



PRIORITIES: Improving Conditions for Learning

North Middle - 2024/2025

By June 2027, North Middle will achieve **high growth** with 48% of our STARs achieving high growth, no less than 22% with low growth, and the annual rate of our multilingual students making progress will be at/above 70%.

By June 2025, 42% of our North STARs will achieve **high growth** (ELA and math) and the annual rate of our multilingual students making progress will be at/above 50%.

Leading Priority (1A): Targeted, Rigorous Learning Opportunities

Cultivate a schoolwide framework of core/common instructional practices that consistently deliver targeted, rigorous learning opportunities for each/all of our students

Load-Bearing Priorities: “Conditions”	(2A) Enhance Behavior/Safety Improve the interdependent elements of behavior and safety (mental and physical) through the continual refinement of aligned expectations/practices (Tier I) and responsive systems/processes (Tier II).	(2B) Improve Readiness for Learning Improve student readiness for learning (preparedness) and resilience within/across learning.	(2C) Prioritize Professional Collaboration Utilize regular professional collaboration as a foundational element to improve teaching/learning and the culture/environment of our school.
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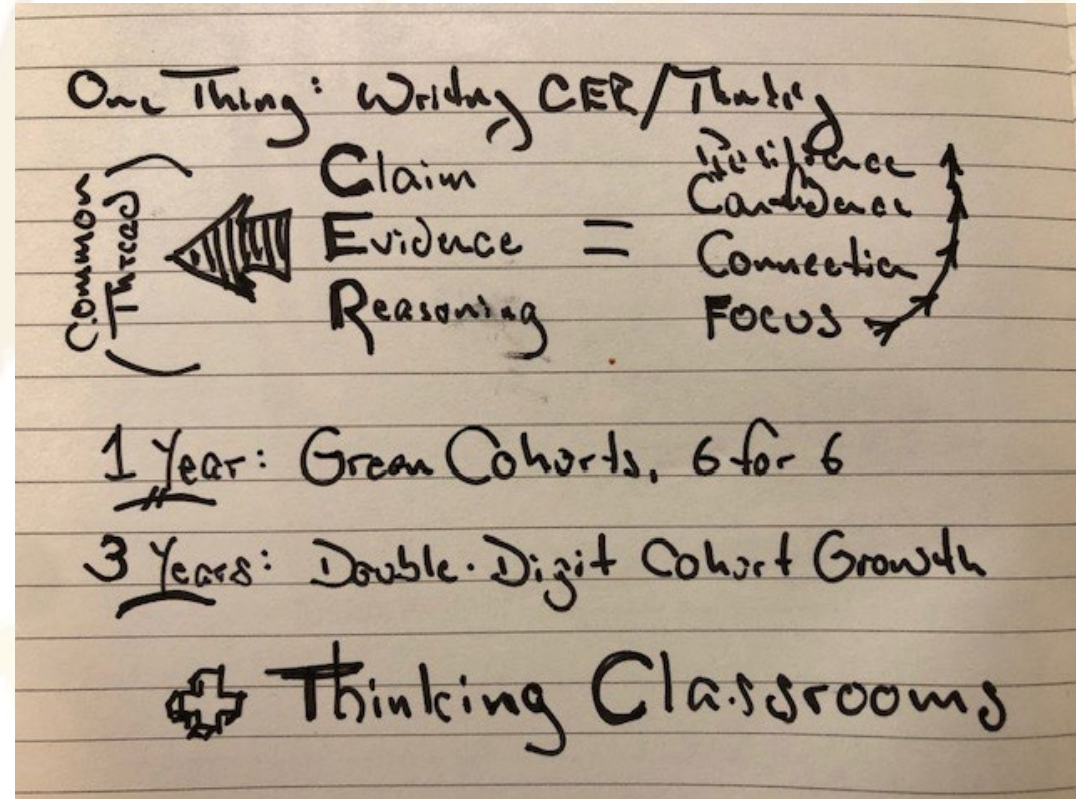
Leading Goal: 1A

Targeted, Rigorous Learning Opportunities: Cultivate a schoolwide framework of core/common instructional practices that consistently deliver targeted, rigorous learning opportunities for each/all of our students (*what makes North, North*)

1A Enhance Behavior & Safety

1A-1: Utilize CER framework across all content areas/classrooms as a common way to develop and monitor the growth of our students as they analyze, form, and communicate (verbally & written) their views (also 2A-3).

