School Improvement Plan

Northwest Elementary School

Howell Public Schools

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1233 Bower Street
Howell, MI 48843

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2016-2017 NW School Improvement Plan

Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Northwest Elementary School is a suburban public school within the city limits of Howell, Michigan. Northwest serves about 400 students in grades kindergarten through fifth grade. Northwest Elementary is part of the Howell Public School District, which encompasses 167 square miles in the heart of Livingston County. Howell Public Schools provides educational services to nearly 7800 students through seven elementary schools (BK-5), two middle schools (6-8), and one high school. The main high school houses grades 10-12, and a separate building is campus to 9th grade students.

The staff of Northwest Elementary School consists of certified teaching staff and additional staff members that include secretaries, paraprofessionals, school psychologist, social worker, occupational therapist, physical therapist, speech pathologists, custodians and cafeteria staff. All staff at Northwest Elementary School meets the standards for Highly Qualified Teachers as established by the state of Michigan.

Northwest has realigned the daily school schedule to meet the needs of all students. This schedule allows for enrichment support to occur everyday for 45 minutes. In addition, classes have a 90 minute ELA block and a minimum 60 minute uninterrupted math block. The school staff analyzes data monthly during grade level/PLC meetings. Monthly data meetings include certified general and special education teaching staff, specials teachers, school psychologist, social worker, speech pathologists and the building principal.

Northwest has an active Parent Teacher Organization (PTO). Our parent support group put in countless hours to make Northwest Elementary School extra special. Northwest has parents and other family members volunteer in individual classroom and provide support throughout the building on a daily basis.

Due to employment challenges in Michigan, the number of economically disadvantaged students is slowly growing each year throughout our district. In addition, technology resources are considered a challenge at Northwest. Fundraising has occurred to help bring in additional technology to the building. We currently have one computer lab in the building and last year a grant was written to add two computers to each classroom. This brings the total minimum amount in each classroom with internet access to four. This area will be reviewed in the upcoming year to determine additional ways to increase technology in each of our classrooms and provide consistency throughout the building and district.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement: Education Excellence for a Changing Tomorrow. "Where Dreams Take Flight"

Mission Statement: Northwest Elementary, in partnership with students, staff, families, and the community, is committed to excellence, empowering and challenging all students to learn while preparing them for an ever-changing global community.

Beliefs Statement: Because students are our most valuable resource, we believe in the following:
- Students and families come first at Northwest Elementary.
- All students, regardless of their diverse learning abilities, can learn and achieve to their maximum potential.
- Northwest Elementary is responsible to teach students to value education and life-long learning.
- Northwest Elementary develops a desire for deep-thinking, continuous growth and life-long learning.
- Northwest Elementary provides a positive environment where mutual respect and individual responsibility are learned and practiced.
- Northwest Elementary provides a safe and secure environment.
- Every member of our community has value in the education of our students.
- Education is a partnership among students, staff, families, and the community.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In the last three years, Howell Public Schools has created and administered common assessments for all core subject areas. Data is entered into Data Director. Teachers examine this data monthly, as grade levels, to inform their instruction. In addition, we are continuing to work on our Response to Intervention model to ensure all students have the necessary support to reach their potential. In the next three years, we need to work together to ensure that our economically disadvantaged and special education students reach the same level of achievement as the general population.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Teachers and staff members were chosen based on their participation in the four district curriculum committees, and their roles in the school. The parents were selected based on their dedication to Northwest Elementary and interest in the commitment to school improvements. The stakeholders were asked if they would be willing to serve on this committee, their role was described to them, and they were asked what meeting time would work the best. Meetings were held monthly on a Friday morning before school.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Teachers that served on the district's curriculum committees were selected to participate on the School Improvement (SIT) Steering Committee. The At-Risk teacher was included because she works with our students needing the most academic support. The librarian was chosen based on her ability to support the academic needs of our students. The parents were chosen based on the dedication to our school and interest in school culture.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

