

Comprehensive Progress Report

- Mission:** Northwood Elementary School is a community of learners committed to the education of all scholars with the outcome being inquiring, knowledgeable, and caring citizens who help create a more peaceful community, state, nation, and world through intercultural understanding and respect.
- Vision:** Developing career-ready, internationally-minded citizens through inquiry and self-reflection
- Goals:**
- Discipline Goal: By June 30, 2025, Northwood Elementary will reduce the number of lost instructional days due to OSS and ISS by ten percent from 40 in 2023-24 to 36 in 2024-25. (A4.01, A4.06).
 - Math Goal: By the end of 2024-25, Northwood will increase our math proficiency by at least 3 percentage points from 49% to 52%. (A2.04, A4.01)
 - Chronically Absent Student Goal: By June 30, 2025, Northwood Elementary will decrease chronic student absences (10% or more of days enrolled) by 5 percentage points, from 32.7% in 2023-24 to 27.7% in 2024-25. (A4.01, A4.06, E1.06)
 - Reading Goal: By the end of 2024-25, Northwood will increase our reading proficiency by at least 3 percentage points from 33% to 36%. (A2.04, A4.01)
 - Science Goal: By the end of 2024-25, Northwood will increase our science proficiency by at least 3 percentage points from 64.2% to 67.2%. (A2.04, A4.01)



Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
		B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for working on the district implementation of MTSS and the connection to each School Improvement Plan.	Limited Development 09/06/2016		
			Priority Score: 1 Opportunity Score: 3 Index Score: 3			
<i>How it will look when fully met:</i>			The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.		Susan Steen	06/30/2026
Actions				0 of 2 (0%)		
	9/27/17	The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district.			Susan Steen	06/30/2026
<i>Notes:</i>						
	9/6/22	This is not an indicator we will focus on during the 2024-25 school year.			Susan Steen	06/30/2026
<i>Notes:</i>						
Implementation:				02/19/2018		
<i>Evidence</i>			2/19/2018			
<i>Experience</i>			2/19/2018			
<i>Sustainability</i>			2/19/2018			

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our school leadership team currently meets once per month with additional meetings as needed. Our character development committee and college/career committee, which are sub-committees of the leadership team, also meet once per month.	Limited Development 09/06/2016		
			Priority Score: 1 Opportunity Score: 3 Index Score: 3			
How it will look when fully met:			The Leadership Team needs to meet twice each month for an hour each meeting. Effective teams operate with agendas, keep minutes, stay focused, and follow through with the plans they make.		Susan Steen	06/30/2026
Actions				5 of 6 (83%)		
	8/7/19	During Instructional Leadership Team (ILT) meetings twice a month, the team will discuss CFA proficiency and other reading data (with a focus on third grade literacy proficiency).		Complete 06/30/2020	Susan Steen	06/30/2020
<i>Notes:</i>						
	8/7/19	The ILT will continue to plan PD to use during PLC to help staff best complete Corrective Instruction Action plans and continue to better our practices as teachers.		Complete 06/30/2020	Vivacious Crews	06/30/2020
<i>Notes:</i>						
	9/29/20	The character development committee will meet monthly to discuss discipline data, PBIS, positive behavior incentives, and Tier 2 behavior intervention strategies. The minutes of these meetings will be shared with the full leadership team.		Complete 08/10/2022	Kesha Spicer	06/30/2022
<i>Notes:</i> 5/10/22--The character development committee met monthly. The minutes of these meetings are on the Indistar website. The Indistar login information is on our school website so minutes can be accessed by families and the community. We will continue this action step during the 2022-23 school year.						
	8/5/21	The college and career committee will meet monthly to develop plans to support our schoolwide focus on college and career readiness. The committee will help develop a schoolwide planner focused on college and career readiness.		Complete 05/10/2022	Sara Carter	06/30/2022

Notes: 5/10/22--The college and career committee met monthly. The minutes of these meetings are on the Indistar website. The Indistar login information is on our school website so minutes can be accessed by families and the community. The college and career committee collaborated with the encore specialists to write two schoolwide IB planners--one focused on careers and one focused on colleges and other post-secondary options.

10/11/17 The leadership team will maintain agendas and minutes that focus on the work outlined in the SIP.

Complete 08/10/2022

Susan Steen

06/30/2022

Notes: 5/10/22--All minutes are on the Indistar website. The Indistar login information is on the school website so families and the community can access it. We will continue this action step during the 2022-23 school year.

8/12/22 This is not an indicator we will focus on during the 2024-25 school year.

Susan Steen

06/30/2026

Notes:

Implementation:

02/19/2018

Evidence

2/19/2018

Experience

2/19/2018

Sustainability

2/19/2018

KEY

B2.03

The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)

**Implementation
Status**

Assigned To

Target Date

Initial Assessment:	<p>Our master schedule provides time for common planning time each day for all grade levels. One day per week has been designated for PLCs where grade levels focus on data (CFA, daily/weekly Exit tickets, progress monitoring, interim assessments, etc.). One day per week is designated for collaborative planning. Kindergarten through third grade classes have 80 minutes to plan together for the following week. Fourth and fifth grade classes that are departmentalized have 40 minutes to plan since they are only planning for one subject. During the collaborative planning time, the curriculum facilitator and IB coordinator support teachers as they unpacked the standards before planning. Academic specialists and encore specialists each have a PLC time scheduled weekly to look at data and plan for common events.</p> <p>We have a committee structure where every staff member serves on at least one committee. Each committee has a representative from each grade level/content PLC. The members are responsible for gathering input from their PLC and for reporting committee decisions back to their PLC. The school leadership team is the overarching team, and all other committees fall under the school leadership team. Other committees include: Character Development Committee, College/Career Committee, Individual Problem-Solving Team, Hospitality Committee, and Student Support/Attendance Committee.</p> <p>The master schedule and committee membership chart have been uploaded as evidence.</p>	Full Implementation 04/18/2023		
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Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The school administration has established expectations and processes for team planning and for instructional delivery. The admin team monitors the work, meeting with teams, visiting classrooms, reinforcing good practice. Feedback is provided through observations and evaluations. The school administration seeks to provide more opportunities for continual feedback for teachers to support improvement. The administrative team conducts walkthrough observations and provides feedback by notes, discussion at PLCs and by email. Administration also attends PLCs and discusses data based on student assessments.	Limited Development 09/06/2016		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
<i>How it will look when fully met:</i>			Administration gives clear feedback of walk-throughs. Feedback should be meaningful and based on teacher's professional practice within 24 hours. When giving feedback on improvement, it should be honest and be supported by instructional resources. They are knowledgeable about assessment practices and personally involved with colleagues in crafting, implementing, and monitoring assessment systems at the classroom and school levels.		Susan Steen	06/30/2026
<i>Actions</i>				1 of 2 (50%)		
	10/11/17	Teachers turn in lesson plans so principals know what to expect when walking through classrooms and knowledge of assessment of students each day. After walk-throughs, administration provides clear and honest written feedback on how to improve professional practices. The feedback should include positive practices seen in classrooms.		Complete 02/19/2018	Scott Winslow	06/15/2018
<i>Notes:</i>						
	9/6/22	This is not an indicator we will focus on during the 2024-25 school year.			Susan Steen	06/30/2026
<i>Notes:</i>						
<i>Implementation:</i>				02/19/2018		
<i>Evidence</i>			2/19/2018			
<i>Experience</i>			2/19/2018			

Sustainability			2/19/2018			
Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2A: Recruit, develop, retain, and sustain talent			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance. Northwood administration completes all components of the state teacher evaluation system with each staff member. The overall results of these observations are used to set growth priorities for the school and to determine growth opportunities through PD. The school is exploring incentive systems tied to performance and professional growth. All staff participate in an evaluation training each school year. Individual assessments and growth plans are completed by each teacher. Evaluations are conducted frequently, using multiple measures, in order to gain a comprehensive and accurate picture of a teacher's competencies.	Limited Development 09/06/2016		

