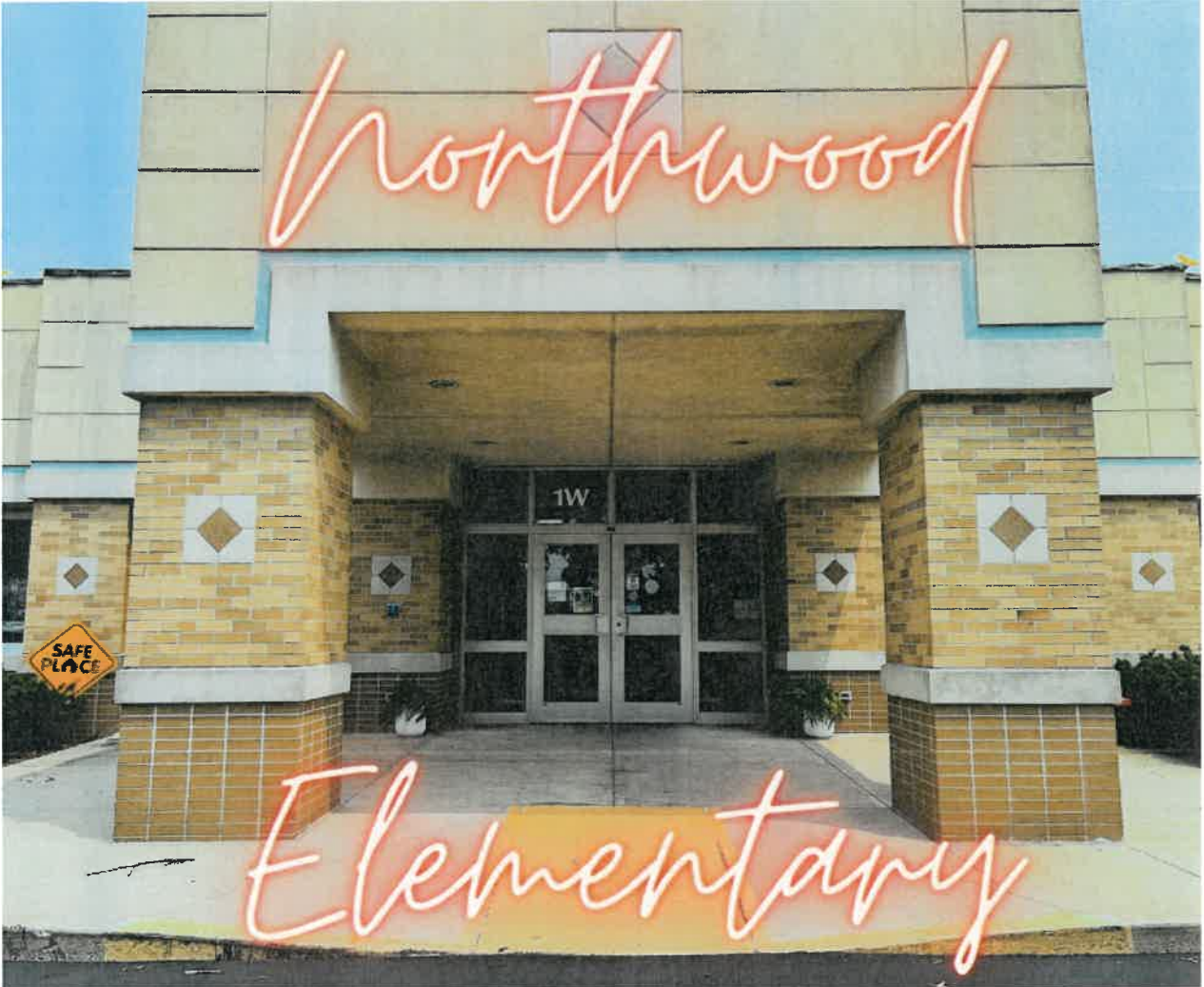


Northwood Elementary School

965 Grizzly Cub Drive
Franklin, IN 46131
(317)846-8900



School Improvement Plan
2023-24

Franklin Community Schools

School: Northwood Elementary
Address: 965 Grizzly Cub Drive
City/State: Franklin, IN
Phone: (317)346-8900
Corp. #: 4225
School #: 3461
Grades: Kindergarten-4th
Enrollment: 506

School Improvement Plan Committee Members

Karle Hougland, Principal
Mathew Worland, Assistant Principal
Hannah Richardson, Counselor
Sarah Linn, Literacy Instructional Coach
Carisa Delph, Title 1 Teacher
Heather Kepner-Trueblood, Teacher
Grace Kriech, Teacher
Patricia Foreman, Teacher
Diana Brown, Teacher
Mandy Bechert, Teacher
Heather Clawson, Community Stakeholder/Parent/PTO Representative
Kayla Anderson, Treasurer/Parent/Community Stakeholder

**Northwood Elementary School (3461)
Franklin Community School District (4225)**

Signature Page

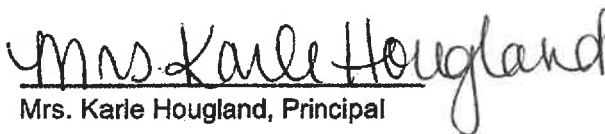
I have read and approved the Northwood Elementary School Improvement Plan.



