

WELCOME TO
change



School Improvement Plan 2016-17

Northwest Elementary School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools





School Profile

Principal: Marie Brainard	SAC Chair: Rhonda Frush
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School Vision	100% Student Success
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School Mission	The Northwest Community is committed to 100% student progress 100% of the time.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
608	7.8%	13.5%	15.6%	3.5%	59.2%	.3%

School Grade	2016: C	2015: B	2014: C	Title 1 School? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	52	49	58	68	55	56						
Learning Gains All	53		47									
Learning Gains L25%	36		32									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Marie	Brainard	FT	1-3 years
Asst Principal	Claire	Townsley	FT	11-20 years
Asst Principal				
Asst Principal				
Asst Principal				
Instr. Coach (literacy)				
Instr. Coach (math)				
Other (specify) MTSS	Marie	Brisson	FT	11-20 years
Other (specify)				
Total Instructional Staff:	42		Total Support Staff:	43



School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3
Marzano Leadership ●Domain 5

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Northwest Elementary ensures a safe environment by promoting a culture of character traits and positive behavior supports. We have developed guidelines for success (STARS-Show a positive attitude, Try your best, Act responsibly, Reach for your goals, Self-motivation). We have a school wide behavior plan to acknowledge students meeting behavioral expectations weekly and monthly (80 %+) is used. We use a 10 point behavior system daily in classrooms. Students earn points throughout the day based on a set criteria to ensure fidelity. Once a point is earned it is never taken away. Student behavior is also acknowledged in the cafeteria for using manners. Each day a class is assigned a green or red dot depending on a set criteria. Colored cones are used as visuals so students know the status of their table at all times. There are charts posted to keep track of the colored dots for each month. Classes are rewarded each month for having 2 or less red dots.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

Expectations are taught and reviewed with teachers at the start of the school year by Administration and the Behavior Specialist. Teachers specifically teach the desired behaviors strongly throughout the first weeks of school. We will be implementing social skills lessons the first 6 weeks of school in each class to ensure the students will know exactly what appropriate skills/behaviors look like.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

We follow the MTSS process for academic and behavior needs. Through monitoring we review the tier 1 core data (academic and behavior monthly) in School based leadership and grade level PLCs. If we identify a problem, we use the problem solving process to identify causes and generate possible solutions. If it is a core problem (25%+) we address it with coaching and training for the teacher. If it is individual student needs (-20%), we implement tier 2 research based interventions. Each of the above scenarios is monitored monthly in SBLT and PLCs. Based on the results of the data and fidelity checks interventions are either faded, continued, changed or intensified (additional tier 3). At each level the interventions are monitored for positive or negative trends and decisions are made based on that data. It is our goal to ensure academic and behavior success at tier 1.

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

All students will be receiving social skills training for the first 6 weeks of school in addition to the yearlong Character Education focus as their tier 1 core behavior curriculum. We will collect data based on the 10 point school wide system, aligning it to the RTI pyramid of 80%, 15%, and 5% Once a student has been identified for initial tier 1 support, based on data(less than 80% for 4 weeks) and observations, the team determines an appropriate research based tier 2 intervention and a data collection tool. The intervention is implemented, fidelity checks are conducted and data is reviewed every 3 to 4 weeks. A personalized Behavior Intervention Plan (PBIP) is developed. If the student is having a positive

response to intervention the intervention is continued and data is reviewed. After several positive trend reviews, the team will determine whether the intervention needs to be faded. If after several data reviews the data has a negative trend the intervention is changed and the cycle repeats. If it continues on a negative trend and a more intensive support is necessary we add an additional tier 3 intervention. A Functional Behavior Assessment (FBA) may be developed at this time. Our goal is to decrease supports and have them successful in tier 1.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

We progress monitor formally and informally through a variety of sources. We use data from the State (FSA, SAT 10), District (Performance Matters, Focus, School Profiles, Decision ED, EDS: Common Assessment, Portfolios, Module assessments, Running records referral data, attendance). We also use informal assessments for tier 1 throughout the units: teacher created standards based assessments, anecdotes, observations and exit slips. We use specific monitoring tools for interventions: DIBELS, AIMS Web, infractions, specific behavior interventions based on the FBA.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

High expectations are set by the Administration at the beginning of the year and monitored through lesson plans, PLCs, observations and student conversations. Teachers will be expected to goal set and have regular data chats with students, using the scales and District expectations as a reference point.