	Priority Score: 1	Opportunity Score: 3	Index Score: 3		
How it will look when fully met:	Often the schools in need of improvement are also hard to staff, but their students most need the best leaders and teachers. The district intentionally establishes pipelines to recruit leaders and teachers fit for service in these schools, often provides incentives, and gives them special induction training and mentoring.			Susan Steen	06/30/2026
Actions			1 of 2 (50%)		
8/8/19	During each staff meeting, teachers will be selected to share innovative or particularly effective lessons or activities classes complete (based on walkthrough observation data).		Complete 06/30/2021	Susan Steen	06/30/2021
	<i>Notes:</i> 3/10/20--So far this school year, 9 teachers have shared activities/best practices with the staff. 12/14/21--Nine teachers have shared activities/best practices with the staff.				
9/6/22	This is not an indicator we will focus on during the 2024-25 school year.			Susan Steen	06/30/2026
	<i>Notes:</i>				
Implementation:			06/18/2018		
Evidence	6/18/2018				
Experience	6/18/2018				
Sustainability	6/18/2018				

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Guilford County Schools looks regularly at school performance data. Northwood analyzes data and disaggregates it to determine areas of focus for PD. Classroom observation data is also considered when developing differentiated PD needs. The school leadership team and the administration develop a PD plan that supports the goals of the SIP and achievement goals. Northwood also connects PD to the ongoing growth and development of the IB program and Chinese language initiatives aligned to the magnet theme.	Limited Development 09/06/2016		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
<i>How it will look when fully met:</i>			Student performance data is typically disaggregated by sub-groups; for example race, ethnicity, gender, income, special education, bilingual/ELL, Section 504 plans, Homeless/McKinney Vento Act, migrant. Classroom observation data may be disaggregated to show patterns of professional practice across the faculty. Both of these data sources are important for planning professional development, and the Leadership Team is the ideal decision-making body for planning professional development.		Susan Steen	06/30/2026
<i>Actions</i>				20 of 21 (95%)		
	10/11/17	American Reading Company aligned with IB Programme of Inquiry implemented in 3-5, additional coaching days funded through Title 1 (district focus PD for grade 3 reading)		Complete 02/19/2018	Cathy Jarrett	06/15/2018
<i>Notes:</i>						
	10/11/17	Core Knowledge implemented in K-1, additional PD and coaching days provided by the district		Complete 02/19/2018	Cathy Jarrett	06/15/2018
<i>Notes:</i>						
	10/11/17	Focus on GCS Guide for Transformational Teaching and Learning Framework in monthly staff meetings and PLCs, including core beliefs modules and instructional framework		Complete 02/19/2018	Scott Winslow	06/15/2018
<i>Notes:</i>						

10/11/17	Leadership Walks and formal and informal observations focused on Quality of Task and alignment to standards with feedback provided to teachers	Complete 02/19/2018	Scott Winslow	06/15/2018
<i>Notes:</i>				
10/11/17	Departmentalization in 4th and 5th grade to focus on EVASS strengths in ELA, Math, and Science	Complete 02/19/2018	Melinda Williams	06/15/2018
<i>Notes:</i>				
10/11/17	Monthly Book Study topics to include reading strategies, comprehension, and collaboration	Complete 06/18/2018	Scott Winslow	06/15/2018
<i>Notes:</i>				
10/11/17	Implement Moodle Math as a universal screener and progress monitoring tool to support MTSS math funded through Title 1	Complete 02/19/2018	Amy McDevitt	06/15/2018
<i>Notes:</i>				
10/11/17	Observe and collaborate with successful math teachers at Parkview and other schools with above average growth	Complete 06/18/2018	Melinda Williams	06/15/2018
<i>Notes:</i>				
10/11/17	Implement Eureka math in K-5 and include PD and coaching days funded through Title 1	Complete 02/19/2018	Scott Winslow	06/15/2018
<i>Notes:</i>				
8/8/19	We will utilize our ARC Coach, CF, and district support to provide reading PD for third-fifth grade staff including ESL, EC and reading teacher.	Complete 04/13/2021	Vivacious Crews	04/13/2021
<i>Notes:</i> 6/30/20--Third-fifth grade teachers received ARC coaching over the course of the school year. Teachers also participated in professional development during the summer of 2020. 4/13/2021--Third-fifth grade teachers participated in four coaching days with our ARC coach this school year.				
8/8/19	We will utilize our CKLA Coach, CF, and district support to provide reading PD for kindergarten-second grade staff including ESL, EC and reading teacher.	Complete 05/11/2021	Vivacious Crews	05/11/2021
<i>Notes:</i> 9/29/20--Kindergarten-second grade teachers attended CKLA training during the summer of 2020. 5/11/21--Kindergarten-second grade teachers have attended coaching with our CKLA coach throughout the course of the year. We had 8 coaching visits this year.				
8/8/19	We will utilize our Eureka Coach, CF, and district support to provide math PD for kindergarten-fifth grade staff including EC teachers.	Complete 06/30/2021	Vivacious Crews	06/30/2021

<i>Notes:</i>				
8/5/21	We will utilize Title I funds to provide extra duties to our fifth grade math teacher who will serve as a math coach/support for other math teachers.	Complete 09/14/2021	Susan Steen	09/14/2021
<i>Notes:</i> Title I funds will be utilized for this action step.				
9/15/21	Staff members will participate in a book study of the book Grading for Equity, and we will develop grading and instructional protocols based on the principles found in the book.	Complete 12/14/2021	Susan Steen	12/14/2021
<i>Notes:</i> 12/14/21--Licensed staff read Grading for Equity as summer reading. Grade levels developed grading policies based on the guidelines in the book during the first quarter of the school year.				
9/15/21	We will plan differentiated professional development during the 2021-2022 school year. Staff will choose a book study in which to participate based on school or professional growth goals.	Complete 05/10/2022	Susan Steen	06/30/2022
<i>Notes:</i> 5/10/22--Due to the state-required LETRS training that all classroom teachers, EC, and ESL teachers are participating in, we did not do differentiated book studies.				
8/5/21	We will utilize our ARC Coach, CF, and district support to provide reading PD for fourth-fifth grade staff including ESL, EC and reading teacher.	Complete 05/10/2022	Vivacious Crews	06/30/2022
<i>Notes:</i> 5/10/22--Fourth-fifth grade ELA teachers received ARC coaching and professional development from our ARC coach.				
8/5/21	We will utilize our CKLA Coach, CF, and district support to provide reading PD for kindergarten-third grade staff including ESL, EC and reading teacher.	Complete 05/10/2022	Vivacious Crews	06/30/2022
<i>Notes:</i> 5/10/22--K-3 teachers received CKLA coaching and professional development from our CKLA coach.				
8/5/21	We will utilize our Eureka Coach, CF, and district support to provide math PD for kindergarten-fifth grade staff including EC teachers.	Complete 05/10/2022	Vivacious Crews	06/30/2022
<i>Notes:</i> 5/10/22--All kindergarten through fifth grade math teachers received coaching support and professional development from our Eureka coach throughout the course of the school year.				
9/10/18	Northwood will implement a formative assessment cycle. Grade levels will look at assessment data weekly during PLCs and adjust instruction based on the data. Data will be shared with the leadership team. The administration and the leadership team will utilize the data to make decisions about school improvement and professional development needs.	Complete 05/10/2022	Vivacious Crews	06/30/2022

Notes: 5/10/22--We have not implemented this action step with fidelity this school year. We want to revise this action step for the 2022-23 school year.

8/8/19 Teachers who work with kindergarten through second grade students will receive on-going professional development in Language Essentials for Teachers of Reading and Spelling (LETRS) during the 2020-21 and 2021-22 school years.

Complete 05/10/2022

Vivacious Crews

06/30/2022

Notes: 2/4/20--The school district did not provide LETRS training for classroom teachers this year. The principal, CF, and reading teacher have been participating in LETRS training.
9/29/20--All K-2 teachers should receive training during the 2020-21 school year.
8/5/21--The district did not provide training for teachers during the 2020-21 school year. We are anticipating that training will be provided by the state during the 2021-22 school year.
5/10/22--All classroom teachers are currently participating in LETRS training. The training will continue through the fall of 2024.

