School Improvement Plan
2017-18

<u>Northwest Elementary</u>

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal:	Marie Brainard	SAC Chair:	Wendy Rahmouni

School Vision	100% Student Success

School Mission	The Northwest Community is committed to 100% student progress 100% of the time.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
594	7.9%	14.4%	16.1%	4.6%	56.6%	.3%

School Grade	2017: C	2016: C	2015: B	Title 1 School?	☒ Yes	☐ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	45	52	54	58	45	55						
Learning Gains All	47	53	48	47								
Learning Gains L25%	38	36	33	32								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Brainard	Marie	FT	4-10 years
Assistant Principal	Townsley	Claire	FT	11-20 years
MTSS Coach	Brisson	Marie	FT	11-20 years
Literacy Coach	Wayman	Emily	FT	Less than 1 year
Math Coach	Popke	Kristen	PT	Less than 1 year
School Counselor	Spaights	Rene	FT	1-3 years
Social Worker	Wood	Christina	FT	1-3 years
Total Instructional Staff: **54**			Total Support Staff: **30**	

School Culture for Learning

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).

The Northwest Elementary PBIS Team 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). The PBIS Team meets monthly to align positive supports within our school improvement goals. The PBIS Team regularly surveys staff for feedback and suggestions in order to PDSA our school processes. Behavior data is shared monthly at staff meetings. 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. Restorative circles are in the beginning stages in our K-5 classrooms. The Restorative practice team has provided training to staff in restorative practices/circles. The primary implementation will be infused through daily social skills instruction and as necessary with conflict resolution.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your 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. The schoolwide expectations within the classroom are reinforced using the 10 point system. This is monitored within PLCs when behavior OPM data is analyzed. 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. We will begin the implementation of restorative circles to ensure students have a voice. Schoolwide expectations are monitored for equity through the use of a restorative script when dealing with discipline issues, walkthroughs, observations and discussions with students.

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. Restorative circles will begin to be implemented during the tier 1 social skills

instructional daily in classrooms. As we continue to learn about restorative practices we will implement for class situations and for Administrative Discipline situations.

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 dashboards, disparity gaps or Healthy Schools data).

We progress monitor formally and informally through a variety of sources. We use data from the State (FSA, MAP), 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.
The Child Study Team meets bi-monthly to address students that have missed 10% or more of school and looks for trends of why students are not attending school. Attendance code data is used for this purpose. Quarterly we complete a PSW for attendance to assist with problem solving to determine the most common reason/barriers of why students miss school. Currently we have identified chronic medical and mental health issues are a barrier in inhibiting students from attending school. The importance of daily attendance is promoted through school messages, the school marquee, the school newsletter, the school web site, incentives and individual student contracts.

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, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?

Sustain a strong and safe school community by incorporating restorative practices to maintain the number of repeated misconducts (more than 1) by the same student(s) to fewer than 5.

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Restorative practices: specifically implementing circles, affective language, and Tier 2 restorative groups. These practices are designed to empower students, facilitate positive interpersonal growth, and create a cooperative environment where every student is equitable. Restorative practices strengthen relationships and school communities.	M. Brainard, C. Townsley, M. Brisson, E. Wayman, K. Popke
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.	
Decrease the percentage % of students in our Black and ESE subgroups that receive an ODR to less than the percentage % of the total school population for each respective subgroup.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Implement restorative practices across the sub groups	M. Brainard, C.Townsley, Behavior Specialist, C. Wood, R. Spaights, S. Rorer, C. Quintana
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

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 <u>successes</u> have you seen to date? What data did you review to measure your success?

We have focused on data driven instruction and being able to develop appropriate formative assessments to measure progress. Based on our on-going progress monitoring data analysis, we discovered a disconnect with the assessments and the instruction. We are going to use Unify this year for a fast turn-around to allow for immediate intervention.   We are also going to develop instructional focus calendars to prioritize and organize grade level standards. We have continued to focus on specific high yield Marzano elements in DQ 2/3/4. We found through walkthroughs and observations that teachers struggle with full implementation and/or the level of rigor. We have hired two site based coaches for Literacy and Math to assist with deepening the understanding of the standards and implementation of strategies/elements.

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

We know through District and State data sources, MAP and FSA, that we need to focus on core instruction in ELA, Math and Science.. We need to deepen our understanding of grade level specific standards and be knowledgeable of the standards taught in the grade level below and above. Teachers in grades 3-5 will need to use the Science lab with fidelity.