School Culture / SWBP / Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: at least 80% of students will exhibit appropriate social skills/behaviors (as defined in Second Step and Student) as measured with the tier 1 behavior data	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We will teach daily social skills in all classrooms the first 4-6 weeks of school and then reteach as necessary	Rene Spaights Marie Brisson Chris Wood
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: to reduce the ratio of referrals by our Black population from 51.9% in 2015-2016 to 20% in 2016-2017.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We will use a culturally relevant approach when addressing classroom behaviors and disciplinary actions: identify specific cultural characteristics. Using a conflict preventative approach we will use supportive relationships and academic rigor. As a conflict intervention we will start with the “why” and move towards family perspectives with parent focus groups.	Marie Brainard Claire Townsley Marie Brisson Outside consultants



Standards-Based Instruction for Learning

Connections: District Strategic Plan ● Goals 1,2,4,5
Marzano Leadership ● Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

We had a District trainer provide scales training to the staff at the end of last year. Teachers experimented last year with math scales. This year we have scales for Reading, Writing and Math. Teams create their own scales or use the District provided scales as a guide. Through scale development the teachers have a deeper understanding of the standard. To further their understanding of rigor and active engagement we have used the Marzano framework as our guide for PD in PLCs. We have studied the Art and Science of Teaching and taken the Marzano series books (DQ 1-10) to deepen understanding. We have seen teachers using the strategies as described in the Marzano series books for DQ 3, 4, 5. We used walkthrough and observational data. This was towards the last semester, and it will be an expectation for this year’s daily intentional lessons. We will be lesson planning in PLCs and will be able to ensure it is in the lessons, a focus for Deliberate practices, we will see it in walkthrough trends, and positive OPM data.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

We know that the data from our ISM walkthrough and observations showed a lack of active engagement. This resulted in our PLC discussions and readings to further our level of understanding of active engagement DQ 5 and lesson delivery in DQ 3.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers use scales to break down the standard into a desired learning goal with learning targets to meet the desired goal. Teachers use a variety of assessments to measure a student’s progress towards the learning goal. Teachers track the formative assessment data from unit to unit. This data is reported in PLCs and discussions revolve around the standard, the actual assessment used and the administration of the assessments. Next steps are planned for reteach, assessment adjustments and fidelity of administration.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Data is used to ensure students are receiving the instruction they need. Students requiring additional supports receive intensive interventions, they will be offered take home Title I Connect for Success computers and invited to attend the extended learning Promise Time program. Students requiring enrichment receive extended learning opportunities to the daily lessons, invited to STEM, Promise Time, offered a Title I Connect for Success computer as well as screened for Gifted. This year we are beginning a new initiative of Personalized Learning. It is our goal to deliver lessons/units in which each student can personalize their understanding of the knowledge and use their learning style/interests to respond with a product of their choice.

Standards-Based Instruction / Key Strategies

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
Teachers will be goal setting and providing specific and timely feedback	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible

This will be monitored through review of data folders, journals, student work sample rubrics and formative assessment. Administration will be able to monitor through walkthroughs, teacher conferences and PLCs. Content Coaches will be able to monitor the journal feedback and work sample rubrics during coaching sessions.	Administration Content Coaches
Instructional Strategy 2	
We will use a personalized learning approach which includes cultural responsive teaching	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Implementation of this strategy will be monitored through professional development sign ins, PLC agendas, observations, walkthroughs, and student work products. Informal student assessment data will be analyzed weekly in PLCs, formal assessment data will be analyzed at the end of each testing cycle. Evidence of a cultural responsive classroom will be assessed through walkthroughs and PLCs based on our training in August 2016.	Marie Brainard Claire Townsley Marie Brisson
Instructional Strategy 3	
Daily academic journaling in ELA, Math and Science	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data for review of student journaling will be collected during walkthrough observations and PLCs: evidence of regular/frequent journaling in a week, evidence of feedback. Teachers will bring samples of journals to PLCs for analysis and discussion of the rigor of the prompt and the quality of the specific feedback.	Marie Brainard Claire Townsley Just in Time Content Coaches



Collaboration for Professional Growth

Connections:

District Strategic Plan ●Goals 1,2,4,5
Marzano Leadership ●Domain 2, 4

11. Describe your school’s efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

There are a variety of ways in which we promote and encourage positive working relationships among our staff. All teachers are assigned to a grade level team, choice of a school improvement team and choice of committees. Each grade level team is expected to collaboratively plan several times throughout the week during a common planning time. PLCs are held one day per week during the common planning time. Non classroom teachers choose a PLC to attend for collaboration purposes.