8/12/22 This is not an indicator we will focus on for the 2023-24 school year.

Susan Steen

06/30/2026

Notes:

Implementation:

06/18/2018

Evidence

6/18/2018

Experience

6/18/2018

Sustainability

6/18/2018

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Northwood has implemented a full MTSS response program for several years. The school works to have 3 clear levels of support for scholars through the MTSS process. Scholars receive tier 1 instruction aligned to the grade level standards with differentiated support. At tier 2, teachers work with their grade level colleagues in a PLC (professional learning community) to develop intervention plans based on the district's standard treatment protocol to target deficit skills for identified students. The results of these interventions are measured through goal setting and progress monitoring. At tier 3, the Individual Problem Solving (IPS) team develops additional intervention plans which utilize different resources, and we increase the frequency of progress monitoring. Instructional decisions are based on the scholar's individual goals and response to the interventions provided. The school will continue to work to refine this practice and expand the supports for behavior interventions for non-academic needs. The school will also work to refine and identify selected strategies for each level of instruction and intervention with a focus on improving tier 1 core instruction.	Limited Development 09/06/2022		
How it will look when fully met:			When fully met, the school will have three clearly-defined levels of support for academics, behavior, and SEL. Evidence of full implementation would include the school meeting/exceeding our target goals for reading, math, science, attendance, behavior, and social/emotional.		Vivacious Crews	06/30/2025
Actions				10 of 20 (50%)		
	9/6/22	We will utilize Title I funds to pay for one full-time reading teacher/interventionist who will provide support for identified students.		Complete 09/12/2023	Vivacious Crews	09/12/2023
Notes: Title I funds will be utilized for this action step.						
	10/13/23	We will utilize Title I funds to pay for a half-time teacher assistant position to support instruction.		Complete 09/12/2023	Susan Steen	09/12/2023
Notes:						

10/13/23	We will utilize Title I funds to provide afterschool tutoring for identified scholars.	Complete 05/14/2024	Vivacious Crews	05/14/2024
<i>Notes:</i>				
3/21/23	All classroom teachers will develop small group lesson plans for reading and math on a weekly basis. Teachers will utilize universal screening data, progress monitoring data, and classroom assessment data to develop lessons that are targeted to each students'/groups' needs. Teachers will review student data and share small group lesson ideas during weekly PLC meetings.	Complete 05/14/2024	Vivacious Crews	05/31/2024
<i>Notes:</i> 5/2/23--K-2 teachers spent time on March 21 exploring the critical skills and looked at resources for small group instruction; grade levels also shared the resources they were already using. 3-5 teachers and tutors are planning small group lessons aligned with student needs.				
3/21/23	Administrators will monitor small group instruction on a weekly basis.	Complete 06/27/2024	Susan Steen	06/30/2024
<i>Notes:</i>				
8/8/23	We will utilize tutors to provide small group instruction to students who need Tier 2/supplemental support for reading and/or math.	Complete 06/27/2024	Vivacious Crews	06/30/2024
<i>Notes:</i>				
8/12/24	We will conduct an SEL screener at least once during the school year.	Complete 06/28/2024	Shannon Norment	06/30/2024
<i>Notes:</i>				
8/12/24	Administrators will monitor small group instruction on a weekly basis.	Complete 06/28/2024	Susan Steen	06/30/2024
<i>Notes:</i>				
8/12/24	Kindergarten through fifth grade teachers will develop a reading individual/small group conference schedule that allows them to meet with all scholars on a weekly basis to provide differentiated reading support.	Complete 06/28/2024	Vivacious Crews	06/30/2024
<i>Notes:</i>				
9/6/22	We will conduct an SEL screener at least once during the school year.	Complete 06/27/2024	Shannon Norment	06/30/2024
<i>Notes:</i> This action step is aligned to our FAM-S needs assessment.				
8/12/24	All staff will receive training on the MTSS process and gain a better understanding of their role at all levels. Initial training will occur in October, and follow-up trainings will occur throughout the year as needed.		Vivacious Crews	10/08/2024
<i>Notes:</i>				

9/6/22	Kindergarten through fifth grade teachers will develop a math individual/small group conference schedule that allows them to meet with all students on a weekly basis to provide differentiated math support.		Sara Carter	10/30/2024
<i>Notes:</i> 5/2/23--Teachers have developed small group conference schedules.				
9/6/22	Kindergarten through fifth grade teachers will develop a reading individual/small group conference schedule that allows them to meet with all students on a weekly basis to provide differentiated reading support.		Vivacious Crews	10/30/2024
<i>Notes:</i> 5/2/23--Teachers have developed small group conference schedules.				
8/12/24	We will conduct an SEL screener three times during the school year.		Shannon Norment	06/30/2025
<i>Notes:</i>				
8/12/24	As funding permits, we will utilize tutors to provide small group instruction to scholars who need Tier 2/supplemental support for reading and/or math.		Vivacious Crews	06/30/2025
<i>Notes:</i>				
8/12/24	All classroom teachers will develop small group lesson plans for reading and math on a weekly basis. Teachers will utilize universal screening data, progress monitoring data, and classroom assessment data to develop lessons that are targeted to each scholars'/groups' needs. Teachers will review scholars' data and share small group lesson ideas during weekly PLC meetings.		Vivacious Crews	06/30/2025
<i>Notes:</i>				
8/8/23	Our Individual Problem-Solving (IPS) team will meet weekly to plan and monitor Tier 3/intensive intervention plans for identified scholars.		Vivacious Crews	06/30/2025
<i>Notes:</i>				
9/6/22	We will utilize universal screeners for reading and math three times during the school year (beginning of year, middle of year, and end of year).		Vivacious Crews	06/30/2025
<i>Notes:</i>				
9/6/22	The school's Student Support/Attendance team will meet bi-weekly to address attendance, SEL, and other student concerns. The team will work with classroom teachers to develop Tier 2 intervention plans for scholars who have excessive absences.		Shannon Norment	06/30/2025
<i>Notes:</i>				

9/6/22	During PLC meetings, teachers will review universal screening data and progress toward proficiency goals (reading, math, social/emotional, and/or behavior). Teachers will develop Tier 2 intervention plans for scholars based on data review. On a monthly basis, the Tier 2 data will be reviewed to determine if there are students who are not making adequate progress and need to be referred to the Individual Problem Solving Team for Tier 3 intervention.		Vivacious Crews	06/30/2025
<i>Notes:</i> 5/2/23--We have reviewed universal screening data three times this school year. We have developed Tier 2 intervention plans for reading, math, and behavior based on the universal screening data. Teachers and tutors have provided interventions and progress monitoring. We have reviewed Tier 2 plans every 4-6 weeks during PLCs.				

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Northwood implements PBIS as a schoolwide behavior support and intervention program. We have a functioning Character Development team that develops plans and procedures for common areas and general classroom expectations. These plans and procedures are shared with all staff. The CD team meets monthly to review data and address areas of need. We utilize Educator's Handbook to track discipline data throughout the school year. Based on the data, the CD team makes necessary adjustments to procedures. The school PBIS plan includes schoolwide routines, procedures and expectations. Our school pledge reflects these expectations and is recited daily. Rubrics are posted throughout the building and reviewed frequently. The CD team plans positive behavior recognitions and incentives. Students can earn individual and classroom rewards for positive behavior. Teachers are encouraged to praise and correct at a 4:1 ratio. Lastly, we have developed procedures to provide 3 tiers of behavior intervention support through the MTSS process.	Limited Development 08/31/2017		
How it will look when fully met:			When this objective is fully met, we will see a decrease in discipline referrals, as well as a decrease in instructional days lost to OSS and ISS.		Kesha Spicer	06/30/2026
Actions				23 of 24 (96%)		
	9/5/17	Share and review the PBIS Plan and expectations with all school staff.		Complete 09/29/2017	Deanna Ciaccio	06/15/2018
Notes:						
	9/5/17	Review status of plan implementation every other month		Complete 02/19/2018	Deanna Ciaccio	06/15/2018
Notes: PBIS plan implementation will be reviewed with full staff.						