Dr. David Clendening, Superintendent

9-13-23

Date



Mrs. Karle Hougland, Principal

9-8-23

Date

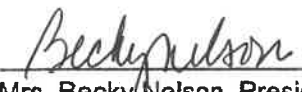
I have read and approved the Northwood Elementary Professional Development Plan.



Mr Tony Harris, President
Franklin Community Teachers Association

9/13/23

Date



Mrs. Becky Nelson, President
Board of School Trustees

9-11-23

Date

Table of Contents

1. Introduction	4
• Narrative description of the school, the community, and the educational programs	
• Description and location of curriculum	
• Titles & descriptions of assessment instruments to be used in addition to ILEARN	
2. Guiding Principles, Mission, Vision, and Belief Statements	5
3. Summary of Data	6
• Data, including graphs, from the annual performance report	
• Other information about educational programming and the learning environment	
4. Conclusions	10
<i>about the current educational programming, derived from an assessment of education programming, including the following:</i>	
• Information about how the school's curriculum supports the achievement of Indiana Academic Standards	
• Information about how the school's instructional strategies support the achievement of Indiana Academic Standards	
• Conclusions about student achievement, based on information from ISTEP+ and other assessment strategies	
• Parental participation in the school	
• Technology as a learning tool	
• Safe and disciplined learning environment	
• Professional development	
5. Student Achievement Objectives / Goals	14
<i>derived from an assessment of the current status of educational programming, including at least the following:</i>	
• Attendance rate	
• Percentage of students meeting academic standards under the ISTEP+ program	
6. Specific Areas Where Improvement is Needed Immediately	15
7. Benchmarks for Progress	16
<i>that specify how and to what extent the school expects to make continuous improvement in all areas of the educational system</i>	
8. Academic Honors Diploma and Core 40 – not applicable to elementary	16
9. Proposed Interventions	17
(istrategies) based on student achievement objectives/goals	
10. Professional Development	18
• Emphasizes improvement of student learning and performance	
• Supports research-based, sustainable school improvement efforts	
• Aligns with the core principles and professional development	
• Includes methods to improve the cultural competency of teachers, administrators, staff, parents, and students	
12. Statutes and Rules to be Waived -- not applicable	18
13. Three (3) Year Time Line	18

1. Introduction

Northwood Elementary School, in the Franklin Community School Corporation, is located at 965 Grizzly Club Drive in Franklin, Indiana. The school is located in the center of the Franklin community, near many retail stores and restaurants, and directly adjacent to Franklin Middle School. Northwood Elementary houses kindergarten through fourth grade.

The curriculum at Northwood is aligned with the district and state curriculum of Indiana Academic Standards. The educational programs utilized to support the curriculum are Reveal Mathematics Program, McGraw-Hill Wonders, Mystery Science Program, and McMillan-McGraw Hill Social Studies programs. All literacy resources are aligned with the Science of Reading. In addition, we utilize the Second Step program as a basis for employability skills and standards. FCS and Northwood Elementary participate in College and Career Week, in which career awareness and career development are discussed throughout the year. We offer programming for special education students, high ability students, and multi-lingual (ML) learners, as well as other related services. Students participate in physical education, music, art, library, and STEM (Project Lead the Way) classes on a rotating basis. Copies of the curriculum are located at Northwood, as well as copies of all resources are located at the FCS Central Office. Access to the online curriculum can be provided if requested.

Northwood has 36 certified staff members and 21 instructional support staff members, serving grades K-4. Certified faculty include the Principal, Assistant Principal, school counselor, classroom teachers, special education teachers, special area teachers, and an instructional coach. Instructional support staff members include behavior interventionists, instructional assistants, interventionists, ML assistant, library assistant, SPED assistants, and a STEM assistant. Through partnerships with Adult and Child Behavioral Health and the Bowen Center, we also have skills specialists and therapists in our building.

Northwood Elementary uses the NWEA (Northwest Evaluation Association) Reading and Math Assessments and DIBELS (Dynamic Indicators of Basic Early Literacy Skills). These assessments are used either comprehensively across all grade levels or focused for specific and/or grade level interventions.