School Improvement teams meet monthly and are comprised of cross grade level members. As a team they monitor the progress towards their assigned SIP goal and coordinate the family training session for the goal. Based on our Administrative leadership survey the staff feel we provide them input opportunities, treat them with respect and foster a collaborative professional culture.

Through discussion of the results of the AdvancED survey with the staff, we found that we need to conduct the survey as a staff and clarify each question.

We are going to continue to use the processes we have in place for collaboration, input and morale motivators. We will continue to refine when we receive feedback.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

PLCs are held every Tuesday during the grade level common planning time. PLCs are used to review OPM data, District/State data, targeted professional development and lesson plan development. Specialists adjust their schedules to attend one of the grade level PLCs.

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

During the 2015-2016 school year we focused our professional development on the Marzano Framework and specific elements within the framework. We also had academic training in all areas: Jan Richardson, ST Math, Science Lab, Just In Time for Math and Science, iStation. We began working with cooperative learning structures and specific engagement elements from Domain 1. Specific training was held for Math (ST Math, academic journaling), and Science (10/70/20 model, academic journaling). Our first grade teachers had a mini session with a reading coach on student work.

The level of the Marzano framework increased as the year progressed. Specific elements were evident in classrooms during walkthroughs and observations. Jan Richardson is being implemented in all classrooms, with varying levels of experience. We will continue the above efforts and differentiate levels of support and training.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Culturally Responsive Instruction	August 2016, ongoing in PLCs	All Instructional Staff	Increased understanding of how to engage all students and student back grounds D1DQ5 D1DQ8;
Personalized Learning	June 2016-May 2017	Instructional staff	Increased understanding of student back grounds D1DQ8;
Mental Health First Aid	August 2016	School Staff	Increased understanding of student back grounds D1DQ8;

			decrease in discipline referrals
Deliberate Practice Goals	August/Nov/Feb	Instructional Staff	Increase ratings of Domain 3: Applying and innovating
Marzano Domains 1/2	Ongoing PLCs	Instructional Staff	Increased ratings of Applying and innovating for Domain1: DQ 2, 3, 4, 5, 8/Domain 2
Diagnostic walkthroughs with content coaches for Math and Science	TBD	District coaches	Identify strengths and areas of need for training



Family and Community Engagement

Connections: **District Strategic Plan** ●Goals 1,3,6,7
Marzano Leadership ●Domain 4, 5, 6

14. Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

From our AdvancED survey, Title I Annual survey and feedback forms from family nights we know we need to work on several areas to build, increase and sustain positive relationships with families and the community. One area is to provide more communication. Currently we provide a monthly paper newsletter, electronically and on our website. We also send out School Messages and fliers when necessary. We are going to continue with paper, electronic and web site communication for all information, as well as weekly School messages. We will increase the communication in Spanish for our Hispanic families.

Another area we are working on is the communication between the teacher and the parent. Teachers will be expected to report their students’ progress to parents regularly through e-mail, agenda, progress reports (monthly) and conferences. This will become a part of the SBLT/MTSS/CST process when discussing a child. This will also be a monthly agenda item for PLCs.

When the AdvancED survey data was discussed with the SAC/PTA as to why the parent response rate was so low, members indicated it was because the questions were not easy to understand and that they would like assistance with the vocabulary. As a result of this we will be sure to review the questions for parents during several help sessions.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

We provide a variety of resources and tools for parents to access or directly receive. We provide information on the school website and the newsletter for academic /behavior tips. Teachers provide specific resources for needs at conferences: math manipulatives, leveled books, etc.. Free materials are given at Title I parent training sessions so they can follow up at home with the activity or information presented. Data is presented at SAC/PTA meetings, teacher conferences and IEP meetings. Individual teachers provide opportunities for student led conferences.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*Note: Please use your own school data resources or best estimates in completing this inventory.