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).

> Various data is used through the MTSS process to ensure students are receiving the instruction they need: core, tier 2, tier 3 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 will be monitored through SBLT and PLCs on comprehensive spreadsheets. 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. At the start of the school year we will assess all level 1 ELA students in grades 4 and 5 to target reading deficiencies using the DAR. We will also continue to focus on cultural relevant teaching, to make classrooms inviting and engaging to students of various cultural backgrounds.

⬡ Standards-Based Instruction / Key Goals and Strategies

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
The content coaches will be working with the teams to deepen their knowledge of their grade level standards through collaborative planning and in class coaching.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
This will be monitored through weekly collaborative planning sessions, coaches' logs of in class support, ongoing progress monitoring data, District and State data results.	M. Brainard, C. Townsley, E. Wayman, K. Popke
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
We will continue to implement culturally responsive strategies through the use of the 6 M's model.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
We will monitor implementation through walkthroughs, observations, student interviews, data sources (OPM, MAP, FSA) and feedback to staff. Professional development will be provided at the start of the year, and reviewed frequently through PLCs.	M. Brainard, C. Townsley
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible

Collaboration for Professional Growth

11. Describe your school's efforts to encourage a positive working relationship among 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 strengthen collaborative learning communities (81%). Currently we have weekly PLCs for grade level and content specific instructional staff. Content coaches will assist with the collaborative lesson planning weekly. We will also focus on providing students with timely feedback (77%) for assessments when goal setting after each assessment. We will ensure that all students feel that their teacher knows them (77%) through our cultural relevant strategies and restorative practice circles.

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. Content coaches will collaboratively plan with each grade level 1x per week, with a focus on an instructional calendar, formative assessment driving instruction and daily rigorous lessons.

⬢ 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 2016-2017 school year we focused on culturally responsive teaching, Marzano elements and collaborative planning. Discipline data showed a decrease in referrals, in school and out of school suspensions. However academic FSA declined in all subject areas in 4th and 5th. 3rd grade had no change. We are going to continue with cultural responsive teaching strategies, and have scheduled training for August 2017. We are going to dig deeper into the standards through collaborative planning with content coaches to build the rigor of daily lessons. We will continue to focus on the high yield Marzano elements in Domain 1 DQ 2/3/4. We will ask for staff development for grades 3- 5 for the fidelity of implementation of the science lab.

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, ISM visit feedback, etc.).

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?
CRT: 6 M's	8/4/17	All staff	Increased planning for CRT in lessons, decrease in behaviors, increase in academic achievement
Unify: formative assessments	8/7/17	K-5 teachers	Increase in academic achievement
Restorative practice introduction	8/8/17	All staff	Decrease in discipline referrals
Parent Conference training		K-5 teachers	Increase in number of face to face conferences: signed PMPS
Collaborative ELA lesson planning	1x per week	K-5 teachers, ESE, ESOL	Rigorous lesson plans, increased teacher knowledge of the standards
Collaborative Math lesson planning	1x every two weeks	K-5 teachers, ESE, ESOL	Rigorous lesson plans, increased teacher knowledge of the standards
Content Coaching in ELA and Math	On going	K-5 teachers	Increased best teaching strategies to teach content
Science Lab implementation	TBS with District	2-5 teachers	Increased fidelity of the science lab

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 <u>lessons or growth areas</u> 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.

In April 2017 the results of the AdvancED survey data was discussed with the SAC/PTA . It was determined to continue working on the communication between the teacher and the parents. 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.

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 interpreting and using student data via trainings, data chats and/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 these 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.	☐	☐	☒	☐
Families who regularly log onto PORTAL to check student grades / assignments, progress.	☐	☐	☒	☐
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	☐	☐	☒	☐
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	☐	☒	☐	☐
Families who report feeling welcome when visiting the campus or contacting the school.	☐	☐	☒	☐

*Note: Please use your own school data resources or best estimates in completing this inventory.
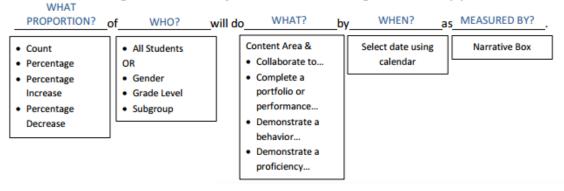
Family Engagement / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Provide ongoing communication to parents and families	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Daily communication through agenda books Monthly progress reports Monthly newsletters Regularly update the school website PTA/SAC meetings Individualized modes of communication: texting, e-mails, Facebook, conferences,	Administration, Teachers, Community Involvement Assistant, PTA