At the first SIT meeting in the fall, each member is given a one page summary of the plan and emailed a copy of the plan in its entirety. At each monthly SIT meeting, stakeholders receive updates on the progress of the plan. Suggestions for the next year's plan are voiced, voted on, and included in the plan March through June of each year. A copy of the revised plan is then emailed to each stakeholder for their review.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Data Northwest

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

In Kdg, our DIBELS composite score and DRA scores have increased significantly.100% of students met benchmark in 2014-2015 as compared to 75% in DIBELS and 93% on DRA in 2012-2013. We have really targeted phonemic awareness and phonics skills in the Kdg classroom and with At-Risk support.

5th graders were 86% proficient on the SRI and 87.7% proficient on the Reading MEAP in 2013-2014, which shows our students leave Northwest with strong reading scores.

Describe the area(s) that show a positive trend in performance.

K-3 increased an average 13% in math and 11% in reading over the past year on the NWEA assessment.

In Kdg, our DIBELS composite score and DRA scores have increased significantly. 100% of students met benchmark in 2014-2015 as compared to 75% in DIBELS and 93% on DRA in 2012-2013. We have really targeted phonemic awareness and phonics skills in the Kdg classroom and with At-Risk support.

Which area(s) indicate the overall highest performance?

100% of students met benchmark in 2014-2015 as compared to 75% in DIBELS and 93% on DRA in 2012-2013.

Which subgroup(s) show a trend toward increasing performance?

The average increase of Economically Disadvantaged on the MEAP in grades 3-5 went up 9% in 2012-13 to 2013-14. In 3rd grade and 4th grade, Students with Disabilities increased an average 21% on the MEAP. Kdg and 1st grades scores on the DIBELS Composite for Economically Disadvantaged increased an average of 25% and Students with Disabilities increased an average of 18%.

Between which subgroups is the achievement gap closing?

Our Kdg completely closed the gap in DIBELS and DRA for Economically Disadvantaged and Students with Disabilities with a score of 100% for 2014-15.

In 2013-14 to 2014-15, 1st grade the gap between Economically Disadvantaged and All Students decreased by 5%.

In 2014-15, first grade Students with Disabilities outperformed All Students by 4% on the DIBELS.

Which of the above reported findings are consistent with findings from other data sources?

Our Kdg scores of 100% on DIBELS were consistent with higher DRA scores (100%) and improved NWEA scores (25% to 46% or 21% increase).

In 1st grade, the years they were down on DIBELS, scores were down on DRA.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

1st grade & 2nd grade DIBELS and DRA.

MEAP MATH proficiency in 3rd, 4th, & 5th grade.

NWEA performance in general.

Describe the area(s) that show a negative trend in performance.

1st and 2nd grade DRA decreased an average of 5% and DIBELS decreased an average of 10% from 2013-14 to 2014-15.

3rd grade MEAP READING decreased by 9% in 2012-13 to 2013-14.

Which area(s) indicate the overall lowest performance?

1st grade DIBELS.

All NWEA scores.

3rd grade SRI and MEAP READING & MATH.

5th grade MEAP SCIENCE and SOCIAL STUDIES.

Which subgroup(s) show a trend toward decreasing performance?

In 5th grade MEAP READING in 2012-13 to 2013-14, there was an 11% decrease for Students with Disabilities.

In 5th grade MEAP MATH in 2012-13 to 2013-14, there was a 38% decrease for Students with Disabilities.

In 5th grade MEAP MATH in 2012-13 to 2013-14, there was a 34% decrease for Economically Disadvantaged.

Between which subgroups is the achievement gap becoming greater?

For 5th grade MEAP MATH, the gap for both Economically Disadvantaged and Students with Disabilities is growing.

Which of the above reported findings are consistent with findings from other data sources?

