Northwood Elementary School

2022-23 Schoolwide Improvement Plan

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Northwood Elementary School

501 4TH AVE, Crestview, FL 32536

[no web address on file]

Demographics

Principal: Donna Kelley   Start Date for this Principal: 8/29/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	64%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (57%) 2018-19: A (68%) 2017-18: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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501 4TH AVE, Crestview, FL 32536

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	64%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Meeting the educational challenges of today's world, we guide children to develop solid foundations for successful futures.

Provide the school's vision statement.

Northwood Elementary School is a united school community that is dedicated to building a better world, one child at a time.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Kelley, Donna	Principal	Overseas the entire program.
Wesolowski, Marcy	Instructional Coach	Provides professional development.
Slade, Adelia	Teacher, K-12	Works with invidual teachers and helps to monitor data

Demographic Information

Principal start date
Monday 8/29/2022, Donna Kelley

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
13

Total number of teacher positions allocated to the school
43

Total number of students enrolled at the school
816

Identify the number of instructional staff who left the school during the 2021-22 school year.
8

Identify the number of instructional staff who joined the school during the 2022-23 school year.
7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	144	143	149	137	105	118	0	0	0	0	0	0	0	796
Attendance below 90 percent	1	34	32	16	15	21	0	0	0	0	0	0	0	119
One or more suspensions	0	4	8	4	9	5	0	0	0	0	0	0	0	30
Course failure in ELA	0	4	18	23	15	12	0	0	0	0	0	0	0	72
Course failure in Math	0	2	3	5	13	14	0	0	0	0	0	0	0	37
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	9	12	24	0	0	0	0	0	0	0	45
Level 1 on 2022 statewide FSA Math assessment	0	0	0	11	11	20	0	0	0	0	0	0	0	42
Number of students with a substantial reading deficiency	0	0	1	9	12	24	0	0	0	0	0	0	0	46

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	13	19	22	31	0	0	0	0	0	0	0	87

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated
Monday 8/29/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	141	153	146	128	123	121	0	0	0	0	0	0	0	812
Attendance below 90 percent	12	19	13	12	14	8	0	0	0	0	0	0	0	78
One or more suspensions	0	5	11	4	5	3	0	0	0	0	0	0	0	28
Course failure in ELA	3	27	19	21	26	12	0	0	0	0	0	0	0	108
Course failure in Math	3	9	9	14	20	14	0	0	0	0	0	0	0	69
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	18	21	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	18	21	0	0	0	0	0	0	0	43
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	16	13	13	23	12	0	0	0	0	0	0	0	80

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	2	7	5	2	1	0	0	0	0	0	0	0	21
Students retained two or more times	0	1	0	0	1	1	0	0	0	0	0	0	0	3

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	141	153	146	128	123	121	0	0	0	0	0	0	0	812
Attendance below 90 percent	12	19	13	12	14	8	0	0	0	0	0	0	0	78
One or more suspensions	0	5	11	4	5	3	0	0	0	0	0	0	0	28
Course failure in ELA	3	27	19	21	26	12	0	0	0	0	0	0	0	108
Course failure in Math	3	9	9	14	20	14	0	0	0	0	0	0	0	69
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	18	21	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	18	21	0	0	0	0	0	0	0	43
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	16	13	13	23	12	0	0	0	0	0	0	0	80

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	2	7	5	2	1	0	0	0	0	0	0	0	21
Students retained two or more times	0	1	0	0	1	1	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	59%	61%	56%				64%	67%	57%
ELA Learning Gains	65%						65%	64%	58%
ELA Lowest 25th Percentile	49%						59%	57%	53%
Math Achievement	69%	47%	50%				75%	73%	63%
Math Learning Gains	58%						75%	70%	62%
Math Lowest 25th Percentile	47%						70%	60%	51%
Science Achievement	54%	63%	59%				71%	62%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	64%	66%	-2%	58%	6%
Cohort Comparison		0%				
04	2022					
	2019	61%	67%	-6%	58%	3%
Cohort Comparison		-64%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	62%	67%	-5%	56%	6%
Cohort Comparison		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	71%	73%	-2%	62%	9%
Cohort Comparison		0%				
04	2022					
	2019	81%	74%	7%	64%	17%
Cohort Comparison		-71%				
05	2022					
	2019	71%	71%	0%	60%	11%
Cohort Comparison		-81%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	66%	63%	3%	53%	13%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	30	49	39	42	45	55	30				
ELL	73			82							
BLK	34	38	25	44	35	25	20				
HSP	63	75		67	56						
MUL	48	53		57	60						
WHT	64	70	53	75	62	58	61				
FRL	50	63	51	61	57	45	42				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	33	33		32	29		35				
ELL	43			43							
BLK	37	45		44	45		36				
HSP	68			68							
MUL	48			58							
WHT	61	53	38	68	38	25	58				
FRL	45	43	36	49	30	21	38				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	44	50	53	55	58	62	53				
ELL	62			77							
BLK	43	45	55	55	55	47	44				
HSP	64	58		88	89						
MUL	82	85		73	80		64				
WHT	67	68	60	79	76	76	76				
FRL	50	58	64	67	72	69	57				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	82
Total Points Earned for the Federal Index	483
Total Components for the Federal Index	8
Percent Tested	99%