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?	
We want to increase opportunities for families to attend school based academic events/celebrations	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We will continue to offer academic training sessions for parents for Literacy, Math and Science. We will also add an Awards ceremony each grading period for 3-5 and encourage student led conference nights. Increase family spirit nights and PTA events	Grade level teams, Community Involvement Assistant, SIP teams PTA,
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

{Section 2} – Targeted School Goals / Action Steps

Academic Goal

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

WHAT PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY? .

• Count • Percentage • Percentage Increase • Percentage Decrease	• All Students OR • Gender • Grade Level • Subgroup	Content Area & • Collaborate to… • Complete a portfolio or performance… • Demonstrate a behavior… • Demonstrate a proficiency…	Select date using calendar	Narrative Box

SMART GOALS: Please be sure that your goals throughout this document 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 goal manager and data source.

ELA / Reading Goal	Goal Manager: Alexandra Param-Hansen/ Elizabeth Hinnant

Increase the percentage of Kindergarten students meeting or exceeding proficiency on reading MAP from 70% in 2016-2017 to 80% in 2017-2018.
Increase MAP reading proficiency score in First grade from 58% in 2016- 2017 to 68% in 2017 -2018
Increase MAP reading proficiency score in Second grade from 56% in 2016-2017 to 66% in 2017-2018.
Increase FSA ELA proficiency scores in grades 3-5 by 13% from 44% in 2016-2017 to 57% in 2017-2018.
Increase learning gains in 4th and 5th grade from 47% in 2016-2017 to 57% in 2017-2018.
Increase learning gains for lowest 25% from 38% in 2016-2017 to 50% in 2017-2018

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Teachers will align instruction to meet Florida Standards by: 1-intentionally collaborative planning aligned with high level of rigor using Webb Depth of Knowledge/Marzano taxonomy and adjust instruction through the use of talk, text, task, and student needs. 2-Teachers and Administrators will work with the Literacy Coach to address standards based content through planning and effective teaching methods. 3- Ensure students have time daily to independently practice what was taught and to allow for the building of stamina as well as time for teachers to meet with students one-to-one and in small groups to provide targeted actionable feedback on growth towards the standards.	We will use the MAP results in the fall, Winter and Spring to determine if we met our goal. Administration will participate in on lesson plan development and review lesson plans at least 1x per semester for each teacher. Administration will monitor the master schedule.
Teachers will use culturally responsive instruction when planning and implementing lessons by: 1-Creating a physical environment that students can use and apply what they learned.	Administration and Content Coaches will participate in the development of lessons.
Teachers will administer ELA unit assessments in Unify and analyze the data by standard for their class and across grade level.	Data analysis in PLCs with Administration, Content Coaches and MTSS Coach.
Teachers will monitor the Tier 1, Tier 2 and Tier 3 usage weekly and the monthly ISIP report for overall progress.	Data analysis in PLCs with Administration, Literacy Coach and MTSS Coach.

Mathematics Goal	Goal Manager: Lasherra Clutter/Jennifer Trombly

Increase the percentage of Kindergarten students meeting or exceeding proficiency on math MAP from 65% in 2016-2017 to 75% in 2017-2018.
Increase MAP math proficiency score in First grade from 63% in 2016- 2017 to 73% in 2017 -2018
Increase MAP math proficiency score in Second grade from 69% in 2016-2017 to 79% in 2017-2018.
Increase FSA Math scores in grades 3-5 from 54%in 2016-2017 to 62% in 2017-2018.
Increase learning gains of the lowest 25% from 33% in 2016-2017 to 50% in 2017-2018.
Increase learning gains in 4th and 5th grade from 48% in 2016-2017 to 60% in 2017-2018.

Actions / Activities in Support of Math Goal	Evidence to Measure Success
Teachers will align instruction to Florida Standards by: 1-intentional collaborative planning aligned with high level of rigor using Webb's Depth of Knowledge/Marzano taxonomy and adjust instruction through the use of number routines, task, and student needs.	Administration will participate in on lesson plan development and review lesson plans at least 1x per semester for each teacher

2-Teachers and Administrators will work with the Math Coach to address standards based content through planning and effective teaching methods.	
Teachers will administer mathematics unit assessments in Unify and analyze the data by standard for their class and across grade level.	Data analysis in PLCs with Administration, Content Coaches and MTSS Coach.