9/5/17	Share OSS and SWISS data monthly to determine trends and possible proactive interventions to address common occurrences.	Complete 02/19/2018	Melinda Williams	06/15/2018
<i>Notes:</i> Staff will review data from SWISS and OSS to determine effectiveness of implementation.				
9/5/17	Review PBIS expectations with students in each classroom. Admin visits and feedback weekly to support staff with classroom management suggestions	Complete 01/12/2018	Melinda Williams	06/15/2018
<i>Notes:</i> During PBIS monthly meetings, staff will report on strategies implemented in classrooms.				
9/26/17	Share Transformational Teaching and Learning Module 2 - Growth Mindset with staff. Reflect on growth mindset and impact on student achievement.	Complete 11/30/2017	Scott Winslow	06/15/2018
<i>Notes:</i>				
10/11/17	Support the work of the school equity team in facilitating schoolwide identification and intervention for behaviors or structures that challenge our equity focus	Complete 02/19/2018	Kendra Randazzo	06/15/2018
<i>Notes:</i>				
10/11/17	Complete a school beliefs survey that highlights staff beliefs about equity	Complete 06/18/2018	Vivacious Crews	06/15/2018
<i>Notes:</i>				
9/7/18	Each teacher will work with his/her class to develop classroom essential agreements to establish behavior expectations in the classroom. Essential agreements will be posted in the classroom.	Complete 10/09/2018	Kesha Spicer	10/31/2018
<i>Notes:</i> All classes developed essential agreements and have them posted in their classrooms.				
9/7/18	Share and review the PBIS plan and how it correlates with IB PYP with all school staff.	Complete 08/15/2018	Kesha Spicer	10/31/2018
<i>Notes:</i> The PBIS plan was shared with staff at our opening staff meeting on 8/15/18.				
9/7/18	We will utilize Title I money to pay for a teacher assistant to provide behavior intervention and support to identified students.	Complete 06/17/2019	Kesha Spicer	06/30/2019
<i>Notes:</i> Title I money utilized to pay for teacher assistant. 1/22/19--Mr. Steele has a caseload of 25 students with whom he provides consistent behavior intervention and support. He also provides support to other students as needed 6/17/19--Due to a decrease in Title I funding for the 2019-20 school year, we will not be able to continue this position.				

8/7/19	All staff will participate in our PBIS training at the start of the school year. This includes lesson plans for teaching PBIS expectations for common areas.	Complete 09/10/2019	Kesha Spicer	09/10/2019
<i>Notes:</i> 9/10/19--All staff participated in refresher PBIS training at our opening staff meeting on 8/20/19.				
8/7/19	Teachers and students will work together to develop classroom essential agreements as part of core behavior management/support. These essential agreements will include classroom norms for personal responsibility, cooperation, and concern for others (A2.17).	Complete 10/08/2019	Kesha Spicer	10/08/2019
<i>Notes:</i> 10/8/19--All classes have developed essential agreements that are posted in the classroom.				
8/7/19	We will utilize Title I funds to pay for professional development aligned with MTSS behavior goals. Staff will be trained in de-escalation and engagement strategies as we work to decrease the disparity in discipline referrals between Black students and students of other races.	Complete 11/12/2019	Kesha Spicer	06/30/2020
<i>Notes:</i> We will utilize Title I funds for this action step. We held professional development on de-escalation strategies on 10/28/19. We used district trainers so we did not have to pay for training. On 11/12/19, we voted to transfer the money allotted for professional development to pay for substitute teachers for each grade level to have a planning day to plan for additional IB planners.				
9/29/20	During the first three weeks of the school year, teachers will engage students in relationship/community building activities. Teachers will include introductions to IB learner profiles during the first three weeks.	Complete 09/29/2020	Kesha Spicer	09/30/2020
<i>Notes:</i>				
9/29/20	Teachers and students will work together to develop classroom essential agreements for remote learning as part of core behavior management/support. These essential agreements will include classroom norms for personal responsibility, cooperation, and concern for others. Essential agreements will be revised and posted in the classroom when we return to in-person school. (A2.17)	Complete 01/12/2021	Kesha Spicer	01/15/2021
<i>Notes:</i> 12/8/20--K-2 classes have revised their classroom essential agreements. 3-5 classes will revise their essential agreements when they return to school for face-to-face instruction in January. 1/12/21--Third through fifth grade students returned to school on 1/5/21 and revised classroom essential agreements.				
9/7/18	A virtual PBIS assembly will be held on the first day of school and throughout the year as needed.	Complete 01/12/2021	Kesha Spicer	01/15/2021

Notes: 9/11/18--We held two PBIS assemblies (one for K-2 and one for 3-5) on the first day of school (8/27/2018).

11/13/18--We held two character development assemblies (one for K-2 and one for 3-5) on 11/6/18). At the assemblies, we reviewed PBIS procedures. We also had a visiting artist do a performance, "Drumming Up Character".

6/17/19--We did assemblies at the beginning of the first three quarters, but we did not do one before the fourth quarter. We plan to continue this next year.

10/8/19--We held a K-2 and a 3-5 PBIS assembly on the first day of school.

12/8/20--Staff members participated in creating a virtual PBIS assembly. K-2 classes watched the assembly when they returned to school on 11/12/20. Our music teacher and other members of the Character Development Committee also created a song to remind students of health and safety protocols.

1/12/21--Third through fifth grade students returned to school on 1/5/21. Classes watched the virtual PBIS assembly.

9/7/18 Staff will review schoolwide PBIS expectations and classroom essential agreements with students at least monthly.

Complete 06/04/2021

Kesha Spicer

06/30/2021

Notes: 1/22/19--Teachers have reviewed classroom essential agreements at the beginning of each month. In addition, we recite our Panda Pride Pledge each morning, and Mrs. Steen has reviewed the different character traits in the pledge with students three times--at the beginning of the school year, at the beginning of the second quarter, and after winter break.

6/17/19--Teachers reviewed PBIS procedures and essential agreements quarterly but not monthly. We need to review these monthly next year. It would help if we had schoolwide reminders (wear Northwood shirts, announce over intercom, etc.) to set aside a time to review monthly.

6/4/21--Kindergarten and first grade classes reviewed PBIS procedures and essential agreements monthly once their students returned to face-to-face learning in October/November, 2020. Other grade reviewed them quarterly once their students returned to face-to-face learning in November, 2020 (second grade) and January, 2021 (third-fifth grades).

8/5/21 During the first three weeks of the school year, teachers will engage students in relationship/community building activities. Teachers will include introductions to IB learner profiles during the first three weeks.

Complete 09/14/2021

Kesha Spicer

09/14/2021

<i>Notes:</i>				
8/5/21	A virtual PBIS assembly will be held on the first day of school and throughout the year as needed.	Complete 09/14/2021	Kesha Spicer	09/14/2021
<i>Notes:</i>				
8/5/21	Teachers and students will work together to develop classroom essential agreements as part of core behavior management/support. These essential agreements will include classroom norms for personal responsibility, cooperation, concern for others, and appropriate use of technology. Essential agreements will be posted in the classroom where they can be referred to throughout the year. (A2.17)	Complete 09/14/2021	Kesha Spicer	09/14/2021
<i>Notes:</i>				
9/7/18	The character development committee will review the status of the PBIS plan implementation monthly.	Complete 06/30/2022	Kesha Spicer	06/30/2022
<i>Notes:</i> 1/22/19--The character development team has met monthly to review PBIS plan implementation. They have planned for quarterly block parties to recognize students who consistently follow PBIS guidelines. They also planned PBIS assemblies for the beginning of the year, the beginning of the second quarter, and the beginning of the third quarter. 6/17/19--The character development team continued to meet monthly to review PBIS implementation and discipline data. We will continue this action step next year. 6/4/2021--The character development team met monthly to review PBIS implementation and discipline data. We will continue this action step during the 2021-22 school year. 5/10/22--The character development committee met monthly to review PBIS implementation and discipline data (types/locations/times of office referrals) to look for patterns and to implement proactive measures to address discipline concerns.				
9/7/18	The character development committee will review OSS and referral data monthly to determine trends and possible proactive interventions to address common occurrences.	Complete 06/30/2022	Kesha Spicer	06/30/2022

Notes: 11/16/18--As of the end of October, we had fewer discipline referrals than the school had during the same time frame last school year. We also did not have any OSS.

