

## Comprehensive Progress Report

**Mission:** Northridge Middle School provides excellent instruction, social-emotional support, and family engagement to create a nurturing environment focused on high expectations and scholar success.

Northridge Middle School commits to a standard of excellence to promote the academic, social, and emotional well-being of our scholars to develop competitive members of the global community.

**Vision:**

**Goals:**

Provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)

Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to A2.04)

Provide a positive school climate under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06)

The percent of 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 1.5% in SY2021-22 to 14.8% in SY2022-23 and 28% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 2)

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4).

The percent of students reporting a positive self-perception of their self-efficacy will increase from 39% on the Fall 2021 Panorama Screener to 44.5% in SY2022-23 and 50% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at 10.8% in SY2022-23 and 5.8% SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)

We will increase our SWD subgroup performance grade from a F to a D or higher by 2024. (Aligns to A 4.01, D 1.02, and CMS Goal 4)



Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>As of September 2023, we have partially met our goal aligned to this Indicator. Our Chronic Absenteeism has decreased from 40.07% in 2021-2022 to 34.04 in 2022-2023. However, our OSS disproportionality increased from 15.8% in 21-22 to 21.5 in 22-23. Overall, our OSS increased from 362 suspensions in 21-22 to 458 suspensions in 22-23.</p> <p>A success aligned to this indicator is decreasing our chronic absenteeism. We accomplished this through creating call logs for homeroom teachers to contact parents of students when they missed three or six absences. Homeroom teachers solicited the support of student services to eliminate barriers to attendance, such as transportation.</p> <p>A challenge aligned to this indicator is to decrease OSS through the use of Restorative Practices and in-class responses to challenging behavior, etc. In addition, BMTs must be able to mediate conflicts between students before they result in discipline incidents resulting in out-of-school suspension.</p> <p>An opportunity aligned to this indicator is to implement AVID collaborative strategies, enforce the discipline matrix, implement SEL, and use Restorative Practices to mediate conflict and build empathy among students.</p>	Limited Development 09/01/2023		

<p><b>How it will look when fully met:</b></p>	<p>All teachers establish and positively teach and reinforce consistent rules and procedures in the classroom, which carry rewards and consequences.</p> <p>All teachers explicitly teach pro-social/emotional behaviors through a robust SEL program.</p> <p>Student engagement is at high levels so students are too busy and goal-oriented to act out.</p> <p>All staff consistently follow a schoolwide matrix of well- defined behavioral expectations by setting.</p> <p>Adult routines-- such as active supervision, clear definitions of major and minor behaviors, logical consequences, and positive reinforcement--promote success.</p> <p>Out-of-school suspension decreases 10%, from 458 in 22-23 to 412 in 23-24.</p>		<p>Dylan Marshall (DOE 9-21-2022)</p>	<p>06/15/2024</p>
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<b>Actions</b>		<b>0 of 2 (0%)</b>		
<p>9/7/23</p>	<p>All staff consistently establish, teach, and reinforce rules and procedures in the classroom and other school settings, including a system of rewards and consequences, according to an established school-wide behavior matrix. (Aligned with Guardrail 1)</p>		<p>Monica High</p>	<p>06/07/2024</p>
<p>Notes:</p>				
<p>9/7/23</p>	<p>All staff provide active supervision and redirection in the classroom, common areas, and other settings, to prevent behavioral incidents and infractions. (Aligned with Guardrail 1)</p>		<p>Dandridge</p>	<p>06/07/2024</p>
<p>Notes:</p>				

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>			
	<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
					<b>Target Date</b>

**Initial Assessment:**

As of September 2023, the percentage of 8th grade students who scored at the College and Career (CCR) level - 4 or 5 - on the Grade 8 Mathematics EOG decreased from 1.5% in 2021-2022 to 1.1% in 2022-2023, so we did not meet our goal aligned to this indicator. Our GLP composite increased 0.5% from 38.2% in 2021-2022 to 38.7% in 2022-2023. Our GLP increased by 2.7% for Hispanic students, 15% for EL/LEP students, 1% for SWD, and 3.2% for AIG students. In addition, our CCR composite increased 0.9% from 20.1% in 2021-2022 to 21% in 2022-2023.