Science Goal	Goal Manager: Jeff Schmidt
Students in grades 1-4 will score at the 64th% on the end of unit science assessments in Unify. Increase the Fifth grade SSA Science scores from 45% in 2016-2017 to 64% in 2017-2018.	

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
Use data from end of unit assessment quizzes, science lab data and diagnostic data to identify key vocabulary to be used during the academic gaming weeks built into timelines.	Classroom teachers

⬡ Other School Goals* / Use Only as Needed

*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 Schools, etc.)	
Goal Name: Healthy School	Goal Manager: Chris Quintana
To increase the number of Healthy Schools assessment modules implemented from five in 2016-2017 to eight in 2017- 2018.	

Actions / Activities in Support of Goal	Evidence to Measure Success
In 2016-2017, Northwest was eligible for national recognition in 6 out of 6 Alliance for a Healthier Generation's Healthy Schools Program Assessment modules. For 2017-2018, 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 2017. Target for 2017-18, is to become eligible for national recognition in 6 out of 6 Alliance for a Healthier Generation's Healthy School Program Assessment Modules and apply for national recognition.	By April 1, 2018, 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:**

Increase the participation from 55 in 2016-2017 to full capacity in 2017-2018.

Actions / Activities in Support of Goal	Evidence to Measure Success
The program will be offered 1x per week before/ after school for grades 2-5.	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:**

Place goal statement here.

Actions / Activities in Support of Goal	Evidence to Measure Success

🔷 Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	**Goal Manager:** Marie Brisson

To increase the ELA achievement of Black students in grade 3 from 28% in 2016-2017 to 38% in 2017-2018
To increase the ELA achievement of Black students in grade 4 from 50% in 2016-2017 to 60% in 2017-2018
To increase the ELA achievement of Black students in grade 5 from 33% in 2016-2017 to 43% in 2017-2018
To increase the Math achievement of Black students in grade 3 from 30% in 2016-2017 to 40% in 2017 -2018
To increase the Math achievement of Black students in grade 4 from 50 % in 2016-2017 to 60 % in 2017-2018
To increase the Math achievement of Black students in grade 5 from 6 % in 2016-2017 to 20% in 2017-2018

Actions / Activities in Support of Black Goal	Evidence to Measure Success
All instructional staff will implement Culturally responsive teaching strategies throughout all academic subjects.	Walkthroughs, observations, lesson plans, student interviews
Students will be invited to attend Promise Time tutoring afterschool: parent contacts will be made by administration if necessary	Prioritize all Level 1and 2 Black students in ELA/Math. Participation will be evidenced through attendance reports. Progress will be measured through the IReady assessments.

Subgroup Goal (ELL)	Goal Manager: Denise Kennedy

Increase MAP proficiency scores for ELL students grades K-2 in reading from 20% in 2016 2017 to 40% in 2017-2018.
Increase MAP proficiency scores for ELL students grades K-2 in math from 43%   in 2016 2017 to 63% in 2017-2018.
Increase FSA ELA scores of ELL students in grades 3-5 meeting or exceeding proficiency from 36% in 2016-2017 to 57% in 2017-2018.
Increase FSA Math scores of ELL students in grades 3-5 meeting or exceeding proficiency from 39% in 2016-2017 to 62% in 2017-2018.
Increase the overall average for all ELL students in grades K-5 from 3.67 on ACCESS in 2016-2017 to 4.0 on ACCESS in 2017-2018

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
ELL teachers will collaborate with the general education teachers to plan for specific ESOL strategies for individual student needs.	Initial meeting during pre-school (8/9/17), PLCs, collaborative team planning
ELL resource teachers will develop a schedule which will provide students the opportunity to receive	Administration, master schedule
ELL teachers will analyze ACCESS data to specifically target individual student needs using the English Learner Road to Reclassification Learning Maps.	ELL Teachers and Classroom Teachers.

Subgroup Goal (ESE)	Goal Manager: Armela Dhamo

Increase FSA ELA scores of ESE students grades 3-5 meeting or exceeding proficiency from 14% in 2016-2017 to 28% in 2017-2018. To increase FSA Math scores of ESE students in grades 3-5 meeting or exceeding proficiency from 24% in 2016-2017 to 48% in 2017-2018.