In 5th grade, SRI also shows the achievement gap growing between our Economically Disadvantaged and Special Ed Students when compared to All Students.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 2.75
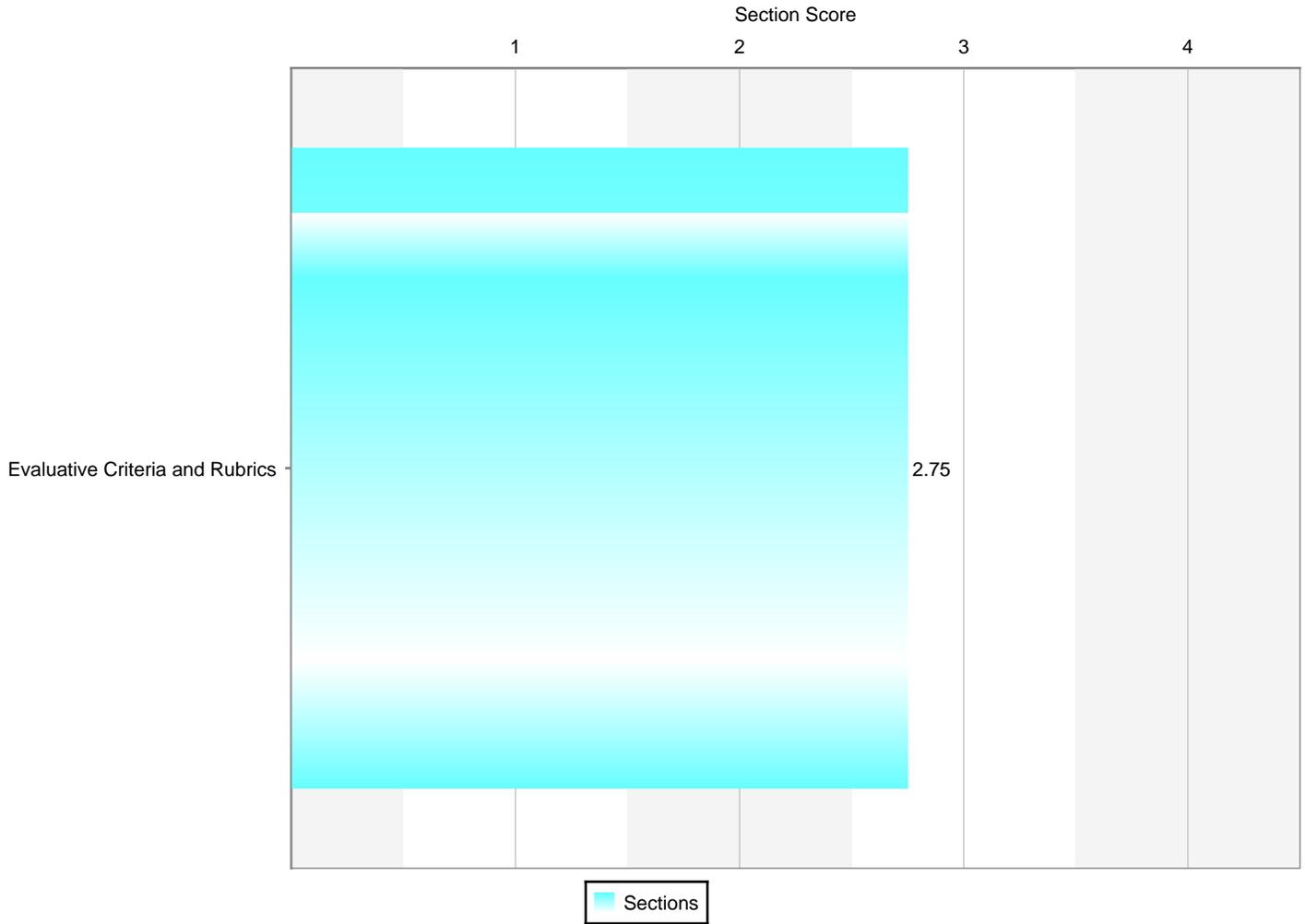
Sections

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Northwest Stakeholder Feedback

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Some required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

We averaged above a 4 with all stakeholder groups on Standard 5: Using Results for Continuous Improvement. Parents, students and staff felt we were strong in engaging in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level (Indicatior 5.4).

