

Each year, NPS schools craft and/or update school based improvement plans aligned with the NPS system-wide goals. Schools analyze and consider factors specific to their school environments and use this information to identify priorities and key action steps to support ongoing growth and improvement.

This year, the NPS schools at each level have aligned common targeted action in several areas. Elementary School goals appear below, as well as site-specific focus priority areas for 2022-23.

It is important to note that every year, NPS schools design a wide variety of initiatives and continuous improvement efforts in support of our students. This overview is not intended to capture the full breadth of work underway in each school, but rather, articulate the focus priority areas guiding this year’s work.

Horace Mann Elementary School		
District Wide Elementary Focus Areas		
Goals Category	Targeted action(s)	Outputs and Assessment Measures
<p>Academic Excellence - <i>Cultivate a culture of excellence for all through powerful, responsive and sustaining learning experiences that lead students to be productive, thriving citizens in the world.</i></p>	<p>Strengthen instructional systems and practices to meet the diverse needs of all learners:</p> <ul style="list-style-type: none"> ● Strengthen educators’ ability to leverage data to inform instructional decisions to meet student needs. ● Deepen educators’ content knowledge and repertoire of instructional strategies to support high levels of achievement and address student needs. ● Increase alignment of practice and build Multi-Tiered Systems of Support (MTSS) capacity through coaching for principals, MTSS teams, and professional learning communities (PLCs) across the district. 	<p>Observations of educator practice will demonstrate implementation of culturally responsive, standards-based instruction and assessment of learning across classrooms.</p> <p>Student achievement data from universal assessments will demonstrate growth (screeners, formative, summative) with a focus on subgroups.</p> <p>Educators will analyze the implementation and effectiveness of academic interventions including supplemental learning opportunities</p>

<p>Educational Equity - <i>Narrow opportunity and achievement gaps by increasing equitable and universal opportunities for all students, irrespective of race, ethnicity, gender, socioeconomic status or disability to access education and to achieve in alignment with the NPS Statement of Values and Commitment to Racial Equity.</i></p>	<p>Foster equitable learning environments that support the social emotional well being and academic achievement of all students.</p> <p><i>Continue to provide professional learning experiences to educators that promote deeper understanding and applied knowledge in key areas.</i></p> <p><i>Equip and empower leadership to continue to develop and to support ongoing district initiatives focused on creating more equitable learning environments.</i></p> <p><i>Continue to ensure our staff is representative of the diversity of our student body and community through the following actions.</i></p>	<p>All elementary educators will participate in school-based sessions focused on culturally responsive instruction</p> <p>Conversations with and observations of teacher practice will demonstrate increased thoughtfulness and attention to meeting the needs of marginalized populations and the impact of instruction</p> <p>Teacher PLCs and data teams will disaggregate student achievement and social-emotional wellbeing data from universal assessments to improve student outcomes</p>
<p>Social Emotional Wellbeing - <i>Enhance student learning, engagement and wellbeing by addressing the whole child with culturally responsive mental health services and supports for all learners.</i></p>	<p>Promote safe, caring, and welcoming environments to ensure students’ social and emotional needs are met in preparation for learning</p> <p>Continue to develop and strengthen universally designed, tiered social and emotional supports for all learners</p> <p>Promote safe, caring, and welcoming environments to ensure students’ social and emotional needs are met in preparation for learning</p> <p>Continue to address a diversity of mental health needs by reinforcing and strengthening systems, structures and existing resources</p> <p>Continue to develop and strengthen universally designed, tiered social and emotional supports for all learners</p>	<p>Elementary schools will identify common SEL related data to gather and analyze at intervals to assess progress and inform district wide follow up to meet student needs.</p> <p>Inventory of social and emotional supports and interventions and increased alignment of practices/structures across schools</p> <p>NPS connectedness survey and school-based measures will indicate growth in student reports of connectedness, including across subgroups</p>

School-Specific Focus Areas

Goals Category	Targeted action(s)	Outputs and Assessment Measures
Academic Excellence Educational Equity	To revamp grade level literacy data meetings to better meet the needs of students at all levels.	<input type="checkbox"/> Consult with Literacy Equity coaches to learn new data conversation protocols. <input type="checkbox"/> Provide training for K-2 and 3-5 on new data protocols <input type="checkbox"/> Conduct two data sessions at each grade level this year <input type="checkbox"/> Use new data protocol to alter intervention decisions and make adjustments to student groupings. <input type="checkbox"/> Run intervention groups for a period of at least 6 weeks <input type="checkbox"/> Take data at the end of the instructional period and review student learning results as a grade level.
Academic Excellence Educational Equity	Build a system of math intervention utilizing Title 1 funding for the current school year	<input type="checkbox"/> Take assessment data to determine students in need of additional support and intervention. <input type="checkbox"/> Train intervention staff on effective math intervention strategies. <input type="checkbox"/> Create high dose sessions with a low student to teacher ratio and run interventions for a period of at least 6 weeks. <input type="checkbox"/> Take data at the end of the instructional period and review student learning results with the math coach, classroom teacher, and principal.
Academic Excellence Educational Equity Social Emotional Wellbeing	Engage all staff in Culturally Responsive Instruction workshops to build staff capacity around implicit bias and Culturally Responsive Instruction	<input type="checkbox"/> Ongoing professional learning sessions focused on identity, equity, and anti-racism. <input type="checkbox"/> Staff will be able to define CRI <input type="checkbox"/> Staff will be able to explain the district's and school's commitment to CRI practices <input type="checkbox"/> Exit tickets
Educational Equity Social Emotional Wellbeing	Continue to foster a safe school learning environment that encourages student to student and student to staff connections through our whole school and small group advisory initiatives.	<input type="checkbox"/> Use School Connectedness Data to look for themes in our school population as a whole and within demographic groups. <input type="checkbox"/> Utilizing all school assemblies to revitalize schoolwide values. <input type="checkbox"/> Build on our Hawk Family advisory structure as a mechanism for supporting student connections to one another and to a single trusted adult. <input type="checkbox"/> Take part in school-wide projects to foster school spirit, explore and support student identity, and encourage community service.