NORTHPORT School Improvement Plan

ROBBINSDALE
Area Schools

Mission Statements
District Mission: The mission of Robbinsdale Area Schools is to inspire and educate all learners to develop their unique potential and positively contribute to their community.
School Mission: **We empower each other to create a culture of learning through high expectations and positive relationships to achieve our unique potential.**

School Information	
School Name	Northport Elementary
School Year	2025-2026
Principal Name	Bridget Dooley
Instructional Leadership Team members and roles (SIP Planning Team)	Christine Glimsdale, Stacy Johnson, Jill Russell, Mike Cunningham, Jamie Groth, Bridget Dooley, Bobby Hankey, Kara Lecy, Jennifer Miller, Emily Snyder, Lori Smith, Alicia Waters, Kristin Hiykel, Lexi Johnson, Chantell Belling, Ashley Sinnen, Jasmine Dee

Comprehensive Needs Assessment Summary	
Data Sources Reviewed	FastBridge Math & ReadingK-5, Bridge 2 Read K-3, MCA Reading, Math Trends 3-5, Attendance K-5, MySAEBRS, Mystery Science Lesson Usage, Incident Data (types), BARR-Big Block and Small Block, WIDA K-5 Listening, Writing, Speaking, Reading, Comp
Key Findings	* Continue to see growth in our literacy blending of sounds and decoding and will continue to build on this as the foundational level is showing success in the beginning stages and

	with more consistency and fidelity over time it will bring to another level; Our academic language needs to increase and through building wide strategies and whole group explicit coteaching of academic language in content area and allow for more fluency and comprehension through phases of knowledge base. Math scores show some indication that students are understanding numeracy and place value. Where students continue to show confusion- digit vs value; and academic language with student voice.
Identified Strengths	• Literacy- Bridge 2 Read implementation K-3 happening and students growth in letter sounds, letter id, and decoding • Math - increasing math fluency through math talks and explaining their solutions • Science - mystery science lessons in upper grades being taught at an increased level • School Climate- Increase with students coming to school on time • Achievement Gap -
Identified Areas for Improvement	• Literacy - increasing phonemic awareness and phonics • Math- articulating math thinking and application • Science- academic language with organing, graphing, sorting and interpreting • School Climate- attending school 90% of time • Achievement Gap

Priority Goals

Comprehensive Achievement and Civic Readiness (CACR) *Formerly World's Best Workforce*

MN Dept of Ed	Robbinsdale Area Schools
• All children are ready for school.	• All students enrolled on the first day of kindergarten have completed screening before the 31st day of kindergarten.
• All racial and economic achievement gaps between students are closed.	• Rdale is working toward a goal of closing the achievement gap by increasing the percentage of students of color scoring proficient on MN standards based accountability assessment.

• All students are ready for career and college.	• The number of CTE and college credit bearing courses students are enrolled in will increase by 10 percentage points from 2023-2025.
• All students graduate from high school.	• Rdale is working toward a goal of all district students graduating. The percentage of Rdale seniors who graduate in four years will increase from 80.2% in 2020 to 90% in 2030.
• Prepare students to be lifelong learners.	• Rdale will ensure that all students develop the knowledge, skills, and mindset needed to adapt, grow, and thrive in an ever changing world.

Read Act Goal: Every child can read at or above grade level every year.

Reading to Ensure Academic Development (READ) Act;

Robbinsdale Area Schools MCA Goals-

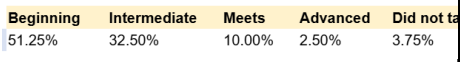
Reading: Five percent growth 31.5% to 36.5%
Mathematics: Five percent growth 24.8% to 29.8%
Science: Five percent growth 10% to 15% *****

Strategic Priorities:

- THEME A: Academic Achievement
  - Enhance cultural relevance of curriculum for students
  - Enhance an equitable learning system from early childhood to adults
  - Deepen preparation for life, college, and career
- THEME B: Student Engagement and Wellness
  - Improve student-staff connection
- THEME C: Collaboration and Partnership
  - Strengthen mutual communication and responsiveness with all stakeholders
  - Expand equitable inclusion and influence of student, family, staff, and community voice
- THEME D: Staff Investment and Impact
  - Cultivate the district culture to be inclusive, supportive, and welcoming
  - Increase consistency and accountability for common district practices