Franklin Community Schools has a Dyslexia screening plan in place. All Kindergarten, First Grade and Second grade students are screened using DIBELS and NWEA assessments. Students in grades K-2 will be given the dyslexia screeners during the first 90 days of school. A student in grade 3 or higher who has difficulty as noted by the classroom teacher in the below six components of reading acquisition will also be given a screener. If a student is determined to be "At Risk", FCSC will administer a Level 1 dyslexia screening to the student. Based on the results of the level 1 screener, FCSC may administer a level 2 screener. Both level 1 and 2 screeners must include Phonological and Phonemic Awareness, Sound and Symbol Relationships, Alphabet Knowledge, Decoding Skills, Rapid Naming Skills, and Encoding Skills.

2. Mission, Vision, and Belief Statements

Northwood Elementary supports and encourages the district wide mission, vision and beliefs:

Mission Statement: Together, we empower greatness in all learners through collaboration,

dynamic partnerships, and rich experiences that develop a world-class learning environment.

Vision Statement: Franklin Community Schools - where education is student-centered and innovative, and learners are inspired to become great!

Belief Statement: In a safe and nurturing environment, students will learn at different rates and in different ways; learn more effectively while actively engaged; develop positive relationships with adults and peers.

Guiding Principles:

Communication: Franklin Community Schools will share and receive information in a clear, concise, and timely manner.

Individual Student Growth: Franklin Community Schools will provide learning experiences that maximize individual student potential.

Collaboration: Franklin Community Schools will provide opportunities for teachers, students, support staff and administrative leaders to work together to achieve common goals

Systemic Continuous Improvement: Franklin Community Schools will utilize a fluid process that engages stakeholders in defining, analyzing and evaluating possible solutions.

Trust: Franklin Community Schools will build an atmosphere of confidence through an open and transparent environment.

Northwood Elementary Motto: Work Hard, Be Kind!

Northwood Elementary Owl Oath:

We choose to be respectful, be responsible, and be safe. In the nest, we are a family, and together we fly. Work hard, be kind!

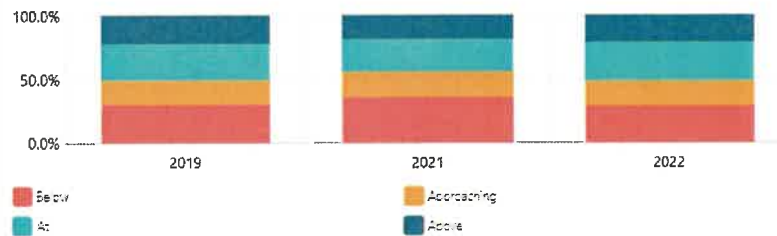
3. Summary of Data

Growth Data from Indiana's GPS monitoring system (Based on 2022 data)

ILEARN Proficiency Math

51.2% ▲ 7.3% State: 39.4%

Number of grades three through eight students who are proficient in Math on the ILEARN assessment divided by the total number of students enrolled in the school who participated in the Math assessment.

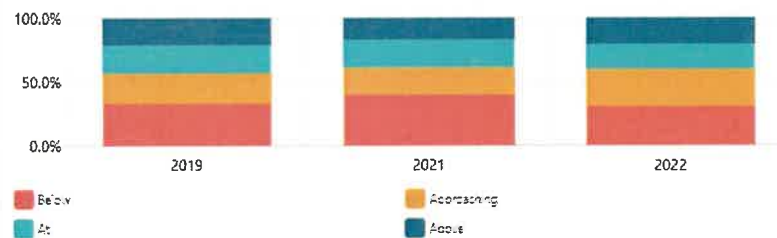


All Students	51.2%	▲ 7.3%
White	55.0%	▲ 5.4%
Hispanic	16.7%	▼ 6.8%
English Learner	42.1%	▲ 27.8%
Economically Disadvantaged	44.9%	▲ 14.4%

ILEARN Proficiency English/Language Arts

40.0% ▲ 1.4% State: 41.2%

Number of grades three through eight students who are proficient in English/Language Arts on the ILEARN assessment divided by the total number of students enrolled in the school who participated in the English/Language Arts assessment.

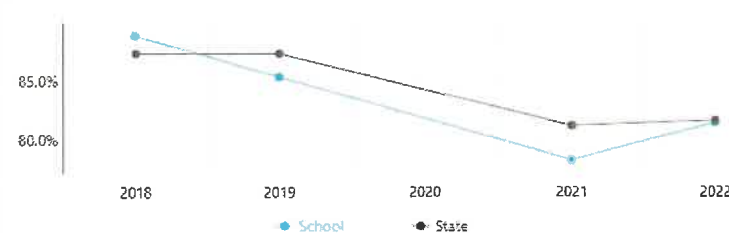


All Students	40.0%	▲ 1.4%
White	44.3%	▲ 0.6%
Hispanic	22.2%	▼ 1.3%
English Learner	26.3%	▲ 19.2%
Economically Disadvantaged	25.6%	▲ 2.4%

3rd Grade Literacy

81.4% ▲ 3.1% State: 81.6%

Number of grade three students who demonstrate proficiency on either the spring or summer administration of IREAD-3 divided by the total number of grade three students.