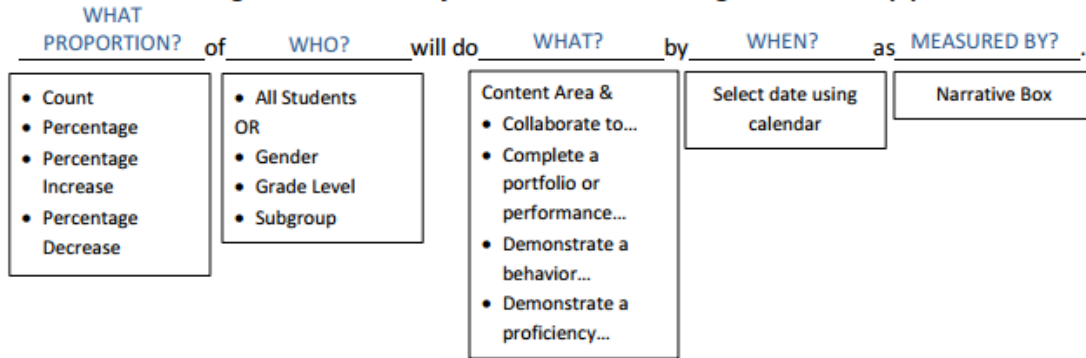
Family Engagement / Key Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: increase teacher parent communication	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Require monthly progress reports to parents	Classroom teachers
Goal 2: What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Increase family voice in student success; academically and behaviorally through scheduled Parent Focus groups	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Parents will be surveyed for suggested topics to meeting agendas. Meetings will be scheduled for at least four dates. Specific parents and staff will be identified to lead structured discussion/activities for the meetings	Claire Townsley Marie Brainard Michele Mollard

Section 2 – School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.



Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	Goal Manager:
Increase the percentage of Kindergarten students scoring a level D on running records from 84 % in 2015-2016 to 90 % in 2016-2017 Increase reading SAT 10 stanine scores (4-9) in First grade by 10% from 62% in 15-16 to 72% in 16-17 Increase reading SAT 10 stanine scores (4-9) in Second grade by 10% from 62% in 15-16 to 72% in 16-17 Increase FSA ELA scores in grades 3-5 by 10% from 52% in 2015-2016 to 60% in 2016-2017	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Each grade level has a scheduled intervention/enrichment block utilizing all grade level teachers and Title I hourly teachers. Students will be grouped according to needs and provided a research based intervention or enrichment activity.	Fidelity checks will be conducted monthly by the MTSS Coach. Administrators will conduct weekly walkthroughs
Provide differentiated Jan Richardson guided reading instruction within the 90 minute reading block.	Administrative walkthroughs Fidelity checks by the MTSS Coach

Mathematics Goal	Goal Manager:
Increase First grade SAT 10 stanine scores (4-9) by 10% from 74% in 15-16 to 84% in 16-17 Increase Second grade SAT 10 stanine scores (4-9) by 6% from 79% in 15-16 to 85% in 16-17 Increase FSA Math proficiency scores for grades 3-5 by 10% from 58% in 15-16 to 68% in 16-17	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
Use of MFAS tasks for assessment and diagnostic purposes to group students for targeted intervention or enrichment groups	Data results on informal, formal and District assessments
Use ST Math to fidelity, through teacher planning and whole group instruction based on data analysis.	Walkthroughs, observations and ST Math data analysis.

Science Goal	Goal Manager:
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Students in grades 1-4 will meet or exceed the proficiency on the District Science common assessment in 2016-2017 Increase Fifth grade SSA Science scores by 8% from 55% in 15-16 to 63% in 16-17	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
Use with fidelity the 10-70-20 science workshop model	Walkthrough, observations and a positive upward trend on formative assessments, District cycle assessments, beginning and mid year diagnostic and 5th grade Science SSA
Monitor for consistent implementation for instruction and processes which support the effectiveness of the science lab through walkthroughs and teacher observations	Science lab post test assessments

Other School Goals*

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: to increase the number of completed Healthy Schools assessment modules implemented from five in 2015-2016 to six in 2016-2017	Goal Manager: Lisa Farmer
Actions / Activities in Support of Goal	Evidence to Measure Success
In 2015-16, Northwest was eligible for national recognition in <u>6 out of 6</u> Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules. For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016. Target for 2016-17, is to become eligible for national recognition in <u>6 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules and apply for national recognition.	By April 1, 2017, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: STEM	Goal Manager: Colby Johnston

