



# Our Direction

**Northridge Middle School**

**Date of Report: 6/4/2018**

**Vision:**

NMS' vision is the transfer of learning to life after the school experience, enabling each student to become responsible, respectable, and contributing citizens. Every child, whatever it takes.

**Mission:**

Our purpose at Northridge Middle School is to provide a positive learning environment, focused on instruction that promotes the growth and success of all students. By working collaboratively with students, parents and the community, we will create the partnerships necessary for real and continuous improvement.

**Goals:**

- Increase the percentage of students scoring ready or exceeding in math on the ACT Aspire exam.

**Performance Measure(s)**

Performance Indicator: Increase the percentage of students scoring ready or exceeding in math on the ACT Aspire exam by 4%.		
Data Source: ACT Aspire	Baseline Year: 2017	Baseline: 0.61
Target Date: 2019	Target: 0.65	Actual:

Performance Indicator: MobyMax.com Learning Velocity Data (August 2017-May 2018) Increase percentage of students who are gaining more than a year when targeting specific gaps in their learning. (Baseline/target in units of years/months)		
Data Source: Mobymax.com	Baseline Year: 2018	Baseline: 1.5
Target Date: 2019	Target: 1.7	Actual:

- Increase the percentage of students scoring ready or exceeding in reading on the ACT Aspire exam.

**Performance Measure(s)**

Performance Indicator: 6th, 7th, and 8th Individual Student Reading Level Assessment (three times per year) Percentage of sixth, seventh, and eighth grade students reading on grade level based on the Lucy Calkins Reading Assessment.		
Data Source: Calkins Reading Assessment	Baseline Year: 2017	Baseline:
Target Date:	Target:	Actual:

Performance Indicator: Increase the percentage of students scoring ready or exceeding in reading on the ACT Aspire exam by 6%.		
Data Source: ACT Aspire	Baseline Year: 2017	Baseline: 0.49
Target Date: 2019	Target: 0.55	Actual:

Performance Indicator: MobyMax.com Learning Velocity Data (August 2017-May 2018) Increase percentage of students who are gaining more than a year when targeting specific gaps in their learning. (Baseline/target in units of years/months)		
Data Source: Mobymax.com	Baseline Year: 2018	Baseline: 1.5
Target Date: 2019	Target: 1.7	Actual:

**Data Review:**

**Needs Assessments, Accreditation Reports, Similar Feedback:**

Currently, we have 620 active students at Northridge. We have 12% active SPED students, 6% ELL students, and a 55% free and reduced lunch population for the 2017-2018 school year. These subgroups come from a school population of 73% Caucasian, 10% Hispanic, and 8% two or more races.

Northridge Middle School achieved a National Percentile Rank of 49% in the area of reading. After reviewing the data, our greatest focus will be in the area of reading and understanding increasingly complex texts. In addition, we will increase the volume of weekly reading of complex texts in the classroom. We will provide professional development throughout the school year to review baseline and formative assessment strategies that will specifically target this need for growth and drive future instruction. We will provide a before and after school tutoring program. We will also utilize the reader’s and writer’s workshop model. We will purchase updates to the book selection in both our literacy classrooms as well as our media center to increase student circulation and spark new interest in more complex literature. We will purchase classroom set subscriptions to several Scholastic periodicals featuring social studies, science, and other areas of interdisciplinary literacy. We will purchase technology in classrooms to update and supplement one-to-one student/computer ratio that allows our literacy teachers to fully utilize Google Classroom, and other paid online subscription services to extend thinking, increase peer collaboration, and more efficiently provide teacher feedback.

Northridge Middle School achieved a National Percentile Rank of 65% in the area of mathematics. After reviewing the data, our greatest focus with math will be in the area of expressions and equations. Weekly, students will utilize software designed to target progress with mathematical expressions and equations and individually prescribe instruction based on his or her needs. We utilize the Connected Math Program (CMP) which emphasizes exploration of mathematical concepts and skills through cooperative exploration in small groups. Monitoring of student understanding through daily focus questions, along with end of unit assessments, will provide assessment data and student progress. In addition, Reflex Math will be used to strengthen and support math skills. We will provide a

before and after school tutoring program. We will purchase new document cameras and Mimio Whiteboard devices which create clearer and more efficient ways for teachers and students to model mathematical processes.

After reviewing our Standards Assessment Inventory (SAI) data, we will make the focus of our teacher support plan to provide convenient opportunities for teachers to observe the instruction of other teachers as well as provide faculty the opportunity to customize their professional development experiences throughout the year. We will also make it easier to evaluate the effectiveness of each professional development experience by using Google Forms to gather instant feedback.

A parent survey indicated 17% of parents disagreed with the statement, "I have been invited by the school staff to participate in the planning and decision-making process of the school." Reflecting on the most effective delivery system of surveys to parents and guardians and providing new and efficient channels of communication such as inviting and encouraging guardians to use their Google Classroom Guardian account, a new social media presence for our counseling office, and a more thorough campaign to get students and parents active on Home Access Center will allow more opportunities for parents and guardians to provide informed and effective feedback to teachers. These open channels of communication will also provide a more convenient way for parents and stakeholders to give input to teachers and administrators.

## Student Outcome Data:

### 2018 Interim 3 ACT Aspire Data (March 2018)

- 6TH GRADE: ENGLISH-87% READING-58% SCIENCE-59% MATH-61%
- 7TH GRADE: ENGLISH-84% READING-53% SCIENCE-55% MATH-55%
- 8TH GRADE: ENGLISH-78% READING-49% SCIENCE-43% MATH-44%

### ESEA Data from 2017 (ready or exceeding)

- English Language Arts- 65%
- Mathematics- 62%

### MobyMax.com Data August 2017-May 2018

(Individually prescribed instruction designed to fill specific gaps in learning)

- Among active student users, **Language Arts** learning velocity = 3.5 grades per year from initial placement test.
- Among active student users, **Reading Skill (Literature)** learning velocity = 1.9 grades per year from initial placement test.
- Among active student users, **Reading Skill (Informational)** learning velocity = 2.6 grades per year from initial placement test.
- Among active student users, **Mathematics** learning velocity = 1.2 grades per year from initial placement test.

ACT Aspire interim and summative assessments data will be used to determine areas of strength and areas of need. In addition, classroom assessments will be used in the same manner. (Charts, ESEA & ACT data)

2017 ESEA data (<https://adedata.arkansas.gov/arc>) identified economically disadvantaged proficiency rate In English Language Arts of 57%. All students' proficiency rate was 65%.

2017 ESEA data (<https://adedata.arkansas.gov/arc>) identified economically disadvantaged proficiency rate in Mathematics of 54%. All students' proficiency rate was 62%.

Teacher College Reading Assessment data showed 53% of 6th graders reading on grade level, 74% of 7th graders reading on grade level, and 62% of 8th graders reading on grade level.

Data gathered from Data Dawg indicated 73% of students were proficient or advanced on math end of unit assessments.

### Selected Indicators:

#### Assess student learning frequently with standards-based assessments

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IID10 Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)

#### Expect and monitor sound instruction in a variety of modes

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IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116)