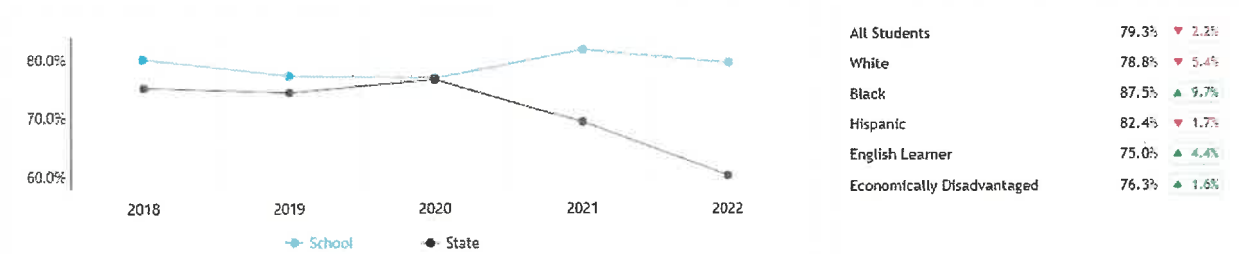


All Students	81.4%	▲ 3.1%
White	77.6%	▼ 7.9%
English Learner	100.0%	▲ 50.0%
Economically Disadvantaged	87.5%	▲ 20.1%

Student Attendance

79.3% ▼ 2.2% State: 60.1%

Number of students with at least a 94% attendance rate divided by the total number of students enrolled in the school.



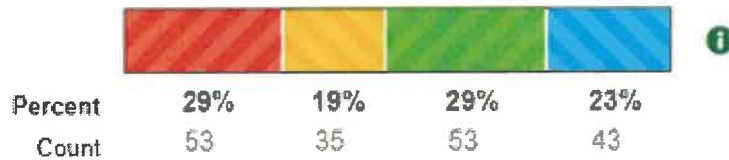
ILEARN 2022-23



ILEARN 3-8 Mathematics

Grades Tested: 3, 4

Tests Taken: 184 Date Last Taken: 05/11/2023



ILEARN 3-8 English/Language Arts

Grades Tested: 3, 4

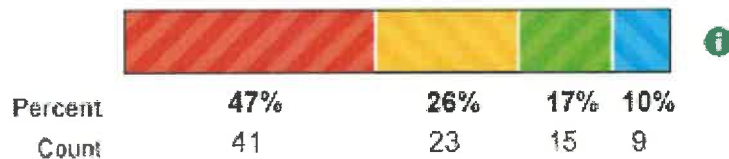
Tests Taken: 184 Date Last Taken: 05/10/2023





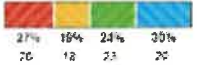
ILEARN 3-8 Science

Grades Tested: 4

Tests Taken: 88 Date Last Taken: 05/11/2023




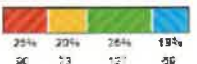

MATH - 3rd

State	81985	5428		53%
Corporation	335	5436		55%
School	96	5438		54%

ELA - 3rd

State	82012	5437		40%
Corporation	336	5444		43%
School	96	5433		36%

MATH - 4th

State	80339	5466		49%
Corporation	359	5479		55%
School	88	5469		50%

ELA - 4th

State	80336	5470		40%
Corporation	360	5482		49%
School	86	5472		48%

ILEARN Trends Northwood

ELA % Proficient	2019	2020	2021	2022		2023	
3rd Grade	45		46	40	-6	36	-4
4th Grade	41		32	41	+9	48	+7
Math % Proficient							
3rd Grade	47		55	52	-3	54	+2
4th Grade	55		34	51	+17	50	-1
Science							
4th Grade	47		32	35	+3	27	-8

Cohort Growth

3rd Grade (2021) to 4th Grade (2022)

ELA = -5



Math = -4

3rd Grade (2022) to 4th Grade (2023)

ELA = +8

Math = -2

IRead 3 Data

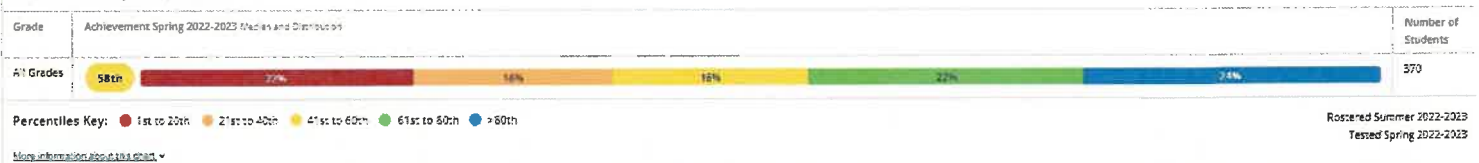
Test Grade	Administration	Student Count	Average Score	Performance Distribution
3	IREAD-3 (Spring 2023)	73	455	 Percent Count: 40% 29 60% 44
2	IREAD-3 Grade 2 (Spring 2023)	108	410	 Percent Count: 44% 48 18% 19 38% 41

NWEA Reports

Northwood Elementary School

Achievement - All Students

Northwood Elementary School | Math K-12



Achievement by Grade

Northwood Elementary School | Math K-12



4. Conclusions

Information about how the school's curriculum supports the achievement of Indiana Academic Standards

The curriculum utilized by teachers at Northwood Elementary School supports Indiana Academic Standards. Adopted textbook materials are research-based and were selected by the school district's textbook adoption committee in order to assure alignment with Indiana Standards.