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

In general, we seem to be increasing on Standard 3:Teaching and Assessing for Learning, especially with parents.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

We only formally use Advanc-ed surveys to get stakeholder feedback. Informally, we take into consideration parent, student, community and staff member concerns throughout the year and make adjustments as necessary.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Standard 4: Resources and Support Systems has been low the last three years, based on staff and parent surveys. Teachers feel the system does not adequately provide, coordinate and evaluate the effectiveness of information resources and related personnel to support educational programs throughout the system (Indicator 4.5).

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Standard 4: Resources and Support Systems seems to be decreasing, especially for staff.

What are the implications for these stakeholder perceptions?

Due to funding issues across Michigan, all schools, and ultimately teachers have been steadily losing resources and support systems, such as counselors and support staff. The result is loss of programs and services that support students' needs.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Formally, the Advanc-ed survey is the way we solicit stakeholder feedback. Informally, teachers and parents have voiced concerns about the lack of support staff.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics   2.5
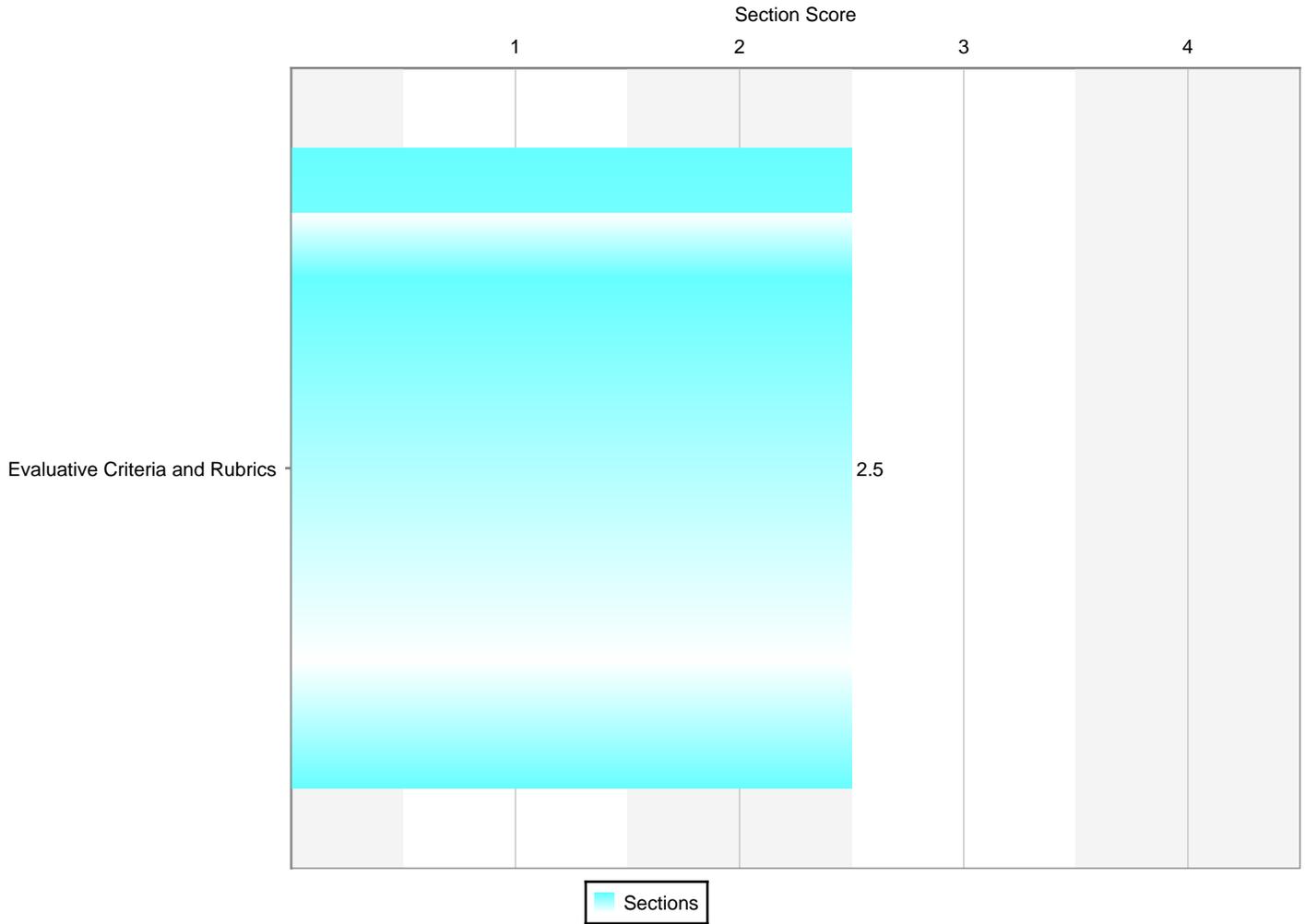
Sections