To increase the number of students participating in the STEM program from 40 4 th /5 th graders in 2016-2017 to 60 2 nd -5 th graders in 2016-2017	
Actions / Activities in Support of Goal	Evidence to Measure Success
The program will be offered 3x per week before and after school for grades 2-5: 1 session for 2/3 graders, 1 session for 4 th graders, and 1 session for 5 th graders.	Increase Science scores of students participating in grades 2-5.
The STEM teachers will participate in the PCS STEM EXPO to showcase Northwest's STEM Academy project	STEM Academy student data will be reviewed by the STEM Facilitator and Administrators after each District Common Assessment cycle. The data will be compared with non STEM Academy students to identify the success of the program.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	Goal Manager:
Actions / Activities in Support of Goal	Evidence to Measure Success

Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager: Marie Brisson
To increase the percentage of Black students in grades 3-5 meeting or exceeding proficiency from 25% in 2015-2016 to 50% in 2016-2017 in ELA To increase the percentage of Black students in grades 3-5 meeting or exceeding proficiency from 35.4% in 2015-2016 to 50% in 2016-2017 in Math	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
All instructional staff will provide personalized learning instruction to include cultural relevant strategies	Informal and formal data analysis discussions will occur during SBLT/PLCs monthly
Students will be invited to attend Promise Time tutoring afterschool: parent contacts will be made by administration if necessary	Attendance rates and Promise Time data analysis

Subgroup Goal (ELL)	Goal Manager: Silvia Kusminova
To increase the percentage of ELL students in grades 3-5 meeting or exceeding proficiency from 60% in 2015-2016 to 70% in 2016-2017 in ELA To increase the percentage of ELL students in grades 3-5 meeting or exceeding proficiency from 67% in 2015-2016 to 75% in 2016-2017 in Math	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Provide appropriately matched interventions to students based on skill deficiency and make adjustments to interventions as necessary. Assigned instructional staff will provide personalized learning instruction to include cultural relevant strategies	Fidelity and analysis of data of tier 2 interventions Observations, walkthroughs and analysis of informal/formal data sources
Review tier 1 and tier 2 data of identified ELL students during SBLT/PLC meetings monthly	Increase in % of students showing a positive progress trend and/ or meeting proficiency ratings on assessments

Subgroup Goal (ESE)	Goal Manager: Cathy Krajnik
To increase the percentage of ESE students in grades 3-5 meeting or exceeding proficiency from 24% in 2015-2016 to 50% in 2016-2017 in ELA To increase the percentage of ESE students in grades 3-5 meeting or exceeding proficiency from 33% in 2015-2016 to 50% in 2016-2017 in Math	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Provide appropriately matched interventions to students based on skill deficiency and make adjustments to interventions as necessary. Assigned instructional staff will provide personalized learning instruction to include cultural relevant strategies	Fidelity and analysis of data of tier 2 interventions Observations, walkthroughs and analysis of informal/formal data sources
Identify and utilize specific classroom strategies to match student accommodations: through PLC discussions with ESE teachers	Increase in % of students showing a positive progress trend and/ or meeting proficiency ratings on assessments

Subgroup Goal (If Needed)	Goal Manager:
Enter Goal Name	

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator*	Grade	Grade	Grade	Grade	Grade	School

(Number of students by grade level)	1st	2nd	3rd	4th	5th	#	%
Students scoring at FSA Level 1 (ELA or Math)			50	41	39	130	43
Students with attendance below 90 %	12	24	22	24	18	122	20
Students with excessive referrals**	5	14	17	16	10	221	33
Students with excessive course failures**	0	0	0	0	0	0	0
Students exhibiting two or more indicators	1	3	2	3	5	16	2

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal		Please ensure that your goal is written as a SMART goal.
To decrease the % of students with an attendance rate of 90% and below from 20% in 2015-2016 to 10% in 2016 -2017		
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success	
Provide monthly incentives for students in attendance: students with perfect attendance will be awarded with a Sprit Monkey tag “Attendance Counts” each month of perfect attendance	Increased percentage of students receiving monthly incentives	
Increase teacher and student services communication with families: CST, monthly progress reports, school newsletters, school news show, school website and marquee	Documentation of parent conferences, e-mails and various other communications	

