

NORTHWEST EL SCH

1315 Old Forge Road

TSI Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

Northwest Elementary School will provide an educational experience that will optimize success for all students. We will honor best practices in teaching and learning so that all students learn at high levels, taking ownership of their own learning by setting goals attainable for growth and success. Our children will be confident, skilled communicators who are prepared to compete both academically and socially in the world beyond post elementary and secondary. Students will develop skills as lifelong learners, as well as making respectful, responsible and safe decisions becoming productive citizens.

STEERING COMMITTEE

| Name | Position | Building/Group |
|----------------------|---------------------------|-----------------------|
| Jennifer Nordall | Principal | Northwest |
| Brittany Jefferson | Asst. Principal | Northwest |
| Nicole Custer | Literacy Coach | Northwest |
| Kerri Snook | Special Education Teacher | Northwest |
| Sabrina Ramirez | District Level Leaders | Northwest |
| Alicia Jimenez | Parent | Parent |
| Kayla Johnson | Other | Northwest |
| Stephanie Courchesne | School Counselor | Northwest |
| Matthew Lash | Teacher | Northwest |
| Dawn Connelly | District Level Leaders | Teaching and Learning |
| Robert Okanak | Community Member | Community Member |
| | | |
| | | |
| | | |

Name

Position

Building/Group

| Name | Position | Building/Group |
|------|----------|----------------|
| | | |

ESTABLISHED PRIORITIES

| Priority Statement | Outcome Category |
|--|--|
| Northwest administration will prioritize the need to help support the growth and development direct and small-group instruction through informal and formal observations and feedback in a timely manner. Teachers will be provided the essential time for grade level and specialist collaboration daily. | Essential Practices 1: Focus on Continuous Improvement of Instruction |
| Northwest Instructional Coaches and Administration will conduct data meetings to help foster a data culture and build capacity to analyze thoroughly, make meaning of the data, and appropriate instructional choices to help support student growth and learning. | Essential Practices 1: Focus on Continuous Improvement of Instruction |

ACTION PLAN AND STEPS

| Evidence-based Strategy | |
|---|---|
| Learning Focused Schools (Lesson Plan) | |
| Measurable Goals | |
| Goal Nickname | Measurable Goal Statement (Smart Goal) |
| LFS and Meaningful Planning and Preparation | The Northwest Administration and Instructional Coaches will provide meaningful Professional Learning Communities (PLCs) to revise and improve the planning and preparation of lesson plans using the Learning Focused Schools template. |

Goal Nickname**Measurable Goal Statement (Smart Goal)****Action Step****Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Northwest Administration and Instructional Coaches will provide meaningful Professional Learning Communities (PLCs) and Micro PD sessions to improve the quality of instruction through meaningful planning and preparing utilizing the LFS lesson plan structure.

2023-06-19 -
2024-06-10

Jennifer Nordall,
Principal Brittany
Jefferson, Assistant
Principal Nicole Custer,
Literacy Coach Kayla
Johnson, Literacy Coach

Learning Focused Schools materials and resources; continual Micro PD sessions for staff members

Anticipated Outcome

The increase in student growth, learning and achievement from the beginning to the end of one school year.

Monitoring/Evaluation

Administration will monitor and evaluate lesson plans weekly using LFS lesson plan rubric and provide feedback timely; conduct observations both informally and formally using Frontline evaluation system

Evidence-based Strategy

IRLA and School Pace (American Reading Company)

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|--------------------------|---|
| Data, Data and More Data | Northwest Instructional (Literacy) Coaches and Administration will conduct data meetings to provide clear direction for support in student growth and achievement in the IRLA (Independent Reading Level Assessment) from American Reading Company, throughout the school year. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|---|---|
| Northwest Instructional (Literacy) Coaches and Administration will conduct data meetings to provide clear direction for support in student growth and achievement in the IRLA (Independent Reading Level Assessment) from American Reading Company, throughout the school year. | 2023-08-21 - 2024-06-10 | Jennifer Nordall, Principal Brittany Jefferson, Assistant Principal Nicole Custer, Literacy Coach Kayla Johnson, Literacy Coach | ARC materials; IRLA assessment; School Pace system; Literacy Coach support |

Anticipated Outcome

The increase in student growth, learning and achievement a students' individualized reading level from the beginning to the end of one school year.

Monitoring/Evaluation

School Pace data entry (daily) by teachers; Literacy Coaches supporting teacher and student needs daily; Data meetings quarterly throughout the school year (administration and literacy coaches).