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Our student enrollment is decreasing. The challenges from decreasing enrollment include less funding and teacher mobility due to less classrooms. In addition, our average class sizes are increasing, especially at the early elementary level, as the district cuts teaching positions.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Over the last three years the number of students with over ten absences has fluctuated. Absences currently are a problem for a third of our student body. This problem needs to be addressed.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Discipline referrals and suspensions have increased over the last three years. These student behaviors cause loss of instruction time, disrupted instruction, and reduces the time our crisis team members can work with students.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

To address the absences, parents could be made aware of the effects of high absences on student achievement, and the importance of getting their children to school. To address the behavior issues, professional development on strategies to use to deescalate situations with students could be helpful.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The principal is both an experienced teacher and principal. She is leading teachers to focus on student achievement and strategies they can implement to help all students be successful.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

All of the teachers in our building are experienced teachers. This knowledge base helps us move forward as we look for ways to improve student achievement.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

The principal of Northwest Elementary spends a significant amount of time at the school. Absences due to illness or professional learning have minimal impact of student achievement. The principal is present to know the level of instruction and instructional gaps that need to be addressed through professional learning.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Teacher absences have been consistent over the last few years. Long absences can have a impact on student achievement and learning, and this year there were several.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

No challenges were identified.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

The strengths identified are purpose and direction, governance and leadership, and teaching and assessing for learning.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Identified challenges are resources and support systems and using results for continuous improvement.

12. How might these challenges impact student achievement?

Limited resources and support create the challenge of potential limited increase in student achievement. Additional training in the use of data could improve the challenge of increasing student achievement.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

The evaluation, interpretation, and use of data is included in our school improvement plan. We are currently utilizing the support that we have and the principal is an advocate for additional support when needed.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

All students are evaluated for inclusion in the intervention programs.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Not applicable.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Not applicable.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Our math curriculum has been adjusted to meet the new Michigan Content Standards. In the next school year we will address meeting the reading content standards through professional development.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

Not applicable.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

See Student Performance Diagnostic

19b. Reading- Challenges

See Student Performance Diagnostic

19c. Reading- Trends

See Student Performance Diagnostic

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

See Student Performance Diagnostic

20a. Writing- Strengths

See Student Performance Diagnostic

20b. Writing- Challenges

See Student Performance Diagnostic

20c. Writing- Trends

See Student Performance Diagnostic

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

See Student Performance Diagnostic

21a. Math- Strengths

See Student Performance Diagnostic

21b. Math- Challenges

See Student Performance Diagnostic

21c. Math- Trends

See Student Performance Diagnostic

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

See Student Performance Diagnostic

22a. Science- Strengths

See Student Performance Diagnostic

22b. Science- Challenges

See Student Performance Diagnostic

22c. Science- Trends

See Student Performance Diagnostic

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

NA

23a. Social Studies- Strengths

See Student Performance Diagnostic

23b. Social Studies- Challenges

See Student Performance Diagnostic

23c. Social Studies- Trends

See Student Performance Diagnostic

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

NA

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

See Stakeholder Feedback Diagnostic

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

See Stakeholder Feedback Diagnostic

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

See Stakeholder Feedback Diagnostic

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

See Stakeholder Feedback Diagnostic

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

See Stakeholder Feedback Diagnostic

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

See Stakeholder Feedback Diagnostic

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

See Stakeholder Feedback Diagnostic

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

See Stakeholder Feedback Diagnostic

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

See Stakeholder Feedback Diagnostic

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakholders/community?

