problem/gap is occurring because classroom teachers and ESE teachers need to strategically collaborate and plan specially designed instruction aligned to the students' IEP goals and ensure accommodations are given with fidelity for assignments and assessments.

Action Step

Description

1. ESE Resource teachers and classroom teachers will strategically and collaboratively plan instruction that is designed to meet students' IEP goals.
2. ESE Resource teachers and classroom teachers will ensure that students' accommodations are implemented for assignments and assessments as prescribed on their IEPs.
3. Students will build stamina reading grade level text by utilizing reading and test taking strategies.
4. ESE Resource teachers will monitor students' progress towards IEP goals for individual goal setting
5. Students will use AVID strategies and goal set.
6. ESE Resource teachers will intentionally plan for differentiation in small group lessons, inclusion, activities and support.
7. ESE Resource teacher will participate on the MTSS team to analyze and track ESE student data and develop plans for students performing in the lower quartiles on MAP.
8. ESE teachers will participate in grade level, staff and District PLCs.
9. ESE teachers will give all classroom teachers with students with disabilities, a copy of their students' IEP along with a review of their IEP goals and classroom and assessment accommodations.

Person Responsible Sebrina Snoots (snootss@pcsb.org)

#6	
Title	Family and Community Engagement
Rationale	<p>According to the Annual Title I Parent survey we had: 36% rate of parents attending the Title I Annual Meeting Open House, 24% of parents respond they volunteered at our school and a 51% of families who attended events.</p> <p>We expect to increase these percentages by communicating and advertising more effectively.</p>
State the measureable outcome the school plans to achieve	The percent of parents attending Title I Annual Meeting and Open House, and responding accurately to the Title I survey, will increase from 36% to 70% as measured on the Title I Annual survey.
Person responsible for monitoring outcome	Marie Brainard (brainardm@pcsb.org)
Evidence-based Strategy	Implement school and family events in a systematic, integrated sustained and meaningful approach that will engage parents and families in learning that is interactive and collaborative.
Rationale for Evidence-based Strategy	We believe effective parent-family engagement is grounded in partnership of shared responsibility among families, community organizations and schools and that is occurs across multiple settings and contexts in which children can learn and families can connect.
Action Step	
Description	<ol style="list-style-type: none"> 1. Develop a community relations program to increase capacity of our school to engage with the community 2. Actively encourage family participation in scheduled events (Literacy Night, Math Game Night, Science Night, etc..) through relationships, advertising, social media 3. Provide multiple opportunities for families to get involved through a variety of activities at home and at school through communication: website, school messages, newsletter, marquee, flyers, 4. Create a welcoming and diverse environment for all families, providing supports for communication and home assistance (translators/materials). 5. Use event feedback slips to drive change if necessary and encourage parent involvement in SAC/PTA to provide input and act as a conduit for other parents.
Person Responsible	Marie Brainard (brainardm@pcsb.org)

#7	
Title	Conditions for Learning
Rationale	Our current level of performance in school-wide behavior shows that 35 students received referrals. The problem/gap in behavior performance is occurring because of the need to grow a greater understanding and capacity to implement restorative practices, culturally relevant teaching, and equity practices for all staff.
State the measureable outcome the school plans to achieve	Reduce the number of students receiving referrals(80) from 35 students to 17 students as measured in May 2020 in FOCUS.
Person responsible for monitoring outcome	Tara Accola (accolat@pcsb.org)
Evidence-based Strategy	We will ensure that all students are provided with supports and resources necessary for their individual academic and behavioral success by continuing to strengthen the implementation of Restorative Practices, PBIS, Equity Practices and Culturally Relevant Teaching
Rationale for Evidence-based Strategy	If the implementation of Restorative Practices, Equity and Culturally Relevant Teaching are consistently used the number of students receiving referrals will decrease.
Action Step	
Description	<ol style="list-style-type: none"> 1. The MTSS process will be implemented to determine the individual needs and supports for individual students, prioritizing students not meeting proficiency in the following subgroups: Level 1 ELA/Math, Multi-racial, Black, SWD and ELL. 2. The MTSS Coach will provide training for all new staff and continued professional development, to all staff in Restorative Practices, MTSS Process, and PBIS. 3. The Site-based expert teams will provide professional development in Equity practices, Culturally Relevant teaching, and AVID in grade level and staff PLCs. 4. SBLT will analyze school wide academic/behavior data to identify areas of improvement and necessary academic/behavior interventions. 5. Lesson plans will be reviewed and collaborated on during PLCs to ensure the inclusion of equitable practices and CRT strategies/ 6M's. 6. School Wide Expectations will be taught at the beginning of the school year, reviewed as necessary and new students and staff will receive training when applicable. 7. Classroom teachers and administrators will address behaviors through a restorative lens. 8. Students are identified and prioritized for the Connect For Success laptop program.
Person Responsible	Marie Brisson (brissonm@pcsb.org)