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|---|---|--|
| <p>The Northwest Administration and Instructional Coaches will provide meaningful Professional Learning Communities (PLCs) to revise and improve the planning and preparation of lesson plans using the Learning Focused Schools template. (LFS and Meaningful Planning and Preparation)</p> | <p>Learning Focused Schools (Lesson Plan)</p> | <p>Northwest Administration and Instructional Coaches will provide meaningful Professional Learning Communities (PLCs) and Micro PD sessions to improve the quality of instruction through meaningful planning and preparing utilizing the LFS lesson plan structure.</p> | <p>06/19/2023 - 06/10/2024</p> |

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Academic Growth Expectations in English Language Arts/Literature and Mathematics Students with Disabilities Group Meets and Exceeds the Standard Demonstrating Growth during the 2021-22 school year

Career Standards Benchmark All Student Group Exceeds Performance Standard during the 2021-22 school year.

Establish ELA protocol for effective and meaningful grade level and vertical collaboration during the 2021-22 school year.

Data meetings three times a school year to analyze IRLA growth and achievement during the 2021-22 school year.

Professional Learning Communities to analyze PA Core Standards, vertical collaboration discussions, and prepare instruction for students to master key concepts and skills during the 2021-22 school year.

Professional Learning Communities to analyze PA Core Standards and prepare instruction for students to master key concepts and skills during the 2021-21 school year.

Establish Math protocol for effective and meaningful grade level

Challenges

Percent Proficient/Advanced in English Language Arts/Literature: All Student Group Did Not Meet Interim Goal/Improvement Target during the 2021-22 school year

Percent Proficient/Advanced in Mathematics/Algebra 1: All Student Group did not meet Interim Goal/Improvement Target during the 2021-22 school year

Large group of inexperienced teachers unfamiliar with ELA resources during the 2021-22 school year.

English Language Growth and Attainment All Student Group Did Not Meet Interim Goal/Improvement Target during the 2021-22 school year

None observed

Improving the system to teach individual students or small groups of students in their specific areas of need across all grade levels and classrooms during the 2021-22 school year.

Improving the system to teach individual students or small groups of students in their specific areas of need across all grade levels and classrooms during the 2021-22 school year.

Strengths

and vertical collaboration during the 2021-22 school year.

STEM coordinator works with teachers and students to bring real life applications to science and math while continuing to strengthen basic science and math skills during the 2021-22 school year.

Mathematics/Algebra Mathematics/Algebra White Group Meets the Standard Demonstrating Growth and increased in performance from the previous year.

All Student Group Exceeds Performance Standard in the 2021-22 school year.

All Student Group Meets or Exceeds the Statewide Goal - Maintained the Same Performance from the Previous Year with a score of 100%.

Celebrating growth and achievement in reading gains with students and staff three times a year with Literacy Celebration events.

Align curricular materials and lesson plans to the PA Core Standards and Anchors, as well as Lebanon School District curriculum for all content areas.

Challenges

Large group of inexperienced teachers unfamiliar with Math resources during the 2021-22 school year.

All Student Groups Did Not Meet the Standard Demonstrating Growth during the 2021-22 school year.

Percent Regular Attendance All Student Group Did Not Meet Performance Standard during the 2021-22 school year

Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target during the 2021-22 school year.

Establishing Effective data discussions with teachers to understand how to analyze thoroughly, make meaning of the data, and appropriate instructional choices to help support student growth and learning.

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Partner with local businesses, community organizations, and other agencies to meet the needs of the school and families.

Provide frequent, timely, and systematic feedback and support on instructional approaches, practices, resources and tools.

Strengths

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student growth and learning, as well as adjusting resources and instructional approaches, tools and practices.

Promote and sustain a positive school environment using Positive Behavior Intervention Supports (PBIS) approaches where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.

Identify and address individual student learning needs through small group instruction and individualized reading measurement (IRLA) for personalized goals for students, as well as the utilize small-group instruction in English Language Arts and Mathematics core instruction.

Mathematics/Algebra Hispanic Group Meets the Standard Demonstrating Growth and increased in performance from the previous year.

English Learners Group Meets the Standard Demonstrating Growth in English Language Arts/Literature and Mathematics/Algebra.

Students with Disabilities group Meets the Standard Demonstrating Growth. Students with Disabilities group increased in performance from the previous year in English Language Arts/Literature and Mathematics/Algebra.

Challenges

English Learners Group Did Not Meet Interim Goal/Improvement Target during the 2021-22 school year in English Language Arts/Literature and Mathematics/Algebra.

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Establishing Effective data discussions with teachers to understand how to analyze thoroughly, make meaning of the data, and appropriate instructional choices to help support student growth and learning.

Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target during the 2021-22 school year.

