

## 24-25 SY' School Improvement Plan Summary: Northport Elementary

### Strategic Priorities:

- Academic Achievement: *THEME A*
- Student Engagement and Wellness: *THEME B*
- Collaboration and Partnership: *THEME C*
- Strategic Plan

[RAS SIP Rubric](#)

Evidence Based Practice #1      \_Academic Achievement       Student Engagement/Wellness      \_Collaboration/Partnership

The strategies (components of the EBP) to be implemented:

The EBP Strategy to be implemented:

- Using data to drive decisions
- Providing opportunities for Parent and Family Engagement through family events, weekly bulletins, parent/ teacher conferences, community collaboration
- Providing opportunities for student connectedness through PBIS, Catalyst, school-based mental health services, co-teaching, and BARR

### Addressing this Root Cause:

Families/students don't realize how much they miss school and the impact of high rates of absences. Students can't access school on their own. Attendance rates at NPE have declined dramatically from 40% of students were in attendance less than 90% of school days

- In 2018-2019 13% of students were in attendance less than 90% of the school days

This will assist us with meeting this student outcome SMART Goal:

Attendance goal

During the 2024-2025 school year, 95% of Northport Elementary students will miss 10 or fewer days of school.

Strategy Implementation (Complete a chart for each component of the EBP):

Action Steps	Team	How will we	Timeline	Fidelity Results of Adult Actions Data
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Component # _____	Responsible	measure expected adult actions? (Fidelity - Take from Monitoring Plan)		Review (Take from Monitoring Plan)
Maintain attendance team	ILT	Monthly attendance	Year-long	Open House (Aug. 29) Wild About Learning (Sept. 26) Attendance letter go out right away Attendance email will go out from teacher each day a student is absent (created by the attendance team) Text - how can we text families, through Campus? Phone contact with family Monthly recognition
Implement BARR, School-wide	MTSS Coordinator, Principal, BARR Coach	Weekly check-ins; Ongoing coaching; Data review	Year-long	BARR Progress Monitoring BARR Final Summary
Create a Sense of Urgency Through Visual Representation	Attendance Team	Chart Results	Monthly	Recognize students with stellar attendance via school news
Promote Family Awareness of Attendance Expectations at Family Events	Attendance Team	Provide promotional information at family events and via the news  <a href="#">Family engagement nights/conference attendance</a>	Monthly/Weekly	Offer various ways throughout the year for parents to get information about attendance  Family Engagement Nights Information at Conferences Newsletters School Video News Attendance Awards for Classrooms

*Add more rows if needed-for Artifacts*

**Reflective Questions to Answer: Progress Toward Goal #1:**

- How is this EBP aligned to the Strategic Plan?
- To what extent has the Strategy of the EBP been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- How has student achievement been impacted? What is the evidence?
- How will implementation be adjusted and/or supported moving into the next year?

**Evidence Based Practice #2**

X-Academic Achievement

\_Student Engagement/Wellness

\_Collaboration/Partnership

**The strategies (components of the EBP) to be implemented:**

In 2023-2024 we will provide weekly embedded professional development and instructional coaching to align literacy instructional practices with a focus on explicit instruction within our building for each grade level.

Implementation of Bridge to Read and focus on Minnesota State standards.  
Using data to inform instruction

**Addressing this Root Cause:**

Inconsistent instructional practices (staff turnover, lack of focus).

**This will assist us with meeting this student outcome SMART Goal:**

**Reading Goal:**

At the end of the 2024-2025 school year, students in each grade will demonstrate typical or aggressive benchmark growth as measured by the FAST assessment in earlyReading or aReading by the following percentages:

**earlyReading Growth:** The percentage of students making typical to aggressive growth in early reading will increase from 64% in 2024 to 70% in 2025

**aReading Growth:** The percentage of students making typical to aggressive growth in aReading will increase from 57% in 2024 to 65% in 2025.

The percentage of students in grades 3-5 scoring proficient or higher in reading will increase from 27% to 34% in May 2024 as measured by the MCA test.

District data 2023-24 early reading 59% district growth NPE 64% growth  
aReading- 49% district growth – 57% NPE growth

**Strategy Implementation: (Complete a chart for each component of the EBP)**

Action Steps Component # _____	Team Responsible	How will we measure expected adult actions? (Fidelity - Take from Monitoring Plan)	Timeline	Fidelity Results of Adult Actions Data Review (Take from Monitoring Plan)
At grade K-3, teachers will implement Bridge to Read; at grade 4-5, teachers will implement word study.	Principal, ILT Team, All Teachers	Coaching data cycles; classroom check-ins	Year-long	Rubric components
BARR: Small Block and Big Block	MTSS Coordinator; Principal, BARR Team	Block Notes	Year-long	Consistent data collection and monitoring; Data investigation via coaching sessions <a href="#">Big block</a> <a href="#">Small block</a>
Continue job embedded professional development focusing on tier 1 instruction	ILT (Principal, Instructional Coaches)	Coaching data cycles; classroom check-ins	Weekly PD Instructional rounds, 1x per cycle	
Consistent classroom schedules that prioritize small group instruction for every	Principal, ILT, BLT, Teachers	Classroom Check-ins	Year-long	LINK

