

North Elementary 2026-2027 Strategic Initiatives/Strategies

Strategic Priority/Initiative	Key Performance Indicators	Critical Actions
Initiative/Strategy #1 Curriculum Implementation and Instructional Cadence By May 31, 2027, all Grades 2–4 classrooms will participate in the agreed curriculum implementation and walkthrough cycle for CKLA, TCI, and Zones of Regulation. Instruction should reflect common look-fors and aligned Minnesota standards. Resources are newly adopted; shared look-fors and PLC assessment use are being developed.	100% of classrooms included in quarterly walkthrough review; track evidence of increasing implementation toward agreed look-fors. PLCs review curriculum-embedded assessments and student work at least monthly; record instructional adjustments. Compare fall, winter, and spring FAST/aReading and established literacy measures at school, grade, and student-group levels. Monitor Grades 3–4 MCA reading proficiency/growth when available. Collect staff implementation feedback in fall, winter, and spring. Set specific achievement targets after fall baseline review by October 31.	Principal with BLT, PLC leaders, and grade-level teams: By October 31: finalize CKLA, TCI, inclusion, and standards-alignment look-fors; establish baseline evidence. November–April: conduct quarterly walkthrough cycles; provide timely coaching; use PLCs, early releases, and teacher-led sharing for targeted support. Use curriculum checkpoints rather than parallel assessments. Winter and spring: review student growth and implementation feedback; adjust support by grade and student group.
Initiative/Strategy #2 Strengthen the MTSS Continuum By May 31, 2027, 100% of students receiving Tier 2/3 intervention will have documented plans and progress-monitoring decisions in EduClimber. EduClimber implementation is underway; tier roles and consistent entry, monitoring, and decision processes need further refinement.	EduClimber intervention records include goal, assigned adult, intervention, monitoring schedule, and decision date. Audit records monthly. Review fall-to-winter-to-spring growth, including special education, intervention, and MLL groups; track intervention response. Review attendance/chronic absenteeism and OTR/ODR patterns, including repeat ODRs, monthly; seek reduced repeat ODRs from fall baseline.	Principal and Student Support/MTSS teams with BLT, interventionists, special education, MLL, and classroom teachers: By October 31: establish screening, attendance, and behavior baselines; clarify tier roles, intervention entry/exit criteria, and progress-monitoring expectations. November–April: use EduClimber routinely; document interventions and scheduled reviews; refine Tier 2 academic/social-skills supports and Tier 3 coordination.

Initiative/Strategy #3 Inclusive Culturally Responsive Learning Environment By May 31, 2027, all classrooms will be reviewed for agreed-upon inclusion/access look-fors, each grade level will complete at least one curriculum accessibility and representation review per semester, and the school will complete fall and spring belonging/perception reviews, plus at least two family listening opportunities. The August retreat emphasized belonging and representation; student leadership representation is intentional. More systematic perception evidence and proactive family dialogue are needed.	Walkthrough evidence of meaningful participation and access to grade-level learning, including students with disabilities. Fall and spring student belonging, safety, relationship, and inclusion responses; examine improvement from baseline and subgroup patterns where appropriate. Curriculum reviews document representation, accessibility, multiple perspectives, and resulting adjustments. Review behavior/engagement patterns by student group; track staff learning and reflection. Family participation, themes, and actions from two listening opportunities. Finalize perception targets after fall baseline review by October 31.	Principal, BLT, PLCs, and general education, special education, MLL, intervention, and student-support staff: By October 31: agree on inclusion look-fors and belonging/perception measures; establish baseline and plan accessible family participation. By winter and spring: complete family listening opportunities; communicate themes and resulting actions.
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