Not applicable.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Not applicable.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Not applicable.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

 An identified strength is that our achievement is increasing as evident by our school data. An identified challenge is a common trend that both parents and students wish to have more opportunities for input. Lack of funding for support services and materials is also a challenge.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Increased parent and student input may lead to increased student achievement due to the fact that they have more buy in. Lack of needed supplies, materials, and support could have a negative impact on student achievement.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Readers Workshop is a key component to our school improvement plan and will result in increased student input and choice.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	All district and state common assessment scores are stored in Data Director.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	The Annual Education Report (AER) for Northwest Elementary School can be accessed through our school website at www.howellschools.com.	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	N/A	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Liza Kelly Executive Director of Labor and Relations and Personnel 411 North Highlander Way Howell, Michigan 48843 517-548-6241	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No	N/A; Northwest receives only 31(a) funds.	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

2016-2017 NW School Improvement Plan

Overview

Plan Name

2016-2017 NW School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Northwest Elementary will become proficient readers.	Objectives: 1 Strategies: 2 Activities: 9	Academic	$800
2	All students at Northwest Elementary will become proficient in math.	Objectives: 1 Strategies: 2 Activities: 3	Academic	$0
3	All students at Northwest Elementary will become proficient in science.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$46985
4	All students at Northwest Elementary will become proficient in social studies.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$46984

Goal 1: All students at Northwest Elementary will become proficient readers.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth and 47% of all students will meet their fall to spring growth targets in English Language Arts by 06/30/2017 as measured by the NWEA reading assessment.

Strategy 1:

Improve Teaching and Learning - This strategy corresponds with Standard 3 of our District Accreditation AdvancED 5 Quality Standards. Standard 3 addresses the

steps necessary to improve teaching and learning and includes the development of curriculum, involvement of students, using research-based instructional strategies,

alignment, climate and access to resources.

Category: English/Language Arts

Research Cited: Marzano, R. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition.

Tier: Tier 1

Activity - Reader's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and implement best practice strategies, including Reader's Workshop, with job-embedded training and support..	Professional Learning	Tier 1	Getting Ready	05/15/2015	06/30/2017	$800	Title II Part A	All teachers at Northwest Elementary

Activity - Assessment Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and implement assessment literacy.	Professional Learning	Tier 1	Getting Ready	08/01/2016	06/30/2017	$0	Title II Part A	All teachers

Activity - Standards-based Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn to implement an aligned standards-based curriculum.	Curriculum Development	Tier 1	Getting Ready	08/01/2016	06/30/2017	$0	Title II Part A	All teachers

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will learn to use and integrate new technology. | Technology | Tier 1 | Getting Ready | 08/01/2016 | 06/30/2017 | $0 | Title II Part A | All teachers |

Strategy 2:

Providing Multi-tiered Systems of Support - This strategy corresponds with Standard 5 of our District Accreditation AdvancED 5 Quality Standards. Standard 5 addresses the steps necessary to improve documenting and using results and includes the development of an assessment system, using data to make decisions, analyzing instructional and organizational effectiveness, communicating student performance and demonstrating growth of student performance.

Category: English/Language Arts

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.

