

Northwood Elementary

School Improvement Plan – Goal #1
2019-20

Goal (What is the goal? Specific, Measurable, Attainable, Results Oriented, Time bound?)

Multi-Year Goal One: Develop and implement an Elementary Multi-Tiered System of Support for Social Emotional and Behavioral Learning, thereby nurturing an inclusive, culturally responsive, and welcoming school community.

- Year Two Target: Guided by PBIS Leadership Team, staff will increase school-wide fidelity to Positive Behavior Interventions and Supports (PBIS) Tier 1 structures and practices, achieving 80% or higher, as measured by Tiered Fidelity Inventory; staff will begin to build and implement systemic PBIS Tier 2 structures and practices.

Leadership (Who are the stakeholders responsible for leading the improvement goal?)

Principal & Associate Principal

PBIS Team Leader (Identified Teacher Leader)

PBIS Team:

- subgroup of Principal's Cabinet
- ad hoc team members

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

PBIS is a research-based, school-wide, Multi-Tiered System of Support (MTSS) designed to promote the development of students' social, emotional, and behavioral skills and strategies. As such, it is in direct alignment with the District focus priorities for MTSS. PBIS also promotes the District core values of supporting the whole child, creating inclusive and equitable learning settings, and ensuring our school communities are safe and supportive.

Results (What will change and improve as a result of the goal? How will the school be improved?)

In full implementation of 80% fidelity or greater, the PBIS system will provide for students clear, common expectations throughout the school. When students know what to expect, are proactively taught positive expectations and associated skills, and are acknowledged for exhibiting those expectations and skills, it creates a safe and supportive environment for all learners. While no system will completely eliminate behavior errors or violations, we expect that most students will respond to the system and find success navigating the school environment. We anticipate a decrease in office referrals for major behavior violations, as well as a decrease in the number of students with multiple office referrals.

As the team moves from Tier 1 (Universal) PBIS implementation into systemic Tier 2 (Strategic Intervention) systems, staff will have common next steps to provide for reteaching, intervention, and support systems when students demonstrate that the Tier 1 system isn't meeting their needs. We began this work in 2018-19 with implementation of the Behavior Pathways process, and our goal for the second half of this year is to further define and develop the Tier 2 system for interventions. This system will provide clear expectations and common language so staff can effectively and predictably respond to student social, emotional, and behavioral learning needs.

Resources (What resources (human, fiscal, or other will the school need to accomplish the goal?)

PBIS Team: A staff team has already been established to lead this work, including a teacher leader. The Team Leader will receive a Unit Lead stipend for her work. The core PBIS Team members, who also act as Principal's Cabinet Leaders, will receive a Cabinet Lead stipend for their work. Ad hoc PBIS Team members will be time-carded in compensation for their work.

Consultation/Coaching: Lisa Hoyt will continue to support our PBIS work through team training, consultation and coaching, and a Tiered Fidelity Inventory. The team will use her expertise and input to inform next steps and to help us create action plans for this year and future years.

Elementary and Secondary Collaboration: To build an effective K-12 system, teacher leaders and building leaders will periodically collaborate to align practices and language across sites and levels (as appropriate).

Action Items (What will groups or individuals do to achieve and make progress toward the goals? If known, what are some expected timelines?)

1. Revise and clarify school-wide expected behaviors and make visuals to support implementation. (August 2019)
2. Create common lesson plans for all staff to use with students. (August 2019)
3. Systematically teach students expected behaviors in classrooms and throughout common areas. (September 2019).
Calendar times to periodically reteach and review expectations. (October 2019)
4. Implement Tier 1 action steps identified through the 2018 Tiered Fidelity Inventory and PBIS rubrics for implementation. (May 2019-December 2019)
5. Engage in 2019 Tiered Fidelity Inventory to measure progress.
6. Implement action steps identified through the 2019 Tiered Fidelity Inventory and PBIS rubrics for implementation. (January 2020-June 2020)

Northwood Elementary

School Improvement Plan – Goal #2

2019-20

Goal (What is the goal? Specific, Measurable, Attainable, Results Oriented, Time bound?)

Multi-Year Goal Two: Through a Multi-Tiered System of Support, at-risk students will achieve grade level benchmarks in reading, thereby closing the achievement gap as measured by SBA, Aimsweb Plus, and/or Classroom Based Measures.

- Year Two Target: Guided by Response to Intervention (RtI) Leadership Team, staff will define and implement a Tier 1 (Universal) Guaranteed and Viable reading Curriculum (GVC) anchored in research-based practices.

Leadership (Who are the stakeholders responsible for leading the improvement goal?)

Principal & Associate Principal

RtI Team Leader (Identified Teacher Leader)

RtI Team:

- subgroup of Principal's Cabinet
- ad hoc team members

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

Defining and implementing a guaranteed and viable curriculum for Tier 1 (Universal) instruction as part of a Response to Intervention (RtI) system is a critical first step in building an effective Multi-Tiered System of Support (MTSS) for academics. This work is in direct alignment with the District focus priorities for MTSS. Implementation of RtI also promotes the District core values of supporting the whole child, creating inclusive and equitable learning settings, ensuring our school communities are safe and supportive, and providing rigorous and challenging learning.

Results (What will change and improve as a result of the goal? How will the school be improved?)

School-wide fidelity to the defined Tier 1, Universal instruction in reading will result in all students having access to research-based initial instruction and proactive intervention. Once defined and implemented, this will make the work of the SST and BGT teams more effective, as we will have a shared understanding of the instruction a struggling child has experienced, thereby making recommendations for Tier 2 interventions or referrals for evaluation more strategic. We further expect to see Aimsweb, SBA, and Classroom Based measures reflect students' instructional experience through a rise in scores in early literacy and curriculum-based measures.

Action Items (What will groups or individuals do to achieve and make progress toward the goals? If known, what are some expected timelines?)

1. Define and clarify school-wide Tier 1 universal instruction and guaranteed and viable curriculum (GVC). (September-January 2019)
2. Develop Literacy MTSS Pathway to capture Tier 1, 2, and 3 instructional moves as they are developed (September 2019-June 2020)
3. Update English Language Arts documents to reflect current work (in collaboration with district committee). (January-June 2019)
4. Develop teacher and staff understanding of Tier 1 Reading universal instruction. (October -June 2019).
5. Provide Professional Learning sessions and Coaching to support teacher implementation (October 2019 – June 2020)
6. Develop Classroom Walkthrough Tool to monitor progress toward defined Tier 1 elements of reading instruction. (February 2020)
7. Engage in Classroom Walkthrough data collection. (February 2020-June 2020)

Resources (What resources (human, fiscal, or other will the school need to accomplish the goal?)

RtI Team: A staff team has already been established to lead this work, including a teacher leader. The Team Leader will receive a Unit Lead stipend for her work. The core RtI Team members, who also act as Principal's Cabinet Leaders, will receive a Cabinet Lead stipend for their work. Ad hoc RtI Team members will be time-carded in compensation for their work.

Consultation/Coaching: Nova Williams and Aimee Batliner-Gillette will continue to support our RtI work through team training, consultation and coaching as LETRS trainers for MISD. The team will use their expertise and input to inform next steps and to help us create action plans for this year and future years.

Elementary GVC Committee Collaboration: The RtI Team Leader is also a member of the MISD Elementary GVC Committee, which will allow her to connect the school-based work with the district-wide work. This alignment will be critical as we continue to build MTSS systems across the district.