Information about how the school's instructional strategies support the achievement of Indiana Academic Standards

Classroom teachers meet weekly for Professional Learning Communities. Along with professional development and data analysis practices, teachers use that time to plan Focused Intervention Time (FIT). FIT time is a daily half hour time period where students are grouped according to need based on their pre-assessment for that skill area. The skill area is based on data from NWEA, classroom formative assessments, or DIBELS. These groups also function as data teams to analyze formative and diagnostic assessments. Implementation of these collaborative teams help teachers study data in new ways, and it also helps teachers increase the level of differentiation in their classroom.

Northwood's special education students are grouped for language arts instruction by grade level in classes on a daily basis where they receive support within the general education room and/or in a resource setting for more individualized support. Special education students receive instruction geared toward their educational needs during the daily 90-minute Language Arts block with a whole group and small-group setting, according to IEP provisions. Parents are informed of activities and student progress through notes on assignment sheets/books, assessment results, and progress reports.

As a Title 1 school, Northwood has a dedicated teacher who oversees the MTSS (multi-tier systems of support) process and services within the school. The teacher helps organize the collection of student growth data, facilitates the analysis of the data, and supports the process of identifying students in need of intervention. The teacher also supervises assistants who help provide intervention in the school. Four Title 1 interventionists support small group instruction for those identified as most in need, as well as one computer-based interventionist.

Northwood has a literacy instructional coach who largely supports individual teachers in their growth efforts, as well as supporting data analysis during professional development meetings. The literacy coach works in collaboration with Indiana's Literacy Cadre, a partnership with Marian University. The Literacy Cadre provides professional development in the area of literacy instruction and Science of Reading to not only the instructional coach, but also to our teachers and staff.

The MTSS Kids Team is a group of teachers that meet each week to discuss and design intervention plans for struggling students, as referred by classroom teachers. Plans are made to design additional support and monitor results. This team may, at times, also vet the necessity to pursue further educational evaluation.

Conclusions about student achievement, based on information from State assessments.

ILEARN Trends - Percent Passing

(no ILEARN data from 2020, due to the mandated COVID-19 shutdown)

English/Lang Arts	3rd Grade	4th Grade
2018 (ISTEP)	65.2	61.6
2019 ILEARN	45	41

2021 ILEARN	46	32
2022 ILEARN	40	41
2023 ILEARN	36	48

Math	3rd Grade	4th Grade
2018 (ISTEP)	55.4	64.6
2019 ILEARN	47	55
2021 ILEARN	55	34
2022 ILEARN	52	51
2023 ILEARN	54	50

Parental participation in the school/Family Engagement

Teachers and parents communicate through phone calls, emails, messages, newsletters, and notes sent home. The corporation implemented a calling system that systematically calls parents in case of an emergency or for any other reason deemed necessary by administration. All families are also connected to school through our districtwide system, Parent Square. The school website and Facebook page also contain school information and updates.

Parents can be involved in their students' education by checking homework, reading newsletters, attending family night events, and volunteering at school. Parents receive home study techniques via school and classroom newsletters. Parents receive formal testing data reports, and can access quarterly report cards through the Power School parent portal.

Northwood Elementary has a parent-teacher organization (PTO). PTO activities include educational programs, after school family nights, school-wide fundraisers, and other school events as voted on by the PTO Board. Monthly activities are planned in order to increase family engagement within the school community, including family reading nights and other special events.

Technology as a learning tool

Technology is embedded into the school culture and curriculum. Northwood is also focused on the school corporation's three-year plan to increase the proficiency and utilization of technology tools to improve student and teacher schools. This integration includes 1:1 chromebooks for all students in grades K-4, and intervention groups focused on effective software programs such as Read Naturally, Waterford, and Headsprout. Teachers also utilize various online components of the Board approved curriculum materials.

Safe and disciplined learning environment

Northwood is embarking upon a long-term endeavor to build and implement a comprehensive matrix for Positive Behavior Intervention Support (PBIS). Staff members are working collaboratively to identify schoolwide expectations, discipline systems, and monitoring measures, to name a few of the components.