1/22/19--As of the end of November, we had 16 fewer discipline referrals (27% decrease), 8 fewer out of school suspensions (80% decrease), and 14 fewer instructional days lost (74% decrease) than in the same time period last year. From August through November 48% of discipline referrals were for Black boys. During the same time period last year, 67% of referrals were for Black boys.

6/17/19--This school year, we had a total of 203 discipline referrals (as compared to 158 in 2017-18). This school year, we had 40 referrals resulting in ISS (as compared to 4 in 2017-18) and 19 referrals resulting in OSS (as compared to 54 in 2017-18). This school year, we had 85 lost days of instruction which is the same number of days as in the 2017-18 school year. Our goal was to reduce instructional days lost by ten percentage points from 85-76. We did not meet this goal. This school year, Black males accounted for 108 (53%) discipline referrals. In 2017-18, Black males also had 108 discipline referrals (68%). In both years, Black males accounted for 23% of the total school population. This school year, Black males lost 43 instructional days (50% of the instructional days lost for the school). In 2017-18, Black males lost 64 instructional days (75% of the instructional days lost for the school).

6/4/21--During the 2020-21 school year, we had 24 office referrals (as compared to 92 office referrals during the 2019-20 school year). This school year, we only lost 14 days to OSS (as compared to 11 days of OSS and 50 days of ISS during the 2019-20 school year). We will continue this action step during the 2021-22 school year.

5/10/22--As of today, we have had 121 office referrals that have resulted in 21.5 lost instructional days (16.5 OSS and 5 ISS). We are on track to meet our discipline goal of no more than 30 lost instructional days.

8/5/21 Staff will review schoolwide PBIS expectations and classroom essential agreements with students as needed.

Complete 06/30/2022

Kesha Spicer

06/30/2022

Notes:

8/12/22 This is not an indicator we will focus on during the 2024-25 school year.

Kesha Spicer

06/30/2026

Notes:

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Northwood has worked to develop 4-6 IB transdisciplinary units (planners) at each grade level. These units align with our International Baccalaureate magnet theme and connect strands from science, social studies, ELA and math. The units are continually reflected upon and improved. Northwood also links the ELA standards with science and social studies connections through CKLA in kindergarten-fifth grades. We utilize Eureka Math Squared as our math curriculum in kindergarten through fifth grades. We have a master schedule in place that allows for daily common planning for each grade level and weekly extended planning to allow for grade level instructional teams to develop standards-aligned lessons that utilize district-adopted curriculums (CKLA, UFLI, Morpheme Magic, 95% Sound-Spelling Walls, and Eureka Math Squared) within the framework of our six IB transdisciplinary themes. The school will continue to reflect and refine units of study and to align the units to the NC Standard Course of Study and rigorous assessments. All classroom teachers have completed, or are in the process of completing, LETRS training that is aligned to the science of reading.	Limited Development 09/06/2022		
<i>How it will look when fully met:</i>			Instructional teams will collaborate on a weekly basis to develop standards-aligned lesson plans for each subject and unit/IB planner. In addition, we will meet regularly for vertical planning for core subject areas. We will develop and utilize weekly common formative assessments throughout each unit of study, and scholars will track their progress toward mastery of standards. These assessments will be aligned to NC standards. Each unit/planner will include a summative assessment/project that will assess scholars' understanding of the central idea of the unit/planner. The grade level teachers will meet after the unit/planner is completed to reflect on the unit and make any needed changes. IB units/planners and weekly lesson plans will all be housed on the school's SharePoint site where they will be accessible to all staff members.		Susan Steen	06/30/2025
Actions				14 of 29 (48%)		
	3/21/23	After spring break, teachers will review for EOGS using established expectations for review that were developed based on EOG test specifications.		Complete 05/30/2023	Vivacious Crews	05/09/2023

	Notes: 5/2/23--Teachers are currently using the established expectations to plan for reading, math, and science (5th grade) instruction as we prepare for EOG testing.			
3/21/23	We will investigate age-appropriate note-taking methods for online assessments. Once we decide on the note-taking format, third-fifth grade students will utilize the format weekly for standards-based assessments in reading, math, and science.	Complete 11/14/2023	Vivacious Crews	11/14/2023
	Notes: 5/2/23--Third-fifth grade students use a note-taking format for online reading passages. For third and fourth grades, it is an adaptation of the Read-Think-Write strategy. Fifth grade students are using Cornell notes.			
9/6/22	We will utilize Title I funds to provide IB training and stipends for new staff members who have not attended official IB training.	Complete 02/13/2024	Sara Carter	02/14/2024
	Notes: Title I funds will be utilized for this action step. 2/14-23--8 staff members participated in initial PYP training, 2 other staff members participated in other IB trainings. 2/13/24--Our IB coordinator is currently participating in an online IB training about the self-study and evaluation process. We decided not to send any other staff members to IB training this year due to state-required LETRS training.			
8/8/23	We will schedule a vertical planning session at least 2 times during the school year to discuss strategies for note-taking in reading.	Complete 04/09/2024	Vivacious Crews	04/09/2024
	Notes: 4/9/24 - On 4/2/24 Grade level teams met in vertical planning groups to discuss strategies for reading and math. Teams also prioritized next steps to increase scholars' achievement.			
12/19/23	Second through fifth grade scholars will use Accelerated Reader to motivate scholars to read. Scholars who meet quarterly AR goals will participate in the AR store and receive a certificate of recognition.	Complete 06/27/2024	Vivacious Crews	06/30/2024
	Notes: AR Goals by Quarter 2nd Grade ~ 8, 10, 12, 14 (end of year trophy-60 points) 3rd Grade ~ 12, 14, 16, 18 (end of year trophy-75 points) 4th Grade ~ 16, 18, 20, 22 (end of year trophy-90 points) 5th Grade ~ 18, 20, 22, 24 (end of year trophy- 100 points)			
3/21/23	Second-fifth grade teachers will include EOG questions stems in lessons on a daily basis. The questions will be included in weekly lesson plans.	Complete 05/14/2024	Vivacious Crews	06/30/2024

	Notes: 5/2/23--Third-fifth grade teachers have utilized EOG-question stems all year. Second grade teachers began including EOG-question stems in lesson plans in March.			
3/21/23	Third-fifth grade teachers will create daily exit tickets for reading using an EOG question stem.	Complete 06/27/2024	Vivacious Crews	06/30/2024
	Notes: 5/2/23--Third-fifth grade teachers began creating exit tickets with EOG question stems in March and have used them consistently since then.			
9/6/22	Teachers will model and explicitly teach active reading skills, critical thinking skills, and vocabulary strategies for reading and comprehending text on a weekly basis (ex. Read-Think-Write and See-Think-Wonder strategies). Third-fifth grade teachers will teach these strategies for online reading in addition to reading hard copies of books or passages.	Complete 05/14/2024	Vivacious Crews	06/30/2024
	Notes: 5/2/23--Kindergarten through second grade classes have consistently utilized See-Think-Wonder as a reading strategy, and third through fifth grade classes have consistently utilized Read-Think-Write (RTW) as a reading strategy. Second grade has begun utilizing RTW during the fourth quarter.			
9/6/22	During weekly planning, our curriculum facilitator and IB coordinator will support teachers as they collaboratively plan standards-aligned lessons that utilize our district-adopted curriculums for reading and math (CKLA and Eureka Squared) and fit within our IB transdisciplinary themes.	Complete 05/14/2024	Vivacious Crews	06/30/2024
	Notes: 5/2/23--Our curriculum facilitator and IB coordinator have met with grade levels during collaborative planning times weekly over the course of the school year.			
9/6/22	The school will utilize Eureka Math Squared as our schoolwide core math curriculum. Students' math progress will be monitored through daily exit tickets, common formative assessments, interim assessments, and universal screeners. The data collected will be analyzed through PLCs, IPS team meetings, and the school-based leadership team to inform instructional decisions and monitor the school's progress toward math goals.	Complete 05/14/2024	Vivacious Crews	06/30/2024
	Notes: 5/2/23--Classroom teachers have monitored math progress with daily exit tickets and common formative assessments. Grade level PLCs, the IPS team, and the leadership team have monitored data from interim assessments, universal screeners, and progress-monitoring data.			