#8	
Title	ELL Proficiency
Rationale	Our overall ELL proficiency is 57% on the ELA FSA.
State the measureable outcome the school plans to achieve	We will increase the percentage of ELL students meeting proficiency on the FSA ELA from 57% to 65% as measured on the 2020 ELA FSA.
Person responsible for monitoring outcome	Mary Couture (couturem@pcsb.org)
Evidence-based Strategy	ESOL teachers and classroom teachers will collaborate to develop instructional lessons that are aligned to on grade level standards the students' levels of English proficiency.
Rationale for Evidence-based Strategy	Our current level of performance is 57 % of ELL students scoring in the proficient level as evidenced on the FSA. We believe the problem is occurring due to a lack of English vocabulary attainment, foundational skills and reading comprehension. If we differentiate bases on their levels of English proficiency lessons for individual students we believe the problem would be reduced by 8%
Action Step	
Description	<ol style="list-style-type: none"> 1. The ESOL teachers will meet at the start of the school year to review FSA/ ACCESS 2.0 data and 2019 Spring MAP data to determine supports of each individual ELL student. 2. ELL teachers will complete the CAN DO ELL student chart/grade level cluster form for each teacher with their ELL student information. Go to Strategies will also be given to teachers. 3. ELL teachers and students will complete the English Learner Road to Success and Independence by year end. 4. Classroom teachers will intentionally plan for differentiation in small group lessons and inclusion, activities and support. 5. ELL teachers will participate on the MTSS team to analyze and track ELL student data and develop plans for students performing in the lower quartiles on MAP. 6. ELL teachers will participate in grade level, staff and District PLCs. 7. Scheduling for foundational skills will be prioritized for small group lessons. 8. ELL services will be delivered through inclusion in the classroom and pull out for those students needing additional support. 9. Use the Model Performance Indicators to plan on grade level instruction aligned with students' levels of English proficiency
Person Responsible	Mary Couture (couturem@pcsb.org)

#9	
Title	Attendance
Rationale	Our overall attendance was 84% in 2018-2019. Our problem/gap of 16% of students missing more than 10% of school is occurring because of family events as indicated in FOCUS.
State the measureable outcome the school plans to achieve	We will increase the percentage of overall attendance from 84% to 95% by May 2020 as measured in FOCUS. We decrease the percentage of students missing 10% or more school days from 22% to 10 % as measured in School Profiles.
Person responsible for monitoring outcome	Chris Wood (oneillwoodc@pcsb.org)
Evidence-based Strategy	Child Study team will closely monitor attendance rates, problem-solve and provide interventions with fidelity.
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. Target parents during open house, talking to each classroom about the importance of attendance and the effect absences have on learning and put reminders in the monthly newsletter. 2. Students that have perfect attendance each month will be rewarded with "brag tags". 3. Continue attendance groups. 4. Conference with parents of students with high absence rates. 5. Reward students with improved attendance, monthly.
Person Responsible	Chris Wood (oneillwoodc@pcsb.org)

#10	
Title	Bridging the Gap
Rationale	Our current level of performance is 41% in ELA, as measured by the Federal Percent of Point Index.
State the measureable outcome the school plans to achieve	We expect our performance level to be increased from 41% to 55% as measured by the Federal Percent of Point Index, in ELA by the end of the 2019-2020 school year.
Person responsible for monitoring outcome	Marie Brisson (brissonm@pcsb.org)
Evidence-based Strategy	Teachers will plan implement culturally relevant instructional practices in the classroom partnering with the families and building quality relationships.
Rationale for Evidence-based Strategy	We have seen an increase in learning gains based on implementing culturally relevant teaching strategies and nurturing relationships with students and families.
Action Step	
Description	<ol style="list-style-type: none"> 1. Instructional staff will be provided professional development to be able to continue and strengthen the implementation of culturally responsive teaching strategies throughout all academic subjects 2. Classroom teachers will collaboratively plan to incorporate the 6M Model to increase engagement and motivation as a result of professional development provided from the Equity/RP teams. 3. Administrators will monitor teacher practice and provide feedback to support teacher growth. 4. Students will be targeted and prioritized for ELP opportunities. 5. Students will goal set within the AVID program. 6. Teachers will analyze Spring MAP/ELA FSA data in PLCs to pinpoint specific needs of individual students. 7. Students will be given opportunities for problem solving and discussion with their peers. 8. Teachers will collaborate with the Equity and RP teams for equitable and restorative practices to enhance engagement. 9. Students will monitored through unit/module assessments and MAP 10. Data will be reviewed in PLCs with the MTSS Coach and Administration and adjustments to instruction will be made if necessary
Person Responsible	Marie Brisson (brissonm@pcsb.org)