Students with Disabilities group Did Not Meet Interim Goal/Improvement Target during the 2021-22 school year in English Language Arts/Literature and Mathematics/Algebra.

Economically Disadvantaged group Did Not Meet Interim Goal/Improvement Target in English Language Arts/Literature and Mathematics/Algebra.

Strengths

Economically Disadvantaged Group Meets the Standard Demonstrating Growth in English Language Arts/Literature.

Most Notable Observations/Patterns

English Language Arts/Literature: All Student Groups Met the Standard Demonstrating Growth in ELA during the 2021-22 school year.
Mathematics/Algebra: All Student Groups showed evidence exceeded the Standard Demonstrating Growth in Math during the 2021-22 school year.

Challenges

**Discussion
Point**

Priority for Planning

Improving the system to teach individual students or small groups of students in their specific areas of need across all grade levels and classrooms during the 2021-22 school year.

Provide frequent, timely, and systematic feedback and support on instructional approaches, practices, resources and tools.



Partner with local businesses, community organizations, and other agencies to meet the needs of the school and families.

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Improving the system to teach individual students or small groups of students in their specific areas of need across all grade levels and classrooms during the 2021-22 school year.

Establishing Effective data discussions with teachers to understand how to analyze thoroughly, make meaning of the data, and appropriate instructional choices to help support student growth and learning.



ADDENDUM B: ACTION PLAN

Action Plan: Learning Focused Schools (Lesson Plan)

| Action Steps | Anticipated Start/Completion Date |
|--|-----------------------------------|
| Northwest Administration and Instructional Coaches will provide meaningful Professional Learning Communities (PLCs) and Micro PD sessions to improve the quality of instruction through meaningful planning and preparing utilizing the LFS lesson plan structure. | 06/19/2023 - 06/10/2024 |

| Monitoring/Evaluation | Anticipated Output |
|--|--|
| Administration will monitor and evaluate lesson plans weekly using LFS lesson plan rubric and provide feedback timely; conduct observations both informally and formally using Frontline evaluation system | The increase in student growth, learning and achievement from the beginning to the end of one school year. |

| Material/Resources/Supports Needed | PD Step |
|---|---------|
| Learning Focused Schools materials and resources; continual Micro PD sessions for staff members | yes |

Action Plan: IRLA and School Pace (American Reading Company)

| Action Steps | Anticipated Start/Completion Date |
|---|---|
| Northwest Instructional (Literacy) Coaches and Administration will conduct data meetings to provide clear direction for support in student growth and achievement in the IRLA (Independent Reading Level Assessment) from American Reading Company, throughout the school year. | 08/21/2023 - 06/10/2024 |
| Monitoring/Evaluation | Anticipated Output |
| School Pace data entry (daily) by teachers; Literacy Coaches supporting teacher and student needs daily; Data meetings quarterly throughout the school year (administration and literacy coaches). | The increase in student growth, learning and achievement a students' individualized reading level from the beginning to the end of one school year. |
| Material/Resources/Supports Needed | PD Step |
| ARC materials; IRLA assessment; School Pace system; Literacy Coach support | no |
| <hr/> <hr/> | |

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|---|---|--|
| <p>The Northwest Administration and Instructional Coaches will provide meaningful Professional Learning Communities (PLCs) to revise and improve the planning and preparation of lesson plans using the Learning Focused Schools template. (LFS and Meaningful Planning and Preparation)</p> | <p>Learning Focused Schools (Lesson Plan)</p> | <p>Northwest Administration and Instructional Coaches will provide meaningful Professional Learning Communities (PLCs) and Micro PD sessions to improve the quality of instruction through meaningful planning and preparing utilizing the LFS lesson plan structure.</p> | <p>06/19/2023 - 06/10/2024</p> |



PROFESSIONAL DEVELOPMENT PLANS

| Professional Development Step | Audience | Topics of Prof. Dev | |
|--|--|---|--|
| LFS Micro PD Sessions | Northwest Teachers (grade level and specialist content areas) | Learning Focused Schools Assessment Prompts and Assignments Learning Focused Schools Extension | |
| Evidence of Learning | Anticipated Timeframe | Lead Person/Position | |
| Teachers will display the evidence of learning from the Micro PD sessions through the creation and implementation of the focus areas in their weekly lesson plans. | 06/19/2023 - 06/10/2024 | Jennifer Nordall, Principal Brittany Jefferson, Assistant Principal Nicole Custer, Literacy Coach Kayla Johnson, Literacy Coach | |
| Danielson Framework Component Met in this Plan: | This Step meets the Requirements of State Required Trainings: | | |



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

