



# Our Direction

## Northridge Middle School

Date of Report: 5/11/2021

### 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:

- All students will show improvement in math.

#### Performance Measure(s)

Performance Indicator: Students will show improvement in math as indicated by the percentage of students scoring ready and exceeding. (Due to impacts of the COVID-19 pandemic, the School Report Card for Mathematics is not available for the school year 2019-2020; therefore, 2019-2020 data based on Interim I and Interim II ACT Aspire data).

Data Source: ACT Aspire	Baseline Year: 2017	Baseline: 62.11%
Target Date: 2017-18	Target: 66%	Actual: 54.4%
Target Date: 2018-19	Target: 66%	Actual: 57.18%
Target Date: 2019-20	Target: 66%	Actual: 55%
Target Date: 2020-21	Target: 66%	Actual:

- All students will show progress in reading achievement.

**Performance Measure(s)**

Performance Indicator: Increase in percentage of student reading on grade level as indicated by ESSA School Quality Index Indicator "Percentage of Students Reading on Grade Level" (Due to impacts of the COVID-19 pandemic, the ESSA School Index Report is not available for the school year 2019-2020; therefore, 2019-2020 data based on interim I and Interim II ACT Aspire data).

Data Source: ESSA School Reports	Baseline Year: 2016-2017	Baseline: 49.74%
Target Date: 2017-18	Target: 60%	Actual: 50.64%
Target Date: 2018-19	Target: 60%	Actual: 52.92%
Target Date: 2019-20	Target: 60%	Actual: 56%
Target Date: 2020-21	Target: 60%	Actual:

Performance Indicator: Increase student achievement in Literacy on the ACT Aspire. (Due to impacts of the COVID-19 pandemic, the ESSA School Index Report is not available for the school year 2019-2020; therefore, 2019-2020 data based on interim I and Interim II ACT Aspire data).

Data Source: ADE School Report Card	Baseline Year: 2017-2018	Baseline: 53.4%
Target Date: 2018-19	Target: 60%	Actual: 55.11%
Target Date: 2019-20	Target: 60%	Actual: 56%
Target Date: 2020-21	Target: 60%	Actual:

- Northridge Middle School will show improvement in reading and mathematics content learning loss due to decreased instructional time as a result of Covid-19.

**Performance Measure(s)**

Performance Indicator: Analyze observation data from 20-minute classroom walk-throughs. We want to see teachers implementing established instructional strategies to address learning loss in at least 50% of our walk-throughs.

Data Source: Open-Ended Teacher Observation Instrument	Baseline Year: 2021-22	Baseline: 50%
Target Date:	Target:	Actual:

Performance Indicator: Implement an extended year summer school program.		
Data Source: Pre and Post Test Student Achievement Scores	Baseline Year: 2021-22	Baseline:
Target Date:	Target:	Actual:
Performance Indicator: Provide professional development hours for teachers specifically targeting differentiation and individually prescribed instruction.		
Data Source: Professional Development Attendance	Baseline Year: 2021-22	Baseline:
Target Date:	Target:	Actual:

**Data Review:**

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

2020-2021 Needs Assessment

Demographics for 2021-2022 School Year

Currently, we have 615 active students at Northridge. We have 14% active SPED students, 6% ELL students, and a 43% free and reduced lunch population for the 2020-2021 school year. These subgroups come from a school population of 77% Caucasian, 13% Hispanic, and 3% two or more races.

The Lead Team identified the following needs based on the data above and other data such as ESSA data, student data (attendance, grades, discipline, technology at home), ACT Aspire scores, Istation scores, IEP, and 504 conferences, and dyslexia interventions.

Purchases with Title I Funds:

Newsela, Discovery Ed, Naviance, Screencastify, Istation. We have provided every student with a Chromebook, charger, and carrying case. For those who were in need, we provided a WIFI hotspot. The team identified this as a positive intervention and recommends this again.

Reading Achievement

We are continuing to complete our Science of Reading throughout the building. Everyone should complete their identified pathway by the end of this school year. Science of Reading is a continued process and strategies will be discussed and utilized every year. We will identify struggling readers through ACT Aspire data, Istation Data, Reading Inventories, and RTI progress monitoring.

Reading Strategies 2021-2022

Continue to utilize Istation monthly reading diagnostic screener and individually prescribed reading interventions. Identify students in need of assistance in Reading from the ACT Aspire interim and summative assessments. Continue to identify students from the previous year to schedule into our reading-focused enrichment class. Building-wide bell ringers using ACT Aspire style reading response items.

#### 2020-21 Literacy Plan

Disciplinary Literacy that will be implemented in all content areas

Implementation

Building Wide -vocabulary, fluency, writing, oracy, morphology, phonics

PD each year regarding practical Science of Reading middle-level instructional strategies.

Monitoring

Lesson Plans

Principal walk-throughs and evaluations

Professional Development

Science of Reading

Teacher-led professional development

Parent Involvement

Parents involved in any class placement or intervention pertaining to reading

Parents provided information about reading scores and components

Evaluation

ACT Aspire reading scores

Istation reading scores

Teacher formative and summative assessments

Academic Curriculum Alignment

Northridge Middle School, Butterfield Trail Middle School, the Freshman Academy, and with plans to incorporate tenth-grade will collaboratively work to align the curriculum using like-terminology and essential skills that will steer our teaching/learning process.

