

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.

2022-23 Key Reflections, Student Stories, and Highlights

- Credit Attainment
 - Our staff is committed to the work of creating high quality core instruction and responsive systems of support to ensure all students are learning at high levels.
 - In 2022-23, the percentage of FRP students on track for graduation increased from 73% to 75%.
 - In 2022-23, the percentage of non-FRP students on track for graduation increased from 87% to 93%.
 - The high school team will be using high impact teaching strategies (HITS) in support of PLC goals.
 - There is often a correlation between school attendance and academic success in the NHS data.
 - Overall 92% attendance rate in 2022-23. We are seeking to reduce the number of students meeting the chronically absent criteria from 26% to 20%
 - Our Credit recovery system during the school year and in the summer provided excellent opportunities for students to make up credits. During the 2022-23 school year 87 students recovered 69 high school credits. In Summer School '23, 141 students earned 128 high school credits.

- Creating a safe and positive learning environment- ODRs (Office Discipline Referrals)
 - When considering the Multi-Tiered System of Support (MTSS) 80-15-5 model as a baseline for evaluating student behavior incidents through office discipline referrals, NHS data is 88-10-2 comparably. The goal is at least 80% of students with 0-1 referrals, no more than 15% with 2-5 referrals and up to 5% with 6 or more referrals. This is a celebration because it highlights that we have excellent systems, staff and students working hard to create a safe and positive place to work and learn.
 - When we view student groups, FRP, EL, special education, these three show a disproportionate number of office discipline referrals. It will be our goal to develop more behavior interventions in classrooms and all settings to meet the wellness needs of all students.
 - With the most frequently occurring behavior referrals being insubordination, disruptive and disrespectful behavior, the NHS staff will continue to develop strategies to build positive relationships, and continue to utilize restorative practices to help students build relationships, problem solve and develop other pro-social behavior skills such as empathy, respect and self-reflection.

- SEL
 - Looking at all demographics, teacher's caring and a student having an adult you trust improved from fall to spring; but liking a class or activity went down.
 - In the EL student group, most teacher's care went from 60% (very true) in the fall, but went to 51% in the spring. Having a trusted adult, having a class they look forward to, and having an activity or club - all stayed about the same.
 - In the FRP student group, having at least one class I look forward to dropped from 79% to 74% compared to NHS overall which dropped from 79% to 77%.
 - At least one adult I look forward to seeing went from 57% to 66% - nearly 10% increase. Nearly 80% looked forward to at least one class - this stayed about the same from fall to spring.
 - From fall to spring, we went from 61% to 64% that most teachers care about me.

- Attendance
 - Our current focus needs to be at the tier 1. Currently, 26% of our students are “chronically absent” ‘
 - 92% of our students attend Northfield HS on a daily basis.
 - Next Steps:
 - Proactively engage students, by providing recognition for positive attendance.
 - Response to chronic and unexcused absences needs to be improved with increased communication and plans for improvement with students and parents.

2023-24 School Improvement Plan Goals and Progress Monitoring

All goals are written to equitably serve every student. Buildings are required to have a goal(s) for the People (Using employee or parent experience survey results), Learner Outcomes, and Equity strategic commitments every year. Building goals in Communication, Stewardship, and Partnerships are optional each year. Buildings will include actions steps intended to achieve the SMART goal and a plan for monitoring progress over the course of the school year.

SMART Goals		
SMART Goals and Action Steps	Strategic Commitment Alignment	Building SMART Goal Progress Monitoring Plan
<p>SMART Goal: In alignment with the district Achievement and Integration Plan: The percentage of 9th through 12th grade FRP students who are credit deficient and not on track for graduation within 4 years will decline from 27% in 2022, to 13% or less in 2025. (2023 Data: 25% of FRP and 7% of NFRP students are credit deficient)</p> <p>Action Steps:</p> <ul style="list-style-type: none"> ● Weekly PLCs focused on student learning and core instruction ● Differentiated professional development plan utilizing the High Impact Teaching Strategies (HITS) ● Exploration of instructional delivery strategies that will meet the needs of all learners ● Utilizing FLEX to get the academic help they need <ul style="list-style-type: none"> ○ Reteach ○ Retest/Test Corrections ○ Lab completion ○ Self selected study time ● Tier 1 study hall support and credit monitoring ● Timely feedback and grade sharing from teachers <ul style="list-style-type: none"> ○ Norming Skyward and Schoology use in communicating with families 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learner Outcomes <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> People <input type="checkbox"/> Communications <input type="checkbox"/> Stewardship <input type="checkbox"/> Partnerships 	<p>Progress Monitoring: Mid-Quarter Quarter</p> <p>Summative: Semester 1 and Semester 2</p>
<p>SMART Goal: Office discipline referrals will have no more than 5% discrepancy from the demographic representation of each student group enrolled at Northfield High School. Data will be disaggregated by race and specialized programming.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> ● Intentionally build the community we desire each 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learner Outcomes <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> People <input type="checkbox"/> Communications <input type="checkbox"/> Stewardship <input type="checkbox"/> Partnerships 	<p>Progress Monitoring: Quarterly Referrals / Representation</p> <p>Summative: Semester 1 Referrals / Representation</p>

<p>day in our classroom and school.</p> <ul style="list-style-type: none"> ● Utilize Restorative Practices to promote positive relationships, resolve conflict and develop social emotional skills. ● Provide social-emotional and leadership (Raiders L.E.A.D) skill development in CCR and classrooms by teaching self-awareness, empathy, communication skills, decision making, relationship building and conflict resolution 		Semester 2 Referrals / Representation
<p>SMART Goal: This year, 100% of parents/guardians will receive at least 4 individualized feedback messages from teachers and staff. (email, talking points, schoology, etc...) prior to the end of the 4th quarter.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> ● “My Classroom Snapshot” to parents four times per year ● Ensure the parents of every student at NHS receives at least 4 positive messages throughout the year. ● Classroom instructors will send emails and be in communication with parents and counselors when students have a D or F in class and/or when there are concerns about mental health, tardies, and unexcused absences. ● Parents as Partners Meetings at least quarterly to check in on progress and develop actionable solutions. ● Re-norm the purpose of Schoology and Skyward as communication tools to increase engagement and partnership. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learner Outcomes <input type="checkbox"/> Equity <input checked="" type="checkbox"/> People <input checked="" type="checkbox"/> Communications <input type="checkbox"/> Stewardship <input type="checkbox"/> Partnerships 	<p>Progress Monitoring:</p> <p>Attendance at Family Engagement Days</p> <p>Attendance at the quarterly Parents as Partners meetings.</p> <p>Summative:</p> <p>Positive Communication Tracker</p> <p>Parent Feedback Survey</p> <p>Parents as Partners Meeting attendance and feedback</p>

Summary

Equity in Action:

Courageous Conversations Training/Protocols for all staff.

Systems reflection using the 6 equity focused questions.

Use of the 5 principles of culturally aware classrooms.

Restorative Practice for conflict resolution, and re-entry meetings.

Utilizing alternatives to suspension strategies as appropriate.

Co-teaching model in science 9 and chemistry for EL students.

Norming what's in a grade with NHS faculty.

On Course and ADSIS courses.

Parent Engagement events including Parents as Partners.

Principals' Advisory Council (Student Engagement Team).

Online access to all courses/coursework through Schoology.

Raiders L.E.A.D; Student leadership development and participation representative of student population.

Introduction of and use of literature, literary exemplars with authorship reflective of our student population.