9/6/22	The school will utilize CKLA as our schoolwide core ELA curriculums. Students' reading progress will be monitored through daily assessments, common formative assessments, interim assessments, and universal screeners. The data collected will be analyzed through PLCs, IPS team meetings, and the school-based leadership team to inform instructional decisions and monitor the school's progress toward reading goals.	Complete 05/14/2024	Vivacious Crews	06/30/2024
<i>Notes:</i> 5/2/23--Classroom teachers have monitored reading progress with daily exit tickets and common formative assessments. Grade level PLCs, the IPS team, and the leadership team have monitored data from interim assessments, universal screeners, and progress-monitoring data.				
9/6/22	Second through fifth grade teachers will utilize Read to Achieve passages, teacher created common assessments, and other online resources (i.e., SchoolNet, Performance Matters, NewsELA, Actively Learn) on a regular basis to expose students to EOG-type assessments and to measure student growth in reading.	Complete 05/14/2024	Vivacious Crews	06/30/2024
<i>Notes:</i> 5/2/23--Third grade teachers have utilized Read to Achieve passages. In addition, third-fifth grade teachers have utilized teacher created common assessments and Achieve 3000 to expose students to EOG-type assessments. During the fourth quarter, students are tracking their weekly scores on standards-based assessments.				
9/6/22	We will utilize Title I funds to pay our fifth grade math teacher for additional duties she will incur as a math teacher leader/coach. She will provide planning support, informal observations with feedback, and coaching support to third-fifth grade math teachers.	Complete 09/10/2024	Susan Steen	09/10/2024
<i>Notes:</i> Title I funds will be utilized for this action step.				
9/6/22	We will utilize Title I funds to pay half of the IB (International Baccalaureate) coordinator's salary in order to make the position full-time. The IB coordinator will support teachers as they plan and implement the IB Programme as a core instructional framework. She will also provide math coaching support teachers.	Complete 09/10/2024	Susan Steen	09/10/2024
<i>Notes:</i> Title I funds will be utilized for this action step.				
9/7/22	We will teach a schoolwide IB unit/planner that is focused on careers during the first semester.		Sara Carter	02/11/2025
<i>Notes:</i> 1/17/23--Our career wax museum was held on 12/15/22. 8/12/24--We will continue this action step for the 2024-25 school year.				

9/6/22	We will utilize Title I funds to purchase instructional supplies/materials and library books to support the implementation of our core curriculums, the implementation of our IB programme of inquiry, and the implementation of SEL.		Vivacious Crews	03/11/2025
<i>Notes:</i> Title I funds will be utilized for this action step. 5/2/23--We purchased math manipulatives, books to support IB planners, and science materials with Title I funds. 4/9/24 - We purchased math manipulatives, reading small group materials, books to support IB Planners, and materials to support IB summative projects. 8/12/24--We will continue this action step during the 2024-25 school year.				
11/15/22	Grade levels will plan up to 4 field trips per year that are aligned to IB planners, units of study, and/or grade level standards.		Sara Carter	04/08/2025
<i>Notes:</i> 2/14/23--All grade levels have at least one field trip planned. Some grade levels are still working on plans for additional field trips. 4/9/24 - All grade levels have at least one field trip planned. Some grade levels will be attending field trips before the end of the school year. 8/12/24--We will continue this action step for the 2024-25 school year. We have written a grant to pay for transportation costs of field trips.				
8/12/24	We will schedule a vertical planning session at least 2 times during the school year for cross-grade level curricular planning.		Susan Steen	04/08/2025
<i>Notes:</i>				
9/7/22	We will teach a schoolwide IB unit/planner that is focused on college/post-secondary options during the second semester.		Sara Carter	05/13/2025
<i>Notes:</i> 5/2/23--Students worked on their college research during the months of March and April. We held college day where students shared their research on April 28 8/12/24--We will continue this action step for the 2024-25 school year.				
8/12/24	First and second grade teachers will model and explicitly teach scholars how to find details within the text to answer reading comprehension questions.		Sara Carter	06/30/2025
<i>Notes:</i>				
8/12/24	Third-fifth grade teachers will create daily exit tickets for reading using 3-5 EOG question stems.		Vivacious Crews	06/30/2025

<i>Notes:</i>				
8/12/24	Kindergarten-fifth grade teachers will include NC questions stems in lessons on a daily basis. The questions will be included in weekly lesson plans.		Vivacious Crews	06/30/2025
<i>Notes:</i>				
8/12/24	Third through fifth grade teachers will utilize Read to Achieve passages, teacher created common assessments, and other online resources (i.e., SchoolNet, Performance Matters, Read Works) on a regular basis to expose students to EOG-type assessments and to measure student growth in reading.		Vivacious Crews	06/30/2025
<i>Notes:</i>				
8/12/24	Teachers will model and explicitly teach active reading skills, critical thinking skills, and vocabulary strategies for reading and comprehending text on a daily basis (ex. Reading STAR and See-Think-Wonder strategies). Third-fifth grade teachers will teach these strategies for online reading in addition to reading hard copies of books or passages.		Vivacious Crews	06/30/2025
<i>Notes:</i>				
8/12/24	During weekly planning, our curriculum facilitator and IB coordinator will support teachers as they collaboratively plan standards-aligned lessons that utilize our district-adopted curriculums for reading and math and fit within our IB transdisciplinary themes.		Sara Carter	06/30/2025
<i>Notes:</i>				
9/6/22	The school will implement the IB Programme as a core instructional framework. Each grade level will teach and reflect on 4-6 transdisciplinary units of study that connect science and social studies content to ELA standards (Pre-k and kindergarten will teach 4 units, and first-fifth grades will teach 6 units). The IB units will also link the instructional program to the core learner profile aligned with the school's PBIS initiative. Teachers will reflect upon each planner after teaching it.		Sara Carter	06/30/2025
<i>Notes:</i> 5/2/23--All grade levels are currently teaching their last IB planner of the year. Pre-k and kindergarten are working on their fourth planner, and first through fifth grade classes are working on their sixth planner. In addition, we have completed two schoolwide planners--one focused on careers and one focused on college/post-secondary options. 8/12/24--We are continuing this action step as part of our IB school choice program.				

8/8/23	Third-fifth grade scholars will track/graph their progress on math standards assessments (topic quizzes, end-of-module assessments, other formative assessments).		Sara Carter	06/30/2025
<i>Notes:</i>				
3/21/23	Third-fifth grade scholars will track/graph their progress on weekly reading standards assessments.		Vivacious Crews	06/30/2025
<i>Notes:</i>				
3/21/23	Third-fifth grade teachers will review data from weekly reading and math standards assessments once a month during PLCs.		Vivacious Crews	06/30/2025
<i>Notes:</i>				

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Northwood has only developed minimal supports for transitioning from grade PK to grade K and from grade 5 to grade 6. The school attempts to provide opportunities for vertical teaming to promote smoother transitions.	Limited Development 08/31/2017		
			Priority Score: 1 Opportunity Score: 2 Index Score: 2			
How it will look when fully met:			The school will develop strategies such as: vertical planning among staff, school tours, classroom visits, informational meetings at local childcare centers.		Kesha Spicer	06/30/2025
Actions				3 of 4 (75%)		
10/11/17		Provide a vertical team planning sessions for each consecutive grade level by May 2018.		Complete 06/08/2018	Melinda Williams	06/15/2018
Notes:						
9/10/18		We will share information about our IB program through the GCS Choice (Magnet) Fair. We will provide tours and host information sessions for prospective families of rising kindergarten (and other grade level) students so they can learn more about our IB Programme of study.		Complete 04/13/2021	Iris Ellington	04/13/2021
Notes: 4/13/21--We held 6 virtual magnet open houses in February. We have a virtual kindergarten open house scheduled for this evening. Due to COVID-19 health and safety protocols, we were unable to host in-person tours.						