Tier: Tier 2

Activity - Use and Analyze Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze data and make instructional decisions based on the data and research (New Data Warehouse System).	Teacher Collaboration, Technology	Tier 1	Implement	08/01/2014	06/30/2017	$0	No Funding Required	Prinicpal and All teachers at Northwest Elementary

Activity - Teachers will provide MTSS outside core instructional time.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MTSS teacher and instructional assistants will provide instructional support.	Academic Support Program	Tier 2	Monitor	08/01/2016	06/30/2017	$0	Section 31a	At-Risk teacher and instructional assistants

Activity - Teaching Students with Disabilities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
State Wide Autism Resources and Training (S.T.A.R.T.)	Behavioral Support Program	Tier 2		08/01/2016	06/30/2017	$0	No Funding Required	Fourth grade teacher

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given the opportunity(optional) to learn teaching strategies to enhance instructional practices and increase student engagement and performance, such as Capturing Kids' Hearts and Reaching Higher.	Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	06/10/2016	06/30/2017	$0	Title II Part A	All teachers

Activity - Homeless Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselor will coordinate support of our homeless students, and At-Risk teacher will monitor academic progress, and provide academic interventions if needed.	Academic Support Program	Tier 2	Monitor	08/01/2016	06/30/2017	$0	No Funding Required	Counselor and At-Risk teacher

Goal 2: All students at Northwest Elementary will become proficient in math.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth and 52% will meet their growth target in math in Mathematics by 06/30/2017 as measured by the NWEA math assessment.

Strategy 1:

Improve Teaching and Learning - This strategy corresponds with Standard 3 of our District Accreditation AdvancED 5 Quality Standards. Standard 3 addresses the

steps necessary to improve teaching and learning and includes the development of curriculum, involvement of students, using research-based instructional strategies,

alignment, climate and access to resources.

Category: Mathematics

Research Cited: Marzano, R. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition.

Tier: Tier 1

Activity - Math fluency activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to implement math fact fluency activities and will monitor student growth.	Monitor	Tier 1	Monitor	08/01/2014	06/30/2018	$0	No Funding Required	All teachers at Northwest Elementary

Activity - Math fact fluency assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to use pre and post math fact fluency/numeracy assessments to gather baseline data and to assess whether the strategies are working.	Professional Learning	Tier 1	Monitor	08/01/2014	06/30/2018	$0	No Funding Required	All teachers at Northwest Elementary

Strategy 2:

Providing Multi-tiered Systems of Support - This strategy corresponds with Standard 5 of our District Accreditation AdvancED 5 Quality Standards. Standard 5

addresses the steps necessary to improve documenting and using results and includes the development of an assessment system, using data to make decisions, analyzing instructional and organizational effectiveness, communicating student performance and demonstrating growth of student performance.

Category: Mathematics

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.

Tier: Tier 1

Activity - Using and Analyzing Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review math data quarterly at grade-level meetings to determine impact of instructional strategy on student achievement.	Professional Learning	Tier 1	Monitor	08/01/2014	06/30/2018	$0	No Funding Required	Principal and All teachers at Northwest Elementary

Goal 3: All students at Northwest Elementary will become proficient in science.

Measurable Objective 1:

24% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency understanding scientific terms and processes in Science by 06/30/2017 as measured by the science MEAP.

Strategy 1:

Providing Multi-tiered Systems of Support - This strategy corresponds with Standard 3 of our District Accreditation AdvancED 5 Quality Standards. Standard 3 addresses the steps necessary to improve teaching and learning and includes the development of curriculum, involvement of students, using research-based instructional strategies, alignment, climate and access to resources.

Category: Science

Research Cited: Marzano, R. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition.

Tier: Tier 2

Activity - Provide RTI outside core instruction time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI Teacher and Instructional Assistants will use non-fiction texts during RTI time to teach reading strategies.	Academic Support Program	Tier 2	Monitor	08/01/2014	06/30/2017	$46985	Section 31a	Catherine Zetterholm-Fisher

Goal 4: All students at Northwest Elementary will become proficient in social studies.

Measurable Objective 1:

21% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency with vocabulary and concepts in Social Studies by 06/30/2017 as measured by the Social Studies MEAP.