student every day				
Tier 2+ instruction in small group pushing into classrooms - grades 2, 3, 4 Specific small group instruction designed with the science of reading lessons for select students	MTSS teacher/ classroom teachers in grades 2-4	Progress monitoring	Weekly, bi monthly	
Explicit word recognition, language comprehension, phonics and phonemic awareness instruction (resources: LETRS, Heggerty, Kilpatrick, PRESS, Sound Walls, Reading Corps, MN state standards), <a href="#">Thinking Maps</a>	Classroom teachers, MTSS teachers, EL teachers	Coaching data cycles; classroom check-ins	Year-long	Data Cycles <a href="#">Thinking Map alignment</a> <a href="#">Kindergarten Reading &amp; Writing Standards</a> <a href="#">1st grade Reading &amp; Writing Standards</a> <a href="#">2nd grade Reading &amp; Writing Standards</a> <a href="#">3rd grade Reading &amp; Writing Standards</a> <a href="#">4th grade Reading &amp; Writing Standards</a> <a href="#">5th grade Reading &amp; Writing Standards</a>
Purposeful and planned co-teaching	EL and classroom teachers and EL	Coaching data cycles; classroom check-ins	Year-long	Common Planning time Common planning template - access for everyone
Family engagement events	All staff		Year long	
Recognition of Student Growth and Achievement: Lexia challenges Fastbridge Growth Charts	All Staff	Banners and charts displayed at entry	Year long	Charts updated routinely; student recognition on news
Freedom readers/American Indian Ed	C and I staff		Year long- 2 times a week or once weekly	Testing? Attendance metrics

**Add more rows if needed-for Artifacts**

**Reflective Questions to Answer: Progress Toward Goal #2:**

- How is this EBP aligned to the Strategic Plan?
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**Evidence Based Practice #3**

Academic Achievement

Student Engagement/Wellness

Collaboration/Partnership

The strategies (components of the EBP) to be implemented:

**In 2023-2024 we will provide weekly embedded professional development and instructional coaching to align math instructional practices with a focus on explicit instruction within our building for each grade level.**

**Implementation of Figuring out Fluency book and focus on Minnesota State standards.**

**Using data to inform instruction**

Addressing this Root Cause:

[Growth Data 22/23-23/24 Reading & Math](#)

This will assist us with meeting this student outcome SMART Goal:

**At the end of the 2024-2025 school year, students in each grade will demonstrate typical or aggressive benchmark growth as measured by the FAST assessment in earlyMath or aMath by the following percentages:**

**earlyMath Growth: The percentage of students making typical to aggressive growth in earlyMath will increase from 67% in 2024 to 75% in 2025**

**aMath Growth: The percentage of students making typical to aggressive growth in aMath will increase from 50% in 2024 to 60% in 2025.**

**earlyMath growth 55% district 67% NPE**

**aMath growth 57% district 50% NPE**

The percentage of students in grades 3-5 scoring proficient or higher in math will increase from 20% to 30% in May 2025 as measured by the MCA test

**Strategy Implementation:**

Action Steps Component # _____	Team Responsible	How will we measure expected adult actions? (Fidelity - Take from Monitoring Plan)	Timeline	Fidelity Results of Adult Actions Data Review (Take from Monitoring Plan)
Power Words explicit and systematic academic vocabulary instruction	EL Teachers	Coaching cycles	Year-long	Starting to use students to pilot big block model at a MTSS/ILT
Implement BARR Small and Big Blocks	MTSS Coordinator, Principal, ILT	Ongoing data analysis through coaching cycles	Year-long	Instructional rounds <a href="#">Big block</a> <a href="#">Small block</a>
Explicit instruction (number talks, manipulatives, frameworks, MN standards, small group instruction, common language/strategies across grade levels, peer observations/modeling, vertical alignment, Math Corps)	ILT /Coaching team	Classroom check-ins, ongoing data analysis through coaching cycles	Year-long	<a href="#">Kindergarten Math Standards</a> <a href="#">1st grade Math Standards</a> <a href="#">2nd grade Math Standards</a> <a href="#">3rd grade Math Standards</a> <a href="#">4th grade Math Standards</a> <a href="#">5th grade Math Standards</a>
Implementing Figuring out Fluency: Addition and Subtraction with Whole Numbers/Multiplication and Division, a classroom companion	staff		Review in September <a href="#">Figuring Out Fluency alignment</a>	
Family engagement events	All staff		Year long	



Visual representation of growth and achievement	Achievement team			
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***Add more rows if needed-for Artifacts***

**Reflective Questions to Answer: Progress Toward Goal #3:**

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