#11	
Title	Healthy Schools Goal
Rationale	Our current level of performance is Silver: 5 out of 6 modules on the Alliance for Healthier Generation's Schools Program Assessment.
State the measureable outcome the school plans to achieve	To increase our performance level from 5 modules to 6 modules by May 2020 as measured in the Alliance for Healthier Generation's Schools Program Framework: Gold
Person responsible for monitoring outcome	Amanda Wahl (wahl@pcsb.org)
Evidence-based Strategy	
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. The Wellness School Improvement Team will meet in August to review planned activities and steps to work towards the Gold level: Healthy School Program Assessment 2. The Wellness Champion will attend District supported professional development. 3. We will complete the SMART Snacks in school documentation 4. Develop and implement Healthy School Program Action Plan 5. Work with PTA to promote healthy food choices at PTA events.
Person Responsible	Chris Quintana (quintanac@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

We use a variety of strategies to build and sustain parent and family relationships by ensuring communication through agenda planners, monthly progress reports, parent training sessions and parent conferences. We have regular SAC/PTA meetings as a venue to impart information and allow for input. We continue to promote a family friendly school,

with all the safety guidelines, through weekly lunches, volunteering opportunities, report card recognition assemblies and monthly commitment to character luncheons.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

All students receive social skills instruction the first 4-6 weeks of school through 2nd Step and

For students requiring additional instruction the teacher will enter a support request to the School Based Leadership team (SBLT). Students with like needs will be grouped together and receive a tier 2/tier 3 intervention. Students with unique and/or personal needs will receive counseling with the Social Worker, Behavior Specialist or School Counselor

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

For incoming Kindergartners we hold a Kindergarten orientation prior to the new school year. The Kindergarten team of teachers go through a typical day of Kindergarten, District /state curriculum requirements and specific Northwest initiatives. Pre K and Kindergarten have a separate Annual Meeting and Open time to be able to navigate the campus safely through a scavenger hunt.

We invite our feeder Middle schools for an information assembly for our outgoing Fifth graders second semester. Students have the opportunity to ask questions and arrange for school tours with the middle school counselors.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Northwest Elementary will be implementing AVID in grades 3-5 for the 2019 2020 school year. This will be our first year of implementation. Staff will be promoting their colleges with decorations, t shirts, etc..

Part V: Budget

1	III.A	Areas of Focus: Science instruction	\$0.00
2	III.A	Areas of Focus: ELA proficiency in grades 3-5	\$0.00
3	III.A	Areas of Focus: Math proficiency in grades 3-5	\$0.00

4	III.A	Areas of Focus: ESSA: Increase proficiency of our multiracial students				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2791 - Northwest Elementary School			\$0.00
			<i>Notes: The MTSS Coach analyzes data, collaborates with teachers on lesson planning and interventions, provides coaching/modeling, monitors student progress and participates in problem solving. The Hourly teachers provide additional support /interventions for low performing students in tier 2/tier 3.</i>			
5	III.A	Areas of Focus: ESSA: Increase the proficiency percentage for students with disabilities (SWD)				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2791 - Northwest Elementary School			\$0.00
			<i>Notes: The MTSS Coach analyzes data, collaborates with teachers on lesson planning and interventions, provides coaching/modeling, monitors student progress and participates in problem solving.</i>			
6	III.A	Areas of Focus: Family and Community Engagement				\$0.00
7	III.A	Areas of Focus: Conditions for Learning				\$1,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2791 - Northwest Elementary School	School Improvement Funds		\$1,800.00
			<i>Notes: Staff will attend Foundations AVID training in July 2020</i>			
8	III.A	Areas of Focus: ELL Proficiency				\$0.00
9	III.A	Areas of Focus: Attendance				\$560.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2791 - Northwest Elementary School	School Improvement Funds		\$560.00
			<i>Notes: Purchase incentives for attendance improvements and monthly perfect attendance of students.</i>			
10	III.A	Areas of Focus: Bridging the Gap				\$0.00
11	III.A	Areas of Focus: Healthy Schools Goal				\$0.00
					Total:	\$2,360.00