Strategy 1:

Providing Multi-tiered Systems of Support - This strategy corresponds with Standard 3 of our District Accreditation AdvancED 5 Quality Standards. Standard 3 addresses the steps necessary to improve teaching and learning and includes the development of curriculum, involvement of students, using research-based instructional strategies, alignment, climate and access to resources.

Category: Social Studies

Research Cited: Marzano, R. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition.

Tier: Tier 2

Activity - Provide RTI outside core instruction time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI Teacher and Instructional Assistants will use non-fiction texts to teach reading strategies during RTI time.	Academic Support Program	Tier 2	Monitor	08/01/2014	06/30/2017	$46984	Section 31a	Catherine Zetterholm-Fisher

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Use and Analyze Data	Teachers will analyze data and make instructional decisions based on the data and research (New Data Warehouse System).	Teacher Collaboration, Technology	Tier 1	Implement	08/01/2014	06/30/2017	$0	Prinicpal and All teachers at Northwest Elementary
Math fact fluency assessments	Staff will continue to use pre and post math fact fluency/numeracy assessments to gather baseline data and to assess whether the strategies are working.	Professional Learning	Tier 1	Monitor	08/01/2014	06/30/2018	$0	All teachers at Northwest Elementary
Teaching Students with Disabilities	State Wide Autism Resources and Training (S.T.A.R.T.)	Behavioral Support Program	Tier 2		08/01/2016	06/30/2017	$0	Fourth grade teacher
Math fluency activities	Teachers will continue to implement math fact fluency activities and will monitor student growth.	Monitor	Tier 1	Monitor	08/01/2014	06/30/2018	$0	All teachers at Northwest Elementary
Using and Analyzing Data	Staff will review math data quarterly at grade-level meetings to determine impact of instructional strategy on student achievement.	Professional Learning	Tier 1	Monitor	08/01/2014	06/30/2018	$0	Principal and All teachers at Northwest Elementary
Homeless Students	Counselor will coordinate support of our homeless students, and At-Risk teacher will monitor academic progress, and provide academic interventions if needed.	Academic Support Program	Tier 2	Monitor	08/01/2016	06/30/2017	$0	Counselor and At-Risk teacher

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Provide RTI outside core instruction time	RTI Teacher and Instructional Assistants will use non-fiction texts to teach reading strategies during RTI time.	Academic Support Program	Tier 2	Monitor	08/01/2014	06/30/2017	$46984	Catherine Zetterholm-Fisher

Provide RTI outside core instruction time	RTI Teacher and Instructional Assistants will use non-fiction texts during RTI time to teach reading strategies.	Academic Support Program	Tier 2	Monitor	08/01/2014	06/30/2017	$46985	Catherine Zetterholm-Fisher
Teachers will provide MTSS outside core instructional time.	MTSS teacher and instructional assistants will provide instructional support.	Academic Support Program	Tier 2	Monitor	08/01/2016	06/30/2017	$0	At-Risk teacher and instructional assistants

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessment Literacy	Teachers will learn and implement assessment literacy.	Professional Learning	Tier 1	Getting Ready	08/01/2016	06/30/2017	$0	All teachers
Standards-based Curriculum	Teachers will learn to implement an aligned standards-based curriculum.	Curriculum Development	Tier 1	Getting Ready	08/01/2016	06/30/2017	$0	All teachers
Reader's Workshop	Teachers will learn and implement best practice strategies, including Reader's Workshop, with job-embedded training and support..	Professional Learning	Tier 1	Getting Ready	05/15/2015	06/30/2017	$800	All teachers at Northwest Elementary
Student Engagement	Teachers will be given the opportunity(optional) to learn teaching strategies to enhance instructional practices and increase student engagement and performance, such as Capturing Kids' Hearts and Reaching Higher.	Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	06/10/2016	06/30/2017	$0	All teachers
Technology	Teachers will learn to use and integrate new technology.	Technology	Tier 1	Getting Ready	08/01/2016	06/30/2017	$0	All teachers