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
To decrease the % of students receiving referrals in grades K-5 from 33% in 2015-2016 to 18% in 2016-2017		
Actions / Activities in Support of Discipline Goal	Evidence to Measure Success	
Provide research based interventions for students receiving at least 2 referrals or more. Students will be identified through PLC data chats. Determination will be made whether the student needs a tier 1 differentiated intervention or a tier 2 research based intervention. Interventions for tier 1 or tier 2 will be assigned by a School Based Leadership Team (SBLT)member.	Decrease in referrals Increase of tier 1 behavior data % above 80%	
Daily social skills instruction will be provided daily for all students. Students needing additional social skills instruction will be determined through the PLC/SBLT based on tier 1 behavior data and teacher/staff concerns.	Decrease in referrals Increase of tier 1 behavior data % above 80%	

Discipline Goal – Other (as needed) Please ensure that your goal is written as a SMART goal.	
Specify	
Actions / Activities in Support of Goal	Evidence to Measure Success

EWS – Academic Intervention

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

We will provide Promise Time as our extended learning opportunity 2x per week from August 2016 thru May 2017

Early Intervention / Extended Learning Goal
Please ensure that your goal is written as a SMART goal
Goal: to increase the number of students attending promise Time from 20% in 2015 2016 to 30% in 2016-2017

Actions / Activities in Support of Goal	Evidence to Measure Success
After identification of retained students in K-3 and Level 1 & 2 third-fifth graders, personal invitations will be sent home.	The number of students enrolled in Promise Time
Personal contacts made to parents of identified students needing extended learning who did not return acceptance of invitation	Increased enrollment in promise Time

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	42	% with advanced degrees	31%
% receiving effective rating or higher		% first-year teachers	11.9%
% highly qualified (HQT)*		% with 1-5 years of experience	19%
% certified in-field**	98%	% with 6-14 years of experience	26.2%
% ESOL endorsed	57.1%	% with 15 or more years of experience	42.9%

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S.

Describe your school’s efforts to recruit and retain a highly qualified instructional staff.

Teacher recruitment will be by attendance at the job fair, posted positions and scheduling multiple interview sessions. Also, through long term sub assignments that work at Northwest, interns and hourly teachers observations. Administration will assign site based mentors and experienced highly effective teachers to new teachers and teachers changing grade levels.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Marie	Brainard	White	Principal
Claire	Townsley	White	Other Instructional Employee
Mary	Couture	White	Teacher
Tara	Jennelle	White	Teacher
Rhonda	Frush	White	Parent
Jose	Hodge	Hispanic	Parent
Jonathan	Collins	Black	Parent
Melanie	Williams	Black	Parent
Brook	John	Black	Business/Community
Megan	Smith	White	Parent

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No (Describe the measures being taken to meet compliance below.)

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date: 9/6/2016
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SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Marie Brisson
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State Days / Intervals that Team meets below.
August 17, 2016/ Every Wednesday at 7:30 am

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school’s annual budget plan.

School Improvement and Title I funds are allocated as indicated below. Staff and parents had input into the plan as well as the allocation of funds through meetings, surveys and ballots, evidenced in the Title I audit box.

Northwest School Improvement Budget 2016-2017			
Related goal	Funding source/ Resource		Amount
SWB goal	Social Skills training	School Improvement / Second Step Kits	\$1,000.00
SWB goal	We will use a culturally relevant approach when addressing classroom behaviors and disciplinary actions.	Title I	\$2,739.15
		School Improvement/ Professional development stipends	\$2,000.00
Instructional strategy 2		We will use a personalized learning approach which includes cultural responsive teaching	
Supports all students in reaching grade level proficiency	Title I Connect for Success	Title I/ Connect for Success Liaison	\$2,879.25
ELA	Each grade level has a scheduled intervention/enrichment block utilizing all grade level teachers and Title I hourly teachers. Students will be grouped according to needs and provided a research based intervention or enrichment activity.	Title I MTSS Coach Hourly teachers Intervention kits	\$134,544.45
Math	Use of MFAS tasks for assessment and diagnostic purposes to group students for targeted intervention or enrichment groups	Title I Hourly teachers	\$61,587.15
ELL/ESE achievement gap		Each grade level has a scheduled intervention/enrichment block utilizing all grade level teachers and Title I hourly teachers. Students will be grouped according to needs and provided a research based intervention or enrichment activity.	

School Improvement Plan 2016-17

Parent Involvement	increase teacher parent involvement/communication	Title I School Improvement/ Monthly grade level progress reports CIA	\$3,550.00 \$500.00
Total of funds	School Improvement (estimated based on 2015-2016)-\$3,500.00		Title I- \$205,300.00