

Purpose

The purpose of the school improvement plan is to share success stories, identify focus areas for the upcoming school year, align efforts, and inspire action toward achieving our strategic plan and vision to prepare every student for lifelong success!

School Improvement Plan Highlights and Goals

Highlights		
Highlight No. 1	80/90/100 Framework Alignment	Narrative
Middle school students have consistently met the district target of 80% demonstrating competent or advanced resilience skills in both stress management and social skills on the Social Skills Improvement System (SSIS).	We are proud to report that, in spring 2026, 89% of middle school students demonstrated competent or advanced social skills, and 87% demonstrated competent or advanced stress-management skills.	These results are terrific news for our students and affirm that our efforts to prioritize meaningful connections are making a difference. Students receiving free or reduced-price meals also scored above 80% in both categories, indicating that this work is positively affecting students across demographic groups.
Highlight No. 2	80/90/100 Framework Alignment	Narrative
Middle school teachers created and implemented SELBH lessons twice a month during the second semester.	• Our MS SELBH PLC developed a district-wide framework and proactively moved that work forward by creating and implementing lessons for all middle school students. • The PLC team also helped middle school staff understand the importance of SELBH work and kept the district vision at the forefront. • Through this PLC's work, classroom teachers implemented brief, 10-minute lessons twice a month.	This PLC did incredible work—not only creating the lessons, but also modeling them for staff to demonstrate that implementation would require minimal additional preparation, which had been a concern for several staff members. Their work has also served as a precursor to a broader conversation about the possibility of implementing a homeroom/advisory program at the middle school. The lessons generated significant interest and positive feedback, and that momentum has led to a group of 14 staff members visiting a middle school with a well-established advisory program on October 28.

Highlight No. 3	80/90/100 Framework Alignment	
733 families have read our September 6 weekly message and our Family Engagement Event before school continues to draw many families to the MS to learn about what to expect, meet teachers, practice opening lockers, taking photos and walking the building.	● Middle school families continue to tell us that our Sunday messages are a vital part of keeping their families informed. ● 65% of our families access the Sunday message on a cell phone. ● The Family Engagement Event format we shifted to a few years ago continues to draw more and more families with many of them commenting on how much they appreciate how we have it structured.	Providing a consistent, accessible communication tool for all families has remained a priority for several years. We have used family feedback to make our messages even more user-friendly. By using Smore consistently across all buildings, families know what to expect and how to access important information throughout their students' journeys in Northfield Public Schools.
Goals		
Goal No. 1	80/90/100 Framework Alignment	Action Steps
The middle school will ensure that all students understand not only what the acronym PRIDE stands for, but also what PRIDE looks like in multiple settings.	● By making NMS PRIDE a focus for the 2026–27 school year, we will directly support both the 90% SELBH goal and the goal of ensuring that 100% of students feel safe. ● Students who enjoy school and feel connected are more likely to feel safe.	● We will teach the PRIDE Basics (Classroom, Hallway, Technology, Bathroom, Cafeteria) to all students and develop ways to acknowledge the great ways students are demonstrating PRIDE throughout the entire year. ● In addition, the administration will send families a monthly message highlighting examples of students demonstrating PRIDE and encouraging families to use this common language outside of school.
Goal No. 2	80/90/100 Framework Alignment	Action Steps
Middle school staff will explore the possibility of implementing a homeroom or advisory program for the 2027–28 school year.	● Implementing a homeroom/advisory program would provide another meaningful way for staff to connect with students. This work directly supports both the 90% SELBH goal and the goal of ensuring that 100% of students feel safe. ● A homeroom/advisory program would provide a dedicated setting in which to teach and discuss topics such as PRIDE and executive-functioning skills.	● A representative group of NMS staff will visit a local middle school with a well-established advisory program(the only AMLE School of Distinction in MN). The group will report its findings to the full staff, begin a discussion about how such a program could benefit middle school students, and identify potential barriers. ● We will continue this discussion throughout the year and develop a possible framework for implementing our own program, with the goal

		of holding a middle school staff vote by May 1, 2027, in accordance with the NEA contract.
Goal No. 3	80/90/100 Framework Alignment	Action Steps
We will build a culture of continuous improvement centered on the Northfield TD&E rubric and process.	• This goal will strengthen classroom instruction and foster a culture of continuous improvement grounded in partnership between classroom teachers and the administration. • We believe that improving classroom instruction will help students experience greater success and, in turn, feel more confident in themselves. • This goal directly supports the 80% student-proficiency target while also advancing the 90% and 100% goals.	• The administration will prioritize the TD&E process by spending a minimum of six hours each week visiting classrooms, holding next-step conversations, and providing specific feedback to classroom teachers. • The administration will provide professional development during workshop week to establish a foundation for this process. • The administration will continue providing professional development once each quarter during the 2026–27 school year.

Summary

Over the past year, our middle school prioritized students' social-emotional and behavioral health. By implementing focused, twice-monthly lessons during the second semester, we saw a direct, positive impact on our spring SSIS data. This work provides a strong foundation, and I expect these results to continue trending upward as we focus on this year's goals.

At the same time, we have spent the past several years adopting and implementing new curricula in English, math, and, most recently, social studies. Although this is a crucial step toward improving instruction and student outcomes, a transition of this magnitude is demanding, and some staff members, students, and families understandably had concerns. Despite these challenges, our students continued to make commendable progress both academically and in their social-emotional development.

Looking ahead to the 2026–27 school year, I am excited about the progress we are poised to make. Through our PBIS program, the potential implementation of a homeroom/advisory structure, and our commitment to the new Teacher Development and Evaluation (TD&E) process, we are laying the groundwork for students to achieve even greater academic growth while continuing to thrive behaviorally and emotionally.