9/10/18	We will coordinate with Ferndale Middle School to schedule a middle school tour for our fifth grade students.	Complete 04/13/2021	Samantha Daniels	05/11/2021
<i>Notes:</i> 6/17/19--Representatives from Ferndale came and met with our fifth grade students, but our students did not go to Ferndale. We will continue this action step next year. 11/26/19--Three staff members from Ferndale came to our reading night on 11/21/19 to share information about how students and families can prepare for middle school. 4/13/21--Due to COVID-19 health and safety protocols, students were unable to visit Ferndale Middle School. Ferndale shared virtual information sessions for us to share with our students to help them make choices about classes for sixth grade. Also, the band teacher from HP Central High School came and shared information about band with our fifth grade students.				
9/6/22	This is not an indicator we will focus on during the 2023-24 school year.		Susan Steen	06/30/2025
<i>Notes:</i>				
Implementation:		06/18/2018		
Evidence	6/18/2018			
Experience	6/18/2018			
Sustainability	6/18/2018			

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To
					Target Date

<p>Initial Assessment:</p>	<p>Northwood implements PBIS as a schoolwide behavior support and intervention program. We have a functioning Character Development (CD) team that develops plans and procedures for common areas and general classroom expectations. These plans and procedures are shared with all staff. The CD team meets monthly to review data and address areas of need. We utilize Educator's Handbook to track discipline data throughout the school year. Based on the data, the CD team makes necessary adjustments to procedures. The school PBIS plan includes schoolwide routines, procedures and expectations. Our school pledge reflects these expectations and is recited daily. Rubrics are posted throughout the building and reviewed frequently. In addition, each class develops a classroom essential agreement at the beginning of the year, and scholars participate in lessons that are aligned with the IB learner profile. The CD team plans positive behavior recognitions and incentives. Scholars can earn individual and classroom rewards for positive behavior. Teachers are encouraged to praise and correct at a 4:1 positive/negative ratio. Lastly, we have developed procedures to provide 3 tiers of behavior intervention support through the MTSS process. With parent permission, school based mental health providers work with whole groups, small groups, and individual scholars to meet their needs. All new staff will be receiving professional development in social emotional learning during the 2024-25 school year in order to build teacher capacity for fostering scholars' social/emotional competencies. We will continue implementing SEL core instruction, as well as classroom SEL interventions. Behavior referrals and scholar engagement continue to be concerns.</p>	<p>Limited Development 09/06/2022</p>		
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How it will look when fully met:	<p>When this objective is fully met, we will see a decrease in discipline referrals, as well as a decrease in instructional days lost to OSS and ISS. In addition, scholars will understand their own emotions and the emotional state of others. They will learn effective coping mechanisms for managing their emotions in different situations. Scholars will understand different emotions are acceptable for different situations and there are different ways to express those emotions. Scholars will understand that others may not feel the same way they do. Scholars will understand their actions can affect their feelings as well as the feelings of others. In addition, teachers would know when to refer scholars who need more assistance in managing their emotions. Whole group, small group, and individual scholar counseling and/or mentoring will take place on a regular basis to meet the needs of all scholars.</p>		Shannon Norment	06/30/2025
Actions		11 of 23 (48%)		
9/6/22	All staff will participate in Social Emotional Learning professional development during the course of the school year. The professional development will be led by a district social emotional learning specialist.	Complete 06/30/2023	Shannon Norment	06/30/2023
	<p><i>Notes:</i> This action step is aligned to our FAM-S needs assessment.</p> <p>We began the training on 8/16/22 and completed the training on 3/7/23.</p>			
9/6/22	The character development committee will participate in coaching with our SEL coach once a month.	Complete 06/30/2023	Shannon Norment	06/30/2023
	<p><i>Notes:</i> This action step is aligned to our FAM-S needs assessment.</p> <p>5/2/23--The character development committee met with our SEL coach monthly from September through March.</p>			
9/6/22	Teachers will teach schoolwide PBIS expectations during the first week of school.	Complete 09/12/2023	Kesha Spicer	09/12/2023
	<p><i>Notes:</i></p>			
9/6/22	Teachers will work with their students to develop classroom essential agreements during the first week of school. These classroom essential agreements will include classroom norms for personal responsibility, cooperation, and concern for others. Essential agreements will be posted in the classroom and reviewed on a regular basis.	Complete 09/12/2023	Kesha Spicer	09/12/2023
	<p><i>Notes:</i></p>			
9/6/22	All staff will participate in Harmony curriculum training during the workdays in August, 2023.	Complete 09/12/2023	Shannon Norment	09/12/2023

	<i>Notes:</i> This action step is aligned to our FAM-S needs assessment.			
8/8/23	Our school counselor will provide SEL professional development to new staff.	Complete 01/09/2024	Shannon Norment	01/16/2024
	<i>Notes:</i>			
9/6/22	After learning about goal setting during guidance lessons, students will set goals that they want to work toward over the course of the school year. Goals may be academic, behavioral, or personal (depending on the needs of the student). Students will review progress toward their goals mid-year and at the end of the year.	Complete 05/14/2024	Shannon Norment	05/14/2024
	<i>Notes:</i> 1/9/24--Scholars learned about goal-setting and set goals for the year. They shared their goals with their parents at family night on 12/7/23.			
8/8/23	The school will implement the Harmony curriculum as a core SEL program. Classes will continue to utilize meet up/buddy up during the SEL time in the master schedule.	Complete 06/27/2024	Shannon Norment	06/30/2024
	<i>Notes:</i>			
9/6/22	The counselor and social worker will share information with staff and families about available district/community services for students needing extra support, how best to connect students and their families with those services, and how to maintain effective communication and collaboration among all adults supporting the student.	Complete 06/27/2024	Shannon Norment	06/30/2024
	<i>Notes:</i>			
9/6/22	The school will implement the Harmony curriculum as a core SEL program. Teachers will teach the SEL lessons one day per week during social studies time.	Complete 06/27/2024	Shannon Norment	06/30/2024
	<i>Notes:</i> This action step is aligned to our FAM-S needs assessment.			
9/6/22	Staff will review schoolwide PBIS expectations and classroom essential agreements with students throughout the school year as needed.	Complete 06/27/2024	Kesha Spicer	06/30/2024
	<i>Notes:</i>			
8/12/24	Each teacher will create a calm-down space in the classroom utilizing purchased bean bag chairs and other items.		Kesha Spicer	09/10/2024
	<i>Notes:</i>			
8/12/24	Teachers will teach schoolwide PBIS expectations during the first week of school.		Kesha Spicer	09/10/2024
	<i>Notes:</i>			

8/12/24	Teachers will work with their scholars to develop classroom essential agreements during the first week of school. These classroom essential agreements will include classroom norms for personal responsibility, cooperation, and concern for others. Essential agreements will be posted in the classroom and reviewed and/or updated on a regular basis.		Kesha Spicer	09/10/2024
<i>Notes:</i>				
8/12/24	All new staff will participate in Harmony curriculum training during the workdays in August, 2024.		Kesha Spicer	09/10/2024
<i>Notes:</i>				
8/12/24	All new staff will participate in Social Emotional Learning professional development during the course of the school year. The professional development will be led by school based mental health providers.		Shannon Norment	12/10/2024
<i>Notes:</i>				
9/6/22	The character development committee will review the status of the PBIS plan and SEL implementation monthly. They will also review discipline referral data monthly to determine trends and possible proactive interventions to address common occurrences.		Kesha Spicer	06/30/2025
<i>Notes:</i>				
8/12/24	Teachers will review classroom essential agreements and PBIS schoolwide expectations throughout the school year (after breaks and at other times as needed).		Shannon Norment	06/30/2025
<i>Notes:</i>				
8/12/24	At each staff meeting, staff will participate in SEL activities to continue to develop their own SEL competencies.		Susan Steen	06/30/2025
<i>Notes:</i>				
8/12/24	After learning about goal setting during guidance lessons, third-fifth grade scholars will look at their personal data to set goals that they want to work toward over the course of the school year. Goals may be academic or behavioral (depending on the needs of the scholar). Scholars will review progress toward their goals at the end of the year.		Shannon Norment	06/30/2025
<i>Notes:</i>				
8/12/24	The school will continue implementing the Harmony curriculum as a core SEL program. Classes will continue to utilize meet up/buddy up during the SEL time in the master schedule.		Shannon Norment	06/30/2025
<i>Notes:</i>				

