

## '22-23' School Improvement Plan Summary: Northport Elementary

### Strategic Priorities:

- Implement Policies & Practices for Academic Excellence
- Culturally Responsive Instruction (CRI)
- Family/Community Engagement
- Student Engagement, Student Voice

**Goal 1** The percentage of students in grades 3-5 scoring proficient or higher in reading will increase from 30% to 36% in May 2023 as measured by the MCA test.

Strategic Priority:

- ☒ Academic Excellence  
☐ Culturally Responsive Instruction  
☐ Family/Community Engagement  
☐ Student Engagement, Student Voice

### Objective #1

Focus on phonology/phonics/Word study during whole group and small group instruction

#### Actions:

Teachers will utilize research-based curricular resources such as Benchmark, Heggerty, LETRS, PRESS, Fastbridge, Estrellita, Lunita, and Reading Plus.

**Objective #2** Implement the Literacy Framework to incorporate all the essential components of a literacy block.

#### Actions:

Teachers will follow the district literacy framework to plan for instruction and establish routines including time allotments and instructional components.

**Objective #3** Implement small group, individual instruction, and conferring, with instruction targeted to children's observed and assessed needs in specific aspects of literacy development in all content areas.

#### Actions:

Teachers will establish a classroom environment conducive to independent learning with students self-monitoring their work.

PLCs will analyze and evaluate student performance data to ensure each child's specific literacy needs are met.

Teachers will utilize the MTSS process and data cycles established by Northport Elementary and the Robbinsdale school district

Teachers will establish and utilize the cycle for small group instruction and conferring by using research-based reading strategies (including LETRS)

Teachers will select students to work with Americorp and EAs for small group instruction.

**Goal 2     The percentage of students in grades 3-5 scoring proficient or higher in math will increase from 18% to 30% by May 2023 as measured by the MCA test.**

Strategic Priority:

☒ Academic Excellence

☐ Culturally Responsive Instruction

☐ Family/Community Engagement

☐ Student Engagement, Student Voice

**Objective #1** Develop math fact fluency.

**Actions:**

Teachers will utilize research-based curricular resources such as Reveal, Red Bird, Number Sense Intervention, and Mcomp.

**Objective # 2:** Implement the Math Framework to incorporate all the essential components of a math block.

**Actions:**

Teachers will follow the district math framework to plan for instruction and establish routines including time allotments and instructional components.

**Objective # 3:** Implement small groups, individual instruction, and conferring with instruction targeted to children's observed and assessed needs in specific aspects of numeracy development.

**Actions:**

Teachers will establish a classroom environment conducive to independent learning with students self-monitoring their work.

PLCs will analyze and evaluate student performance data to ensure each child's specific math needs are met.

Teachers will utilize the MTSS process and data to regularly review and evaluate students growth

Teachers will establish and utilize small group instruction and conferring using research based math strategies

**Goal 3 Increase positive relationships and social connectedness as measured by the SAEBRS from the fall data (X) to the spring data (Y).**

Strategic Priority:

- \_\_\_Academic Excellence
- \_\_\_Culturally Responsive Instruction
- \_\_\_Family/Community Engagement
- \_\_\_xStudent Engagement, Student Voice

**Objective #1** Establish a positive behavior intervention system in our school climate with clearly defined expectations and procedures

**Actions:**

Teachers will reinforce positive behaviors using bear tickets.

Staff will reinforce positive behaviors using bear coins.

Teachers will redirect undesired behaviors using positive language

**Objective #2** Effectively implement Second Step curriculum across grade-levels.

**Actions:**

Teachers will explore scope and sequence in Second Step.

PLCs will analyze and evaluate student data from Second Step to ensure each child's specific SEL needs are met.

**Objective #3** Commit to using culturally-sensitive and responsive practices school-wide.

**Actions:**

One teacher from each PLC will complete district Sharroky Hollie CLRT mentorship.

Culturally-sensitive and responsive (CSR) lead will share with PLC two or more strategies to be implemented across all classrooms.