- # of common cycles w/ aligned rubrics by content area
- Numeric growth of students, by cycle
- # of related/CER-specific professional development opportunities



1A Enhance Behavior & Safety

1A-2: Enhance our North MTSS teams, structures, and processes to identify student needs (academic and social/emotional) and provide targeted supports.

- # of referrals to MTSS
- # of monitored plans (students active within Tiers II/III)

1A-3: Enhance schoolwide use of language scaffolds to ensure that all students can linguistically access taught content.

- Observed frequency of language scaffolds
- # of related/scaffold-specific professional development opportunities

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Leading Goal: 2A

Enhance Behavior & Safety: Improve the interdependent elements of behavior and safety (mental and physical) through the continual refinement of aligned expectations/practices (Tier I), responsive systems/processes (Tier II), and communication.

2A Enhance Behavior & Safety

2A-1: Develop a consistent framework of common classroom expectations

- Interim student/family response rates to relate, Panorama-like questions
- # of classroom exclusions by month

(sample) Partner w/ Equal Opportunity Schools as year one, middle pilot, to enhance our understanding of our students and improve advanced coursework participation rates (middle school to/through 9th grade).

2A-2: Refine behavioral management systems and practices

- Interim student/family response rates to related, Panorama-like questions
- # of school exclusions (suspensions and removals) by month

(sample) Partner w/ Equal Opportunity Schools as year one, middle pilot, to enhance our understanding of our students and improve advanced coursework participation rates (middle school to/through 9th grade).

2A Enhance Behavior & Safety

2A-3: Improve schoolwide practices for formally recognizing positive behaviors

- # of monthly celebrations for behavior, effort, and attendance.

(*sample*) Partner w/ Equal Opportunity Schools as year one, middle pilot, to enhance our understanding of our students and improve advanced coursework participation rates (middle school to/through 9th grade).



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Leading Goal: 2B

Improve Readiness for Learning: Improve student readiness for learning (preparedness) and resilience within/across learning.

2B: Improve Readiness for Learning

2B-1: Improve sense of access and belonging within and across our school, including students, staff, and community.

- % of students with active Student Insight data/profiles
- Participation and achievement rates in advanced classes (target grade, through 9th grade)

(sample) Partner w/ Equal Opportunity Schools as year one, middle pilot, to enhance our understanding of our students and improve advanced coursework participation rates (middle school to/through 9th grade).

2B-2: Develop consistent practices for teaching, modeling, and utilizing planners in each/every classroom.

- % of students found to be regularly utilizing their planner during biweekly checks.

(sample) Collaborative development session to share/consider practices to teaching and reinforcing how students should utilize their planners, on a daily basis, to aid executive functioning.



2B: Improve Readiness for Learning

2B-3: Develop/teach/reteach a North-specific set of readiness skills for STAR.

- Collaborative development of defined readiness skills
- Frequency of readiness lessons taught/delivered
- Interim student response rates to relate, Panorama-like questions

(sample) In connection with RULER/Second Step, refine our cadence for STAR lessons, focusing on a subset that are most beneficial and aligned with student needs.

PRIORITIES: Improving Conditions for Learning

Leading Goal: 2C

Prioritize Professional Collaboration: Utilize regular professional collaboration as a foundational element to improve teaching/learning and the culture/environment of our school.

2C: Prioritize Professional Collaboration

2C-1: Plan and implement instructional cycles with defined, common assessments, data analysis, and responsive measures.

- Frequency of collaborative, content-specific planning meetings
- # of common instructional cycles including use of common summative indicators

(*sample*) Collectively revisit planning cadence to ensure content planning supersedes cooperation with collaboration.

2C: Prioritize Professional Collaboration

2C-2: Utilize CER framework across all content areas/classrooms as a common way to develop and monitor the growth of our students as they analyze, form, and communicate (verbally & written) their views. (also 1A-1)

- # of common cycles w/ aligned rubrics by content area
- Numeric growth of students, by cycle
- # of related/CER-specific professional development opportunities

(sample) Collaborative development and planning sessions to consider and design meaningful CER opportunities for students, across each/every content area.

2C: Prioritize Professional Collaboration

2C-3: Collaborative development of aligned Tier II interventions, targeted to students with specific/identified needs.

- # of monitored students (Tiers II/III) progressing towards defined intervention goal

(sample) Develop two interrelated, high-functioning (Tier I and Tier II/III) teams to lead student referral process, related support meetings, assigned interventions, progress monitoring, and next steps.

(sample) Utilize Panorama Student Success tools to refer, consider, monitor, and follow-up on students in need of Tier III supports.