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
ESE Resource teachers will develop a schedule which will provide students the opportunity to receive academic support in the least restrictive environment.	Master scheduling, daily schedules, District support
ESE Resource teachers will collaborate with the general education teachers to plan specially designed instruction that meets individual student IEP goals.	Pre-school meeting (8/9/17), PLCs, collaborative lesson planning.

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

Place goal statement here (additional goal only if needed).

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade Select	Grade Select	School Totals #	School Totals %*
Students scoring at FSA Level 1 (ELA or Math)	NA	NA	39	38	20			97	27
Students with excessive absences / below 90 %	15	15	15	25	19			89	14 %
Students with excessive behavior / discipline**	6	5	11	11	17			50	7 %
Students with excessive course failures**	3	13	2	9	6			33	5%
Students exhibiting two or more Early Warning indicators	2	0	2	17	9			30	5 %

*Required per Section 1001.42(18) (a) 2. F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. 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.
We will decrease the percentage of excessive absences from 14% in 2016-2017 to 5 % in 2017- 2018	
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.

We will decrease the percentage of students with excessive referrals in 2016-2017 from 7% to 4 % in 2017- 2018.

Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**
Continue to 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. Implement restorative practices to behavior incidents: minor/sever	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	

Place goal statement here (only if needed).

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 2017 thru March2018

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 22% in 2016-2017 to 30% in 2017-2018	

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		Complete and update only as data become available.	
# of Instructional Employees (total number)	54	% with advanced degrees	28%
% receiving effective rating or higher	91%	% first-year teachers	3%
% highly qualified (HQT)*	100%	% with 1-5 years of experience	9%
% certified in-field**	98%	% with 6-14 years of experience	48%
% ESOL endorsed	78%	% with 15 or more years of experience	40%

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

Describe your school's efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

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 teacher observations. When interviewing potential candidates for teaching positions we will take into account our percentages of sub groups to increase the diversity of our instructional staff. 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
Vanessa	Byard	Black	Teacher
Wendy	Rahmouni	White	Parent
Danielle	YMCA	Black	Business/Community
Jorge	Hodge	Hispanic	Parent
Adelaida	Nodal	Hispanic	Parent

Megan	Smith	White	Parent
Melissa	Levine	White	Parent
Melanie	Williams	Black	Parent
		Select	
		Select	
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⬡ SAC Compliance

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

☒ Yes	☐ 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?

☒ Yes	☐ No	Committee Approval Date: 8/2/2017

⬡ SBLT / MTSS Leadership Team

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

☒ Yes	☐ No	Chairperson: Marie Brisson

Please state the days / intervals that your team meets below.

The Northwest SBLT meets 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. Attached budget if preferred.

Related goal	Northwest School Improvement Budget 2017-2018			Funding source/ Resource	Amount
School Culture for Learning	The MTSS Coach will provide data analysis of all students to determine supports necessary for individual students: tier 2 and tier 3 interventions. The MTSS Coach will assign appropriate interventions with coaching as necessary.			Title I	$69,870.68
	Intervention consumables			Title I	$181.69
	We will use restorative practices when addressing classroom behaviors and in disciplinary situations. We will conduct a school wide book study through the book ***Better than Carrots or Sticks:*** for all staff **The Restorative Practices Handbook**: 1 per team **Restorative Circles in Schools**: 1 per team			School Improvement funds	$1,300.00
ELA	We will have a full time ELA content coach for lesson plan development and in class support for coaching. MTSS support for assigning research based interventions.			Title I	$60,863.24
Math	We will have a part time Math content coach for lesson plan development and in class support for coaching. MTSS support for assigning research based interventions.			Title I	$32,884.39
Academic Achievement Gap: Black/ELL/ESE	All Black, ELL and ESE students receiving a level 1 and 2 on FSA (ELA/Math) will be strongly encouraged to attend Extended Learning Program			Title I	$40,950

Parent Involvement	Agenda planners Title I Compacts Monthly Progress Reports Community Involvement Assistant	Title I Title I School Improvement Title I	$3, 445.14 $478.66 $1,975.38 $1, 556.20
Total of funds	Title I: $210,230.00 Part A: $204,750.00 Family Engagement:$5,480.00	School Improvement: $3371.26	