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

English Language Learners	
Federal Index - English Language Learners	79
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Black students scored less than in all areas.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Black students need to improve in all areas.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Less than10 percent of our Black students participated in tutoring after school. Black students in grade 3-5 will be offered additional tutoring services throughout the school day.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math students in grades four and five showed the most improvement. Overall gains were made in ELA and math.

What were the contributing factors to this improvement? What new actions did your school take in this area?

There were no new actions. These grades and in math have veteran teachers.

What strategies will need to be implemented in order to accelerate learning?

We will provide differentiated instruction based on students' needs with a focus on foundational skills to close instructional gaps. We will provide additional assistance in tutoring.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Weekly Grade level meeting discussing a Reading B.E.S.T standard (rigor, differentiation, vertical progressions)

Three Days of reviewing/planning of Data Chats with grade level colleagues and coaches

Instructional Rounds based upon whole group engagement- Beginning with Leadership modeling strategies for whole group engagement in September.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Students who are level 2 and lower level 3 will receive additional assistance from the Title I ESSA Teacher.

Students will be invited to afterschool tutoring.

Students will be given priority to during the day tutoring.

Selected students will be paired with minority mentors from Fast Track.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Black students scored less than 41 proficient.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	At least 41 percent of Black students will score proficient on FAST.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Data is taken three times a year and it will montiored. MTSS will meet and discuss anyone on Tier 2 or Tier 3.
Person responsible for monitoring outcome:	Donna Kelley (donna.kelley@okaloosaschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Benchmark is an approved text book that provide guidance for instruction. Benchmark Intervention will provide instruction for foundational skills.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Benchmark is an approved text book. We have already purchased two of the four kits.

Action Steps to Implement	
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	
Purchase two additional Benchmark Intervention kits.	
Person Responsible	Donna Kelley (donna.kelley@okaloosaschools.com)
Provide professional develolpment to paraprofessionals	
Person Responsible	Marcy Wesolowski (wesolowskim@okaloosaschools.com)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

We use iReady as a monitoring tooll for all areas of ELA. It is given three times a year. Students instructional pathways are based upon the assessments which includes small group instruction.

At the end of the year based upon iReady data, kindergarten students were at 57.6 proficient, first grade at 48.3 percent, and second grade at 48 percent.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

We use iReady as a monitoring tooll for all areas of ELA. It is given three times a year. Students instructional pathways are based upon the assessments which includes small group instruction.

At the end of the year based upon iReady data, third grade students were at 55.8 proficient, fourth grade 57 and 63.8 percent in fifth.

On the FSA, 53 percent of the third grade students were proficient, 60 percent in fourth and 62 in fifth.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

All grade levels will increase ELA proficiency on the third assessment of iReady. Each grade level will increase to the following minimum:

Kindergarten will increase from 57 to 60 percent.
First Gradewill increase from 48 to 51 percent.
Second Grade will increase from 48 to 51 percent.

Grades 3-5: Measureable Outcome(s)

On FAST, at least 41% of Black students will meet proficiency. Last year, only 31% met proficiency on FSA.

All grade levels will increase ELA proficiency on the third assessment of iReady. Each grade level will increase to the following minimum:

Third Grade will increase from 55 to 60
Fourth Grade will increase from 57 to 62.
Fifth Grade will increase from 63 to 68.

On FAST, students in third grade 55 percent will be proficient, in fourth, 62 percent and in fifth 65.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

We have three data days were teachers plan and dicuss data for each child. Each teacher meets with the principal on any child who is not making progress. In addition, our MTSS team is active and meets weekly.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Kelley, Donna, donna.kelley@okaloosaschools.com

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

• Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
Benchmark Advance is the state adopted curriculum. I-Ready is a supplemental program that is evidence based, with a promising rating.
• Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
Yes, the evidence-based programs align with the district's K-12 Comprehensive Evidence-based Reading Plan.

• Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?
Yes, the evidence-based programs are aligned to the BEST ELA Standards.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

• Do the evidence-based practices/programs address the identified need?
Benchmark Advance is the core curriculum used to teach the BEST Standards. I-Ready is used to remediate/accelerate students based on their specific needs utilizing the Online Personalized Path, Teacher Toolbox, and Phonics for Reading as a Tier 3 Intervention.
• Do the identified practices/programs show proven record of effectiveness for the target population
Benchmark Advance is the state adopted curriculum and is aligned to the BEST Standards. Through fidelity of implementation, i-Ready has shown a proven record of effectiveness for the target population. This is reinforced by its "promising" evidence-based rating.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
We will provide professional development to parapropfessionals who will be providing Benchmark Intervention. Benchmark intervention is a state approved resources. We will be providing differentiated instruction based on students' needs with a focus on foundational skills to close instructional gaps.	Wesolowski, Marcy, wesolowskim@okaloosaschools.com
The literacy coach will provide additional assistance to the tutors working with students.	Wesolowski, Marcy, wesolowskim@okaloosaschools.com

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

At Northwood we believe that building a better world is working with the needs of one child at a time. Our schoolwide Cougar C.H.A.M.P. (CHAMP is our mascot's name.) Preamble is stated and discussed every morning. It states:

Consider others, Have a "pawsitive attitude, show Awesome behavior, work to be a Motivated learner and come to class Prepared daily.

Considering Others is taught daily through schoolwide character education (zones of regulation) the first ten minutes of every morning. Our counselor teaches twice a month in each classroom, has small groups weekly and works with individuals as necessary. We strive to teach our students kindness and to be inclusive to others. We have seven ESE self-contained classrooms where these students participate in every activity offered to general education students. In addition, Richbourg (an ESE day community school) shares a campus with us. We share activities with Richbourg students and offer all students opportunities to interact with each other.

Grade level teachers have daily common planning (special area teachers have a monthly planning) to support each other. Northwood has an active social committee to celebrate and recognize life events.

Have a "pawsitive" attitude is expected, modeled and taught through the Zones of Regulation. This is a systematic, cognitive-behavioral approach used to teach students how to regulate feelings, energy and sensory needs in order to meet the demands of the situation around them and be successfully social. Every Northwood classroom has a calming area to help students regulate. A sensory room is used by the ESE classrooms and is available for selected general education students.

Teachers are provided professional development opportunities on Zones of Regulation. Adults recognize each other through a Positive Office Referral. Leadership provides guidance/feedback to administration to help boost morale; ie: stocking the faculty and staff refrigerator with "goodies".

Awesome behavior is expected and through PBIS we provide time and strategies to teach appropriate behavior, intervene early with unwanted behaviors and monitor student progress.

Faculty follows the Teacher Code of Ethics. Reminders are given in daily memos, faculty and grade level meetings, and in the faculty handbook.

Motivate learner is our entire SPP focus. Students are taught the Northwood Learning Pit (Growth Mindset). Students set goals with the teacher and then self-assess.

Teachers and staff put a focus on formative assessment. Two-three days of planning are utilized each year to evaluate data and plan accordingly. Teachers and staff set individual goals each year on the evaluation plan.

Prepared daily means more than just having supplies. Our students need to be ready to learn. Routines and procedures are understood to guide the day.

We strive to improve student engagement through intentional and meaningful lesson planning. Teachers develop, teach, and implement routines and procedures.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Parents are invited on the Cougar Chatter, our parent information flyer, to share ideas.
Parents are invited to attend the annual Title I meeting and share feedback.

At each SAC meeting, we ask for suggestions. SAC includes parents, teachers and community members.

Northwood has an active Facebook page to share information. The Title I teachers and the principal will monitor the plan.

Teachers serve on Leadership Committe which leads the school on decisions. Each teacher serves on at least one committee to provide leadership and input into schoolwide factors.

Northwood has an adult mentoring program for students with approved parent permission.The role of the guidance program at Northwood Elementary School is to help promote the academic, social, and emotional development of all students. Classroom guidance lessons and character education lessons will be implemented to all students on a regular basis to help promote student development and a positive school climate. The guidance program will also offer individual student counseling and small group counseling to meet individual student needs. The counselor will work closely with teachers and parents to help provide students with the services necessary for each student's success. Northwood has an adult mentoring program for students with approved parent permission.

A second Title I teacher coordinates MTSS, lowest quartile students who are also in select ESSA subgroups. By assisting with MTSS, this will give the counselor a designated classroom time to provide whole group counseling and to increase small group counseling. A third Title I teacher will be hired to assist students in Grades 2, 3 and 4 in ELA.