Goal Area	Goal Statement	Strategic Priority Alignment	CACR Alignment

Literacy	Northport Elementary will focus on explicit instruction in foundational skills. Our strategy will be to implement specific direct instruction around phonemic awareness, phonics, and morphology. We will monitor this strategy by providing fidelity checks, following coaching cycles, and providing direct and timely feedback. Our evidence of success will be increasing student proficiency levels by 5% from fall to spring, as measured by earlyReading composite and CBM FastBridge assessments.	A1	Aligning with The Read Act: Every child can read at grade level. Working towards the goal of closing the achievement gap.
Math	Northport Elementary will focus on explicit instruction (supporting productive struggle) on foundational math skills by doing number talks/math talks. We will monitor this strategy by reviewing and discussing pre-planned math-talks during coaching sessions and conducting	A1	Working towards the goal of closing the achievement gap.

	classroom walk-throughs. Our evidence of success will be increasing student proficiency levels by 5% as measured by earlyMath composite and aMath FastBridge assessments.		
Science	Northport Elementary will focus on formulating questions / defining problems by using direct instruction of academic vocabulary (*Power Words*). We will monitor this strategy by using CFAs. Our evidence of success will be increasing student proficiency levels. By the end of the year, students will show mastery of 5 out of 6 power words as measured by classroom CFA.	A1, A3	Working towards the goal of closing the achievement gap.  Beginning 51.25% | Intermediate 32.50% | Meets 10.00% | Advanced 2.50% | Did not ta 3.75%
School Climate	Northport Elementary will focus on improved attendance by decreasing the number of students missing 10 days or more by 6%. We will monitor this strategy by reviewing attendance records and implementing positive	B	Working towards the goal of closing the achievement gap.

	reinforcements and incentives (both school-wide and individual). Our evidence of success will be a reduction in the number of chronically absent students.		

Action Plan Details – Goal: Literacy	
Evidence-Based Practice #1	Explicit instruction in foundational skills
Strategy	Direct instruction around articulation and decoding (B2R) Consistent and daily use of a dictation routine (B2R) Consistent and daily explicit instruction and practice of phonemic awareness (B2R)
Progress Monitoring Plan	Bridge2Read Coaching and Feedback Form FAST- earlyReading Composite and CBMReading
Evidence of success	Teachers observed providing direct, explicit instruction on foundational skills. Improved scores from fall to winter and winter to spring
Resources Needed	Bridge2Read Curriculum
Professional Development Needs	Continued PD on the Science of Reading
Timeline	Monthly coaching on B2R K-3; start of Functional Phonics and Morphology Learning and Learning Walks
Person/Team Responsible	ILT
Action steps	Determine timeline for fidelity checks
	Coaching and support on foundational skill instruction

Evidence-Based Practice #2	Explicit vocabulary instruction focusing on pronunciation and meaning
Strategy	Morphemic Analysis Routine and Frayer Model
Progress Monitoring Plan	Fidelity checks FAST- aReading and CBMReading
Evidence of success	Teachers observed providing direct, explicit instruction on the pronunciation and meaning of vocabulary. Improved scores from fall to winter and winter to spring
Resources Needed	Morphology Curriculum, Wit and Wisdom
Professional Development Needs	PD around the district morphology and Wit and Wisdom curriculum
Timeline	Monthly classroom visits/PLC support.
Person/Team Responsible	ILT
Action steps	Determine timeline for fidelity checks
	Coaching support on morphology instruction and implementation of the district curriculum

How are you using these strategies to meet the unique needs of American Indian Students? Or what new strategy are you using to meet their needs?	Use traditional stories to teach phonics and word structure. For example: ● Break down words from tribal stories to explore syllables, affixes, and root words. ● Use traditional songs or chants with rhythmic and repetitive phonemic patterns for phonemic awareness.

