



Our Direction

Northridge Middle School

Date of Report: 6/3/2019

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.

Values:

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 6th, 7th, and 8th ACT Aspire interim math scores (average of all three interim assessments from the 2018-2019 school year) by 3%.		
Data Source: ACT Aspire	Baseline Year: 2018-2019	Baseline: 0.54
Target Date: 2019-2020	Target: 0.57	Actual:

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: 0.62
Target Date: 2018	Target: 0.66	Actual: 0.65
Target Date: 2019	Target: 0.69	Actual:

Performance Indicator: ISTATION, comprehensive elearning software, assesses students monthly to identify math skill proficiency. It's designed to identify and address gaps for individual students. Increase ISTATION math proficiency (tier 1 students) by 3%.		
Data Source: ISTATION.com	Baseline Year: 2018-2019	Baseline: 0.57
Target Date: 2019-2020	Target: 0.6	Actual:

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

Performance Measure(s)

Performance Indicator: Increase the percentage of 6th, 7th, and 8th ACT Aspire Interim Reading Scores (average of all three interim assessments from the 2018-2019 school year) by 3%.		
Data Source: ACT Aspire	Baseline Year: 2018-2019	Baseline: 0.47
Target Date: 2019-2020	Target: 0.5	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: 0.65
Target Date: 2018	Target: 0.71	Actual: 49
Target Date: 2019	Target: 55	Actual:

Performance Indicator: ISTATION, comprehensive elearning software, assesses students monthly to identify reading skill proficiency. It's designed to identify and address gaps for individual students. Increase ISTATION reading proficiency (tier 1 students) by 3%.		
Data Source: ISTATION.com	Baseline Year: 2018-2019	Baseline: 0.57
Target Date: 2019-2020	Target: 0.6	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Currently, we have 616 active students at Northridge. We have 14% active SPED students, 8% ELL students, and a 51% free and reduced lunch population for the 2018-2019 school year. These subgroups come from a school population of 75% Caucasian, 11% Hispanic, and 6% two or more races.

Northridge Reading/Literacy Plan

- Word Recognition and Word Study: Word Journeys, Multisyllable Routine Cards by 95% Group
- Fluency: Calkins Units of Study
- Comprehension: Calkins Units of Study
- Writing: Calkins Units of Study
- Vocabulary: Interactive Read-aloud and Marzano’s vocabulary Strategies

- Disciplinary Literacy in the content areas
- Professional Development will be provided each year in the Science of Reading. Teacher professional development needs in the areas of word study and word recognition will be assessed. Professional development will be provided by 95% Group, Wilson Language and/or Guy Fenter Coop for the areas of word study and word recognition.
- Monitoring: Principal and assistant principal will do classroom walkthroughs weekly to monitor implementation of each component.
- Parent Involvement: parents will be provided information and training on the reading plan and ways to support their students in a variety of ways, face-to-face meetings, flyers, and digital methods.
- Evaluation: data will be collected from ACT Aspire summative and interim assessments and classroom formative assessments. Teachers, students and parent surveys will be used for perceptual data.
- Teachers will receive training on the Science of Reading annually.

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.

A teacher survey (Standards Assessment Inventory) indicated 24% did not agree with the statement, "In my school, teachers have opportunities to observe each other as one type of job-embedded professional learning." The goal for 2019-2020 school year will be to provide every teacher the opportunity to observe their

colleague during instruction.

Student Outcome Data:

2018 Interim 3 ACT Aspire Data (Feb 2019)

- 6TH GRADE: ENGLISH-79% READING-55% SCIENCE-56% MATH-62%
- 7TH GRADE: ENGLISH-87% READING-50% SCIENCE-50% MATH-53%
- 8TH GRADE: ENGLISH-79% READING-54% SCIENCE-40% MATH-48%

ESEA Data from 2017 (ready or exceeding)

- English Language Arts- 55.0%
- Mathematics- 54.4%

IStation

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

- 58% of 6th Grade students had overall reading rating of proficient (Tier 1).
- 57% of 7th Grade students had overall reading rating of proficient (Tier 1)
- 58% of 8th Grade students had overall reading rating of proficient (Tier 1)

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 48.76%. All students proficiency rate was 55.00%.

2017 ESEA data (<https://adedata.arkansas.gov/arc>) identified economically disadvantaged proficiency rate in Mathematics of 47.58%. All students proficiency rate was 54.63%.

Teacher College Reading Assessment data showed 51% of 6th graders reading on grade level, 72% of 7th graders reading on grade level, and 66% of 8th graders reading on grade level.

Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

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

assessment.

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

Selected Indicators:

Assess student learning frequently with standards-based assessments

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

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