Northwood Elementary takes school security seriously, and has many measures in place to demonstrate our commitment to safety. Some provisions include the following:

- All visitors must sign in and wear a badge, through our Safe Visitors system.
- Staff members wear name badges
- All doors are kept locked except for the outside front door. Visitors are admitted through the front door upon approval of the office.
- Fire drills are conducted on a monthly basis and two disaster drills are conducted each semester
- Two bus evacuation drills per year
- Safe Schools building team meets multiple times per year
- The school counselor teaches regular lessons of anti-bullying
- All staff are trained in first aid, use of an AED machine and CPR
- Background checks are conducted on volunteers
- Classroom teachers have safety bags, telephones, and walkie-talkies.
- Students are encouraged to report threats and rumors of violent acts to school personnel
- Some staff are trained in CPI
- SRO Wooten and Gentry, hired by the District
- Safe Place

Professional Development

Administration and school teams use data driven decision making. The corporation has also provided in-services on the use of assessment data to drive instruction in which the focus has been on how to utilize NWEA, ILEARN, and benchmark data. The school district provides professional development and training for all teachers in curriculum and technology. Each teacher has opportunities for professional development in areas they would like to explore. For example, webinars through the DOE, Discovery Education, Reveal Math, and Wonders can be accessed. In addition, special education teachers, classroom teachers, the counselor, and the principal have the opportunity for training through Earlywood and district resources on topics such as behavior management, response to intervention, and trauma informed practices. Schoolwide teams participate in district-wide professional development in order to set goals and support positive culture-building within our building, and the community.

Franklin Schools has provided ongoing training in Orton-Gillingham to classroom teachers and literacy-based interventionists, particularly in grades K-2. Beginning this school year, 2023-2024, Orton-Gillingham (OG) has become a Tier 1 component for all students in grades K-2. It is our goal to continue providing training to our 3rd grade teachers to support literacy efforts in a best effort to support students still struggling in the areas of fluency and comprehension.

Franklin Community Schools is a PLC district. To strengthen the structure at Northwood, a team of teachers received extensive training on components of a PLC such as better utilizing formative

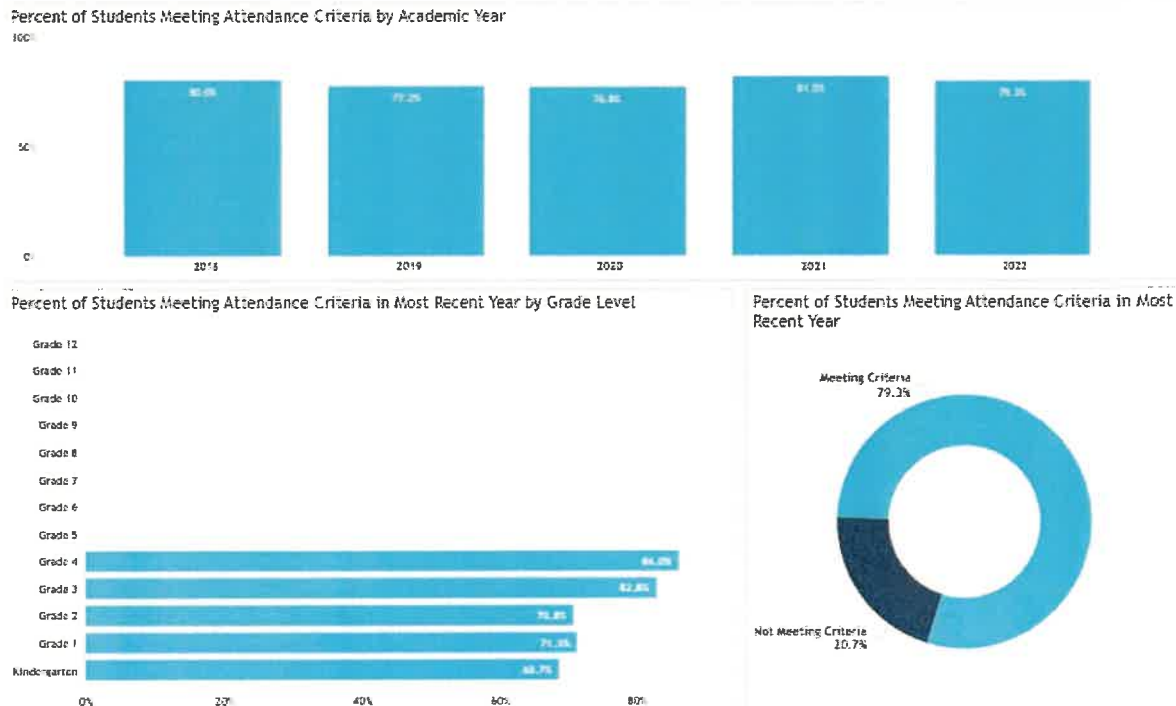
assessments, data cycles, setting and monitoring goals, etc. These PLC Leaders are working towards developing a multi-year plan to intentionally address instructional decisions with a strong data-centered focus in order to increase the learning of ALL students.