Action Plan Details – Goal: Math	
Evidence-Based Practice #1	Facilitate Meaningful Mathematical Discourse
Strategy	Math Talk/Number Talk
Progress Monitoring Plan	1x/trimester classroom visits and coaching debrief
Evidence of success	Our evidence of success will be increasing student proficiency levels by 5% as measured by earlyMath composite and aMath FastBridge assessments.
Resources Needed	Number Talks book,
Professional Development Needs	Coaching sessions with time to create slides
Timeline	September 2025-June 2026
Person/Team Responsible	ILT
Evidence-Based Practice #2	Establish mathematics goals to focus learning
Strategy	Explicit learning targets
Progress Monitoring Plan	1x/month classroom visits and coaching debrief
Evidence of success	Our evidence of success will be increasing student proficiency levels by 5% as measured by earlyMath composite and aMath FastBridge assessments.
Resources Needed	State Standards, Reveal,
Professional Development Needs	Coaching sessions with time to create slides, add learning targets if needed
Timeline	September 2025-June 2026
Person/Team Responsible	ILT
How are you using these strategies to meet the unique needs of American Indian Students? Or what new strategy are you using to meet their needs?	Foster a sense of belonging through open communication and listening/welcoming new ideas. Giving wait time to allow all students to come up with multiple strategies to solve the problem.

Action Plan Details – Goal: Science	
Evidence-Based Practice #1	Analyzing and Interpreting Data

Strategy	Students should organize and interpret data through tabulating, graphing, or statistical analysis. Such analysis can bring out the meaning of data - and their relevance - so that they may be used as evidence.
Progress Monitoring Plan	1x per month/PLC check-ins
Evidence of success	CFAs, completion of the Mystery Science Units, Science MCA, exit tickets
Resources Needed	Mystery Science
Professional Development Needs	Voluntary Mystery Science Professional Development, 3 Dimensions of Science
Timeline	September 2025 - June 2026
Person/Team Responsible	ILT/K-5 Teachers
Evidence-Based Practice #2	Obtaining, evaluating and communicating information
Strategy	Evaluating the validity and reliability of the claims and methods. Communicating information, evidence, and ideas in multiple ways: using tables, diagrams, graphs, models, interactive displays, and equations as well as orally, in writing, and through extended discussions.
Progress Monitoring Plan	1x per month/PLC check-ins
Evidence of success	CFAs, completion of the Mystery Science Units, Science MCA, exit tickets
Resources Needed	Mystery Science
Professional Development Needs	Voluntary Mystery Science Professional Development, 3 Dimensions of Science
Timeline	September 2025 - June 2026
Person/Team Responsible	ILT/K-5 Teachers
How are you using these strategies to meet the unique needs of American Indian Students? Or what new strategy are you using to meet their needs?	Expansion to include culturally embedded ways of representation, such as medicine wheels, kinship charts, and land maps grounded in Indigenous worldview- culturally fair.

Action Plan Details – Goal: School Climate	
Evidence-Based Practice #1	Attendance
Strategy	Tiered Systems of Support

Progress Monitoring Plan	3x per month/ Committee Check-ins
Evidence of success	6% reduction in chronically absent students from the percentage at the end of last year
Resources Needed	Attendance Team, Education and Resources to Provide to Families to aid in Maintaining Attendance Expectations
Professional Development Needs	PD provided by Be@School
Timeline	September 2025 - June 2026
Person/Team Responsible	ILT, Attendance Committee
Evidence-Based Practice #2	Belonging - Building Intentional Relationships
Strategy	BARR/ U-Time
Progress Monitoring Plan	3x per year BARR Coach will monitor the U-Time
Evidence of success	Elementary U-Time Rubric
Resources Needed	BARR U-Time Module 1
Professional Development Needs	Workshop Week Training Day, Coaching 3x per year w/ BARR Coach, and BARR Coordinator reviewing expectations
Timeline	September 2025 - June 2026
Person/Team Responsible	ILT
How are you using these strategies to meet the unique needs of American Indian Students? Or what new strategy are you using to meet their needs?	Foster a sense of belonging through open communication and listening/welcoming new ideas. Leaving space for students to embrace unique aspects of their culture and identity.

Family Engagement Plan (Describe how families engage in school improvement efforts and student achievement. Include timeline/calendar)
Link your Family Engagement Plan here. (Sample Template)
Specific Engagement Plan for *American Indian Families & Communities - ILP (Individual Learning Plans that highlight the students assets and that are co created by the parent and teacher. This approach supports meaningful, culturally responsive partnerships through inclusive practices such as community gatherings, storytelling events, intergenerational learning*

opportunities, and ceremonial or seasonal activities that reflect tribal values. Communication with families occurs through both traditional and contemporary means, emphasizing relational accountability and shared responsibility for student success