8/12/24	School-based mental health providers will share information with staff and families about available district/community services for scholars needing extra support, how best to connect scholars and their families with those services, and how to maintain effective communication and collaboration among all adults supporting the scholar.		Shannon Norment	06/30/2025
<i>Notes:</i>				
8/12/24	All teachers will utilize Class DOJO as a classroom behavior management and reward system.		Kesha Spicer	06/30/2025
<i>Notes:</i> All classes should have a Super Panda that is worth 5 points. All classes should have a Staff Compliment that is worth 2 points. All classes should have an Office Referral that is negative 5 points. Grade levels should work together to develop other positive and negative points that meet your grade level's needs. Point categories should be fair, and they should be consistent across the grade level. All staff members will be required to create a note explaining the incident for any negative points given.				

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Northwood views the connection between the school and the home as essential to school improvement and school success. The school seeks to improve students’ learning by engaging parents in ways that directly relate to their children’s academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally, and with a trusting approach. The school strives to communicate what families can do to support their children’s learning and where they can find further support. These strategies include: utilizing Class DOJO to communicate with parents, sharing the Title I school compact, involving parent representatives on the school-based leadership team, parent-teacher conferences, utilizing parent communication logs, sending home student work in weekly folders, and participating in student-led IB conferences. The school would like to offer more opportunities for parents to be active partners in school improvement strategies.	Limited Development 09/06/2022		
How it will look when fully met:			When this objective is fully met, parents will be active participants in their children's learning. They will regularly participate in family nights, parent conferences, and other school-sponsored events. In addition, we will have an active PTA that includes a PTA board with parents who represent the demographic make-up of the school.		Susan Steen	06/30/2025
Actions				10 of 22 (45%)		
	9/6/22	During the second quarter, we will invite parents to an SEL family night where we will share information about social emotional learning. Parents will have the opportunity to visit their child's class to learn about goals their child has set for the year.		Complete 01/17/2023	Susan Steen	01/17/2023
Notes: Title I funds will be utilized for this action step. 1/17/23--The parent night was held on December 8, 2022.						
	9/6/22	During the third quarter, we will invite families to an evening international night. We will provide dinner, and students will perform music from other countries.		Complete 03/14/2023	Susan Steen	03/14/2023

Notes: Title I funds will be utilized for this action step.

Our third quarter family night was held on 2/16/23. We served Chinese food, and students performed songs from Mexico and China. Mrs. Mayo and Mrs. Steen shared the district's Better Together presentation with parents, and they also shared information about the importance of reading and what our school is doing to grow our students as readers. We had 349 students and family members attend the family night.

9/6/22	During the fourth quarter, we will invite parents to attend IB night where students will share their IB portfolios and fifth grade students will share their IB Exhibition projects.	Complete 05/02/2023	Sara Carter	05/09/2023
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Notes: Title I funds will be utilized for this action step.

5/2/23--We held our IB night on 4/27/23. We had close to 500 people in attendance.

9/6/22	Staff will utilize parent contact logs to keep track of individual parent communications. The goal is to balance positive and negative contacts.	Complete 05/02/2023	Susan Steen	06/30/2023
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Notes: 5/2/23--Classroom teachers are utilizing the parent contact logs to keep track of phone calls and conferences, but most communication occurs through Class DOJO.

9/6/22	We will hold an open house before school starts to share information about schedules, IB, curriculums, and other grade level information.	Complete 09/12/2023	Susan Steen	09/13/2023
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Notes:

9/6/22	We will utilize Title I funds to pay for a Communities in Schools coordinator who will help develop and maintain partnerships with parents and the community.	Complete 09/12/2023	Susan Steen	09/13/2023
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Notes: Title I funds will be utilized for this action step.

9/6/22	Classroom teachers will call parents of each student before open house to introduce themselves and welcome the student and family to the school and classroom.	Complete 09/12/2023	Susan Steen	09/13/2023
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Notes:

9/6/22	Classroom teachers will hold parent conferences with the parents of all students at the end of the first quarter to inform parents of their child's progress. Additional conferences may be scheduled as needed.	Complete 11/14/2023	Susan Steen	11/14/2023
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Notes: 11/15/22--Classroom teachers have held conferences with the families of 282 students, which is 60% of our students.

11/14/23--Classroom teachers have held conferences with the families of 331 scholars, which is 69% of our scholars.

9/6/22	During the first quarter, we will invite parents to our annual Title I night.	Complete 11/14/2023	Susan Steen	11/14/2023
<i>Notes:</i> Title I funds will be utilized for this action step.				
11/15/22	We will offer at least 4 daytime parent engagement/information sessions about various topics (attendance, mental health, preparing for EOGs, preparing preschoolers for kindergarten) during the course of the school year.	Complete 06/27/2024	Shannon Norment	06/30/2024
<i>Notes:</i> 5/2/23--We held one daytime parent session about online safety. We also held a daytime kindergarten open house, Donuts for Dads, and Muffins for Moms.				
8/12/24	We will plan second and third quarter family engagement nights.		Susan Steen	09/10/2024
<i>Notes:</i>				
8/12/24	Classroom teachers will call parents of each scholar before open house to introduce themselves and welcome the scholar and family to the school and classroom.		Susan Steen	09/10/2024
<i>Notes:</i>				
8/12/24	We will hold an open house before school starts to share information about schedules, IB, curriculums, and other grade level information.		Susan Steen	09/10/2024
<i>Notes:</i>				
8/12/24	During the first quarter, we will invite parents to our annual Title I night.		Susan Steen	10/08/2024
<i>Notes:</i>				
8/12/24	Classroom teachers will hold parent conferences with the parents of all scholars at the end of the first quarter to inform parents of their child's progress. Additional conferences may be scheduled as needed.		Susan Steen	11/12/2024
<i>Notes:</i>				
8/12/24	During the fourth quarter, we will invite parents to attend IB night where students will share their IB portfolios and fifth grade students will share their IB Exhibition projects.		Sara Carter	05/09/2025
<i>Notes:</i>				
10/13/23	We will utilize Title I funds to support parent engagement efforts.		Susan Steen	05/14/2025
<i>Notes:</i>				
8/12/24	Staff will keep track of individual parent communications. The goal is to balance positive and negative contacts.		Susan Steen	06/30/2025
<i>Notes:</i>				

9/6/22	The school will provide opportunities for parents to provide feedback on school instruction and operations.		Susan Steen	06/30/2025
<i>Notes:</i> 5/2/23--We provided a parent survey in English and Spanish at our fourth quarter IB night on 4/27/23. Fifty-four surveys were completed. All responses had between 91% and 100% positive feedback. The lowest percentage was 91% for the question "I believe that Northwood addresses bullying appropriately."				
8/12/24	We will offer at least 4 daytime parent engagement/information sessions about various topics (attendance, mental health, preparing for EOGs, preparing preschoolers for kindergarten) during the course of the school year.		Susan Steen	06/30/2025
<i>Notes:</i>				
9/6/22	The school staff will utilize multiple forms of communication to inform parents about the instructional program and the progress of their children (i.e., Class DOJO, Canvas, parent conferences, Connect Ed messages, interim progress reports, report cards, assessment reports, newsletters, the school website, social media accounts, etc.).		Susan Steen	06/30/2025
<i>Notes:</i>				
9/6/22	Classroom teachers will send at least one class story on Class DOJO weekly to inform parents about what their child is learning in school.		Susan Steen	06/30/2025
<i>Notes:</i> 5/2/23--Teachers have consistently shared at least one class story per week on Class DOJO.				