Franklin Schools utilizes instructional coaches in collaboration with Indiana’s Literacy Cadre. The coaches use the student centered coaching model to support teachers in using data to inform instructional practices and decisions. The instructional coach also supports new teacher programming and provides professional development to teachers in the area of literacy, with an emphasis on the Science of Reading.

The teachers and staff of Northwood Elementary have identified a need for building a sense of community and meeting the needs of our diverse population. In order to best accomplish this, the staff is completing a book study of *Classroom 180* by Heather T. Forbes. The book offers learning on trauma informed practices, as well as practical strategies to build community within the school and best meet the needs of all learners, especially those who have been impacted by trauma.

5. Student Achievement Objectives and Goals

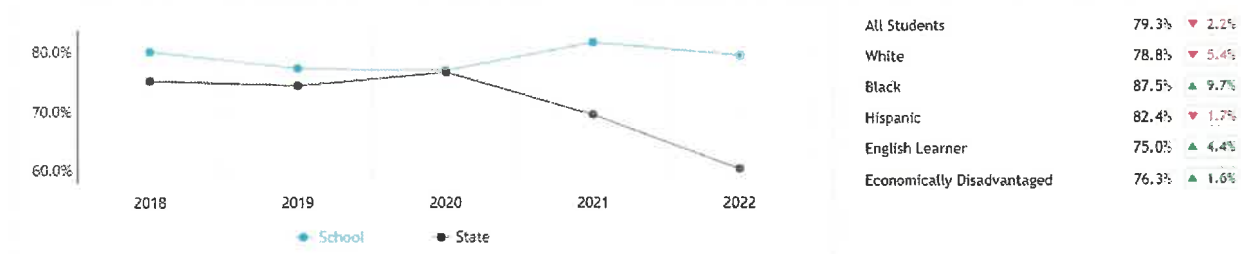
Attendance Rate Goal: Maintain attendance rate that will meet or exceed state averages, and reduce individual attendance rates of students with chronic absenteeism.



Student Attendance

79.3% ▼ 2.2% State: 60.1%

Number of students with at least a 94% attendance rate divided by the total number of students enrolled in the school.



ILEARN Goal: ILEARN Pass rates for 3rd and 4th grades will match or exceed statewide averages.

*no ILEARN data for 2019-20, due to mandated COVID-19 shutdown

ILEARN- 3rd Grade

3rd Grade ENG/LA	NW	IN	Percent Above or Below State avg.
2017-18	65.20%	67.40%	-2.2
2018-19	45%	46%	-1
2020-21	46.30%	38.7	7.6
2021-22	40%	40.70%	-0.7
2022-23	36%	40%	-4
2023-24			

Green = goal met of meeting or exceeding statewide average

3rd Grade Math	NW	IN	Percent Above or Below State avg.
2017-18	55.40%	59.20%	-3.8
2018-19	47%	53%	-6
2020-21	54.90%	48.7	6.2
2021-22	52%	51.90%	0.1
2022-23	54%	53%	1
2023-24			

ILEARN- 4th Grade

4th Grade ENG/LA	NW	IN	Percent Above or Below State avg.
2017-18	61.60%	63.80%	-2.2
2018-19	41%	44%	-3
2020-21	31.80%	39.60%	-7.8
2021-22	41%	41.10%	-0.1
2022-23	48%	40%	8
2023-24			

Green = goal met of meeting or exceeding statewide average

4th Grade Math	NW	IN	Percent Above or Below State avg.
2017-18	64.60%	60.90%	3.7
2018-19	55%	53%	2
2020-21	34%	43.7	-9.7
2021-22	51%	47.50%	3.5
2022-23	50%	49%	1
2023-24			

IREAD 3 GOAL: IREAD Pass rates will increase to 83% overall for students in 3rd grade, and 42% passing in 2nd grade.

IREAD-3 Passing Rate - Overall						
	2020-2021	2021-2022	2022-2023		2023-2024	
Northwood			2nd Grade	3rd Grade	2nd Grade	3rd Grade
	69.00%	70.90%	38%	60.27%		
Combined with previous year's 2nd grade passing scores				73.00%		
GOAL					42.00%	83.00%

6. Specific Areas Where Improvement is Needed Immediately

Our immediate concern is to increase achievement in overall performance of English/Language Arts; this includes both 3rd and 4th grade ILEARN English/Language Arts as well as 2nd and 3rd grade IREAD. In order to address this area of concern, we will:

- Continue to provide support and professional development to strengthen Tier 1 instruction
- Increase our use of Orton-Gillingham, specifically in grades K-3, at the Tier 1 instructional level
- Carefully analyze tiers of intervention support and intentional placement of students in intervention groups
- Support student learning through the use of intentional intervention using Science of Reading supported intervention curriculum
- Continue to create/adjust common assessments to match the essential learning standards that have been mapped out at the district level.
- Focus PLC data cycles around the area of literacy
- Exam the adopted curricular materials to ensure fidelity to the scope and sequence, especially as it aligns with the district's established essential learnings and Indiana Priority Standards

7. Benchmarks for Progress

We intend to meet our goals by using Professional Learning Communities/Data Teams, Focused Intervention Time (FIT), FCS Instructional Model, Guided Reading, Reveal Math, Wonders K-4, and student/teacher/grade level goals. Instructional goals will focus on identified Essential Learning targets. Resources provided by the Indiana DOE will be key in assuring alignment with statewide learning goals and those developed locally.

We will use NWEA and DIBELS as monitoring tools. The most intensive students will receive progress monitoring on a weekly or bi-weekly basis. Adjustments in grouping students and assigning specialized intervention programs will be based on these measures.

8. Academic Honors Diploma & Core 40

Not applicable to elementary level

9. Proposed Interventions

Differentiated Instruction (Tier 1 Instruction)

Instruction will be differentiated at the Tier 1 instructional level. We will use DIBELS, NWEA, and teacher prepared assessments to inform and guide instruction. Teachers can differentiate for students using many different strategies. Instruction will be flexible in order to accommodate student progress during the school year. All student lessons and activities will meet Indiana State Standards. Technology will be utilized through the reading and math computer programs. Professional development during PLC's on differentiated instruction and resources will be available to all teachers. Teachers will collaborate on a regular basis on student progress.

School-wide Title 1 (Tier 2-Tier 3)

Northwood has a School-wide Title 1 grant for Kindergarten through fourth grade. Assessment data from DIBELS, NWEA, as well as teacher-made formative and summative assessment data will determine the specific Tier 2 and Tier 3 intervention needs that address student deficiencies. Children are assessed formally and informally with standardized tests, running records of text reading, writing samples, anecdotal records, and checklists. Data is analyzed to observe the changes over time in literacy development and the levels of proficiency the child exhibits in reading and writing competencies. Small group intervention lessons include meaningful and authentic literacy activities tied to the rigor of Indiana State Standards in order to develop the skill set for meaningful text interaction. Some of the interventions used include Orton-Gillingham, Heggerty phonics, Headsprout, 95% Group, Waterford, and Read Naturally.

Focused Intervention Time (FIT/RTI)- Literacy

Northwood Elementary staff will implement remediation and enrichment activities to better support students in the area of literacy. Students receive small group instruction focusing on literacy and teachers will track student progress using data cycles. The focus groups will meet 4-5 days a week for approximately 30 minutes. The grouping will be flexible (classroom/school) and we will continue to evaluate and revise the grouping.

Computer-based Interventions

Based on need, students may participate in computer-based interventions such as Headsprout, IXL, Waterford, and Read Naturally with targeted small groups and individuals on targeted literacy skills identified by local assessments and progress monitoring data. Additionally, the approved reading and math curriculum include computerized interventions that can be used as needed in the classroom.

10. Professional Development:

School teams meet weekly in PLC's for professional development, data analysis, and instructional planning. The goals for this year will focus heavily on the following areas:

- Tier 1 Instruction
 - Analyzing classroom data to meet students at their level and provide instruction needed
 - Differentiation practices and strategies
- Reading proficiency
 - Strengthening small group differentiated instruction
 - Aligning goals and interventions to essential learnings
- Formative Assessments
 - Development of quality pre and post assessments for essential learnings.
 - Use of lesson mastery checks to assess learning targets
- Goal Setting
 - Development and implementation of SMART Goals for data cycles, specifically targeted in the area of reading/literacy
 - Student goal setting for their own learning
- Science of Reading
 - Teachers will receive professional development from our partnership with the Literacy Cadre to better strengthen Tier 1 instruction

These PD sessions may be led by the instructional coach, Principal, PLC leaders, district staff, or professionals from the field.

11. Cultural Competency

Faculty and staff at Northwood Elementary are aware of the needs associated with the lower socioeconomic demographics of our school population. They also recognize the racial and ethnic diversity in the student body. Northwood serves students from other Franklin Community schools, whose first language is not English. Teachers with specific SIOP training are targeted to help support these students in general education classrooms. A full-time Multi-Lingual (ML) teacher and part-time ML teacher also provide targeted instruction to ML students, according to their ILP goals, and WIDA assessment information. Attention to cultural competence will be embedded into discussions and the development of instructional strategies.

12. Statutes and Rules to be Waived—not applicable

13. Three (3) Year Timeline

This plan will be implemented in August, 2023. Longitudinal data has been reviewed and will continue to be monitored. Northwood's PLC facilitators and leadership team will work with school staff to continually review and revise the plan based on the findings of ongoing data reviews.

