

Purpose

The purpose of the school improvement planning process is to establish a clear set of shared goals, aligned with the district's strategic plan, that inspire action and align efforts for student growth and achievement.

School Improvement Planning Team

2021-22 Key Reflections

Key Reflections	Supporting Data & Representative Student Stories
<p>The Literacy Work Team developed these goals to measure the acquisition of foundational skills students need to be a proficient reader. The data showed that goals were met in one grade level. There are gaps evident in student learning that need to be addressed. As we move into the 2022-23 school year, our teacher teams have reviewed data and are using it as a baseline for 2022-23 instructional goals. This data was helpful to our ongoing work after two years of disrupted learning. LETRS training, with over 40 teachers participating, is helping to strengthen teachers' knowledge of how the brain learns to read. Summer work completed by the Literacy Work Team will drive the continued instructional improvements for this coming year.</p>	<p>Reading Goal: For the area of reading, 80% of students will meet district standards for the following skills as measured by district selected common assessments.</p> <p>K -- Phonemic Awareness and Letter Sounds - Goal met. 93% met benchmark. Gr. 1 -- Decoding Consonant Vowel Consonant (CVC) words 1st semester and CVCC words 2nd semester - Goal not met. 48% met spring benchmark. Gr. 2 -- Decoding CVCe words 1st semester and vowel teams 2nd semester - Goal not met. 46% met spring benchmark. Gr. 3-5 -- Grade level reading fluency - Goal not met. Grade 3: 60% met benchmark, Grade 4: 65% met benchmark, Grade 5: 68% met benchmark</p>
<p>This was a new goal for this past year. Fluency is an important skill as it supports students' ability to solve more complex math problems efficiently. Our results were mixed and indicated that we have more work to do in this area. Having the goal of improving fluency and having the time and strategies for effective instruction were key learnings from 2021-22. The Math Work Team has invested time to both review current research on and effective strategies for learning math facts and has developed a schedule with allocated time and specific instructional strategies to include in the math block to address this for the upcoming year.</p>	<p>Math Goal: For the area of math, 80% of Northfield elementary students will attain 90% accuracy on District developed quarterly common assessments of timed math fact fluency. Goal met in Kindergarten (92%) and grade 5 (83%). In other grades, the percent of students meeting benchmarks ranged from 41% to 72%.</p>
<p>We are aware that students who are safe, empowered and have a sense of belonging will perform better academically. This goal was set to be the safety net for our students coming out of the pandemic, and we will continue working in this direction to support our learners. We have not met this goal yet. We also recognize the need to include student voice related social emotional competency and measurement.</p>	<p>Social/Emotional Learning Goal: The elementary schools will reduce the percentage of students scoring "at risk" from fall 2021 to spring 2022 by 2% using the SAEBRS composite score. Goal not met. At risk student percentage increased 2% to 15% of K-5 students from fall to spring.</p>

Family conferences, Zoom conferences and postcards sent to every student helped engage families during a unique learning year. Talking Points was introduced and used by school staff to connect in multiple languages. These goals were met for connections with families.	Family Engagement Goal: Elementary staff will provide positive contacts to students and their families. This year, 100% of students received two positive phone calls, emails, or notes from staff members prior to the end of the 4th quarter. In the fall, 90% of families were able to attend family conferences in-person or via Zoom.
The principals were able to hold rounding conversations and all staff members were able to participate. Spotlight reports were created to share summaries of rounding feedback and strategies for improvement. This year, the goal is to have more time in classrooms to provide feedback as the COVID management duties decrease.	Employee Engagement Goal: Rounding conversations were conducted with 100% of our licensed staff by the end of the 3rd quarter. Feedback was provided quarterly at the minimum following classroom walk-throughs for licensed staff.
Staff were pleased to have volunteers regularly in the building working with students in key academic areas. The colleges and community provided an important support service this past year. The Community School programs at each site will be a true partnership with the community going forward.	We will reinvest into 100% of our community partnerships that we worked with in 2019-2020 when volunteers were allowed in the schools. These partnerships include community members, Accelerate Northfield, St. Olaf College and Carleton College.
Staff members have continued to diversify classroom libraries and the Collaborative Classroom curriculum provides culturally appropriate materials. Equity work was part of the PLC morning Professional Development through the year.	Anti-Racism Goal: A list of culturally appropriate resources will be provided to grade level teachers to use with students during Social Emotional Learning time to ensure every child feels represented. Staff and students will address 100% of racist behaviors/comments within one school day, and we will work together to stand up and support others.

2022-23 School Improvement Plan Goals, Strategies, and Evaluation

The following goals are written with the intent to measure progress quarterly during the 2022-23 school year. All goals are written to equitably serve every student. Buildings are required to have a goal(s) for the People, Learner Outcomes, and Equity strategic commitments every year. Buildings are not required to have goals in Communication, Stewardship, and Partnerships every year.

People	
SMART Goal(s)	Quarterly Progress
Employee Engagement Goal At each school, the score for the question “My principal/supervisor consults me on the decisions that affect my job” will increase by 0.2 from spring 2022 to spring 2023.	<ul style="list-style-type: none"> ● Q1: ● Q2: ● Q3: ● Q4:

Learner Outcomes	
SMART Goal(s)	Quarterly Progress
Reading: For 2022-23, 80% of students will meet grade level benchmarks for fluency by Spring of 2023.	<ul style="list-style-type: none"> • Q1: • Q2: • Q3: • Q4:
Math: For 2022-23, 80% of students will meet grade level benchmarks for fluency by Spring of 2023.	<ul style="list-style-type: none"> • Q1: • Q2: • Q3: • Q4:

SEL: 100% of eligible students will participate in the new SSIS CoLab SEL screener in the fall and spring. All MTSS School Leadership Teams will have an identified process for responding to screener data.	<ul style="list-style-type: none"> • Q1: • Q2: • Q3: • Q4:
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Equity	
SMART Goal(s)	Quarterly Progress
Anti-Racism Goal: <ul style="list-style-type: none"> • 100% of staff will complete a self-reflection tool about equity practices in their specific area. • A list of culturally appropriate resources will be provided to grade level teachers to use with students during Social Emotional Learning time to ensure every child feels represented. • Staff and students will address 100% of racist behaviors/comments within one school day, and we will work together to stand up and support others. 	<ul style="list-style-type: none"> • Q1: • Q2: • Q3: • Q4:

Communication	
SMART Goal(s)	Quarterly Progress
Family Engagement Goal: The score for the statement “I regularly receive feedback from school staff on how well my child is learning” will increase by 0.2 points in spring of 2023..	<ul style="list-style-type: none"> • Q1: • Q2: • Q3: • Q4:

Partnerships	
SMART Goal(s)	Quarterly Progress
All three schools will be Community School sites with programming being introduced at Spring Creek and Bridgewater this year. Participation goals are listed for the three schools: <ul style="list-style-type: none">75% of students attend at least one Community School event25% of students meet the MDE target of 50+ hours in the school year	<ul style="list-style-type: none">Q1:Q2:Q3:Q4:

Summary

The school year ended on a successful note with more traditional school activities taking place. During the school year, staffing and attendance issues due to COVID presented ongoing challenges to instruction. Staff and students demonstrated great resiliency. We do recognize that staff and students’ social and emotional health was negatively impacted, however. This will continue to be an important issue for all schools and our Student Support Teams will continue to play an important role in supporting students. Supporting staff will be imperative to help students reach their full potential. Spring and summer Work Teams provided excellent and timely leadership to drive improvements in the areas of reading, math, professional learning communities and communication with families. We are excited for an opportunity to have a positive impact on students academically and with their social/emotional skills in the new school year.