Essential Skills Work

20-21

Purpose:

To shift our focus:

From teaching to learning

From individual teachers to collaborative shared knowledge regarding essential skills

From infrequent summative assessments to frequent common formative assessments

From assessing many things infrequently to assessing a few things frequently

From exclusively school wide RTI to classroom RTI

To Identify Essential Skills:

Essential for the "Next" level

Essential for application of subject in an authentic (read world) context

Essential for success on meaningful assessments including standardized tests

Guiding Questions to steer our teaching/learning:

These three questions should drive everything we do

What do we want students to learn/do?

Essential skills

How do we know they are learning?

Formative assessments

What do we do when some are not learning?

Tier I RTI in the classroom

2020-2021 Outcome Data

2019-20 ACT Aspire Interim Data

Reading

Interim 1 & 2 Average = 56%

State Average = 42%

Math

Interim 1 & 2 Average = 55%

State Average - 43%

2020-21 ACT Aspire Interim Data

Reading

Interim 1 & 2 Average = 51%

State Average = 37%

Math

Interim 1 & 2 Average = 48%

ESSA Data

Due to Covid-19, there is not any ESSA data to report

Istation Reading Proficiency Data

Reading Proficiency (Jan, 2021)

Average = 51% of students are reading at grade level of above.

This still leaves 49% of our students not reading on grade level which is a concern we are addressing with our Literacy Plan.

Perceptual Data

VBSD Parent Survey

Findings on our parent survey indicated that many parents would like access to more resources to help their students with homework.

Northridge Student Survey

Approximately 2% of students at Northridge are without a reliable source of internet at home.

Approximately 13% of students at Northridge are without an adequate computer to complete assignments at home.

Needs Assessment Summary Page

Northridge Middle School

School Year 2020-21

2019-2020 Outcome Data

Needs Assessment

Demographics for 2020-21 School Year

Approximately 697 students - Gender -330 females and 367 males. Ethnicity -Asian=2.58%, African American= 3.01%, Hispanic/Latino= 12.77%, Native

American/Alaskan Native= 1.29%, Two or More Races= 3.30%, White= 76.76%. English Learners= 6.74% , G/T= 12.63%, Economically Disadvantaged= 54%, Special Education= 14.35%, 504= 8.46%.

Our team reviewed data from ACT Aspire Interim scores, attendance, monthly Istation assessments, discipline, parent survey feedback, current pacing guides, and professional development content.

Our team reviewed data from ACT Aspire Interim scores, attendance, monthly Istation assessments, discipline, parent survey feedback, current pacing guides, parent and student feedback from last spring's ANI lessons, IEP conferences, 504 conferences, characteristics of dyslexia screenings, and professional development content.

#### ACT Aspire Interim Data

##### Reading

Interim 1 & 2 Average = 56%

State Average = 42%

##### Math

Interim 1 & 2 Average = 55%

State Average - 43%

##### Analysis

Data show a need for improvement in ACT Aspire scores along with other diagnostic assessments.

##### Goals

Reading -Improve ACT Aspire Interim Goal: Increase 56% at grade level to 60% at grade level (7% increase)

Math -Improve ACT Aspire Interim Goal: Increase 55% at grade level to 60% at grade level (9% increase)

Implement Effective Blending Learning Model

##### Actions

Monitor implementation of reading strategies (based on the science of reading- R.I.S.E.) in classroom instruction, 95 Percent Group curriculum.

Teachers will be trained in new technology such as the Canvas, Lincoln Learning, and Google Classroom learning management systems to create an environment that fosters curiosity and learning through collaborative communication online.

Teachers will record lessons daily to post online as a resource to students and for professional reflection.

Grade-level faculty will meet with students individually to review interim data, and set short-term and long-term performance goals for subsequent assessments.

##### Monitoring

Principals, counselors, and departmental teams will provide data for monitoring progress towards goals

ACT Aspire Interims  
Online diagnostic screeners  
Staff RTI process and procedures

#### Literacy Plan

Our staff is still undergoing the Science of Reading training either through face-to-face RISE training or the IDEAS professional development portal.

Phonological awareness, using Istation, possibly Wilson Learning curriculum Just Words

Phonics, Reading instruction with a focus on morphology and etymology.

Comprehension, Calkins units

Fluency, Calkins units

Vocabulary, 95% Group Vocabulary Surge

#### Evaluation

Goal 1 -Review TESS/RISE observations monthly to examine TESS/RISE Scores

Goal 2 -Survey students, parents, and teachers monthly to analyze blended learning implementation

Goal 3 -Observe teacher proficiency in recording and posting lessons online each day.

Goal 4 -Analysis of Aspire interim data and other online diagnostic screeners quarterly.

#### Student Outcome Data:



## **2020-21 Literacy Plan**

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**Implementation**

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**PD each year regarding practical Science of Reading middle-level instructional strategies.**

**Monitoring**

**Lesson Plans**

**Principal walk-thoughts and evaluations**

**Professional Development**

**Science of Reading**

**Teacher-led professional development**

**Parent Involvement**

**Parents involved in any class placement or intervention pertaining to reading**

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**Evaluation**

**ACT Aspire reading scores**

**Istation reading scores**

**Teacher formative and summative assessments**

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

**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)