A success aligned to this indicator was utilizing our part time ELA teacher and Math Curriculum Volunteer Specialist to support the implementation of the EL curriculum with fidelity. In addition, teachers received weekly coaching and planning support throughout the year from administrators and content facilitators. GLP increased by 2.6 in 6th grade and 1.4 in 7th grade.

EL and Open Up Curriculums were implemented with fidelity in all grade levels based upon observations and walk-throughs made by the admin team along with weekly PLC's and data meetings. Weekly PLC's were conducted and lessons were modeled by facilitators and teachers to clarify misconceptions prior to instruction. Math and ELA teachers utilized Internalization Lesson Plans and curriculum prioritization documents provided by the district to assist with weekly planning and quarterly pacing. Facilitators worked with PLCs during Extended Planning Sessions to disaggregate data and create instructional action plans that focused on reteaching and differentiation to support proficiency and growth for students.

The challenges we experienced related to this indicator include providing ongoing coaching with curriculum implementation for 1st year and guest teachers while also targeting students that need remediation or enrichment in ELA and Math poses a potential challenge for Northridge.

In order to address these challenges, 1st year and guest teachers will have the opportunity to participate with summer planning sessions for all core subjects. We will also provide weekly coaching sessions for 1st year and guest teachers based on the observation/feedback cycle.

Limited Development  
09/13/2022

<p><b>How it will look when fully met:</b></p>	<p>Implementation of district curricula with integrity (Expeditionary Learning and Open Up)</p> <p>Implementation of the Evidence Collection Tool</p> <p>Evidence of the Core Actions; using the CMS Goals and Guardrails as a guide</p> <p>Strong PLC processes and procedures in place rooted in backwards design/instructional planning approach (content, EC, and ML teachers collaborate)</p> <p>Collaborative PLCs with lessons and strategies being modeled regularly by content, EC, and ML teachers; Differentiation and scaffolds planned intentionally</p> <p>Common vocabulary and academic language being used across all disciplines</p> <p>Student growth and achievement data should increase for all subgroups without gaps (80% or more of our students will meet their predicted EVAAS growth as measured by NC EOG Assessment)</p>		<p>Dylan Marshall (DOE 9-21-2022)</p>	<p>06/15/2024</p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
	<p>9/13/22 PLCs will implement consistent and effective processes to implement adopted curriculum, analyze data from common formative and benchmark assessments, model effective, culturally responsive instructional practices, and increase student engagement (Aligned with FAM-S 29 and Goal 2).</p>		<p>Dylan Marshall (DOE 9-21-2022)</p>	<p>02/28/2024</p>
<p><i>Notes:</i></p>				
	<p>9/13/22 Professional development sessions will occur at least monthly, focused on integrating and aligning AVID strategies (WICOR) within the adopted curriculum (Aligned with Goal 2).</p>		<p>Dylan Marshall (DOE 9-21-2022)</p>	<p>06/14/2024</p>
<p><i>Notes:</i></p>				

9/13/22	All teachers in all content areas (Core and Encore) will integrate WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies within the district-adopted curriculum to increase student engagement, proficiency and growth (Aligned with Goal 2).		Dylan Marshall (DOE 9-21-2022)	06/14/2024
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Student support services</b>
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	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>			<p>The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)</p> <p>As of September 2023, we have partially met our goal aligned to this indicator. Our EVAAS growth index increased from 4.03 in 21-22 to 4.25 in Reading, but declined from -1.15 in 21-22 to -6.37 in 22-23 in Math. Overall, Northridge met growth with a D rating.</p> <p>Some school data points that show evidence of student growth is our Branching Minds data. As of September 2023, the following numbers of students moved or exited Tiers from August 2022 to June 2023::</p> <p>Reading:</p> <p>Tier 3: 228 (28%) in Aug to 183 (17%) in June.</p> <p>Tier 2: 178 (22%) in Aug to 158 (15%) in June.</p> <p>Tier 1: 401 (49%) in Aug to 687 (66%) in June.</p> <p>Math:</p> <p>Tier 3: 255 (30%) in Aug to 205 (20%) in June</p> <p>Tier 2: 217 (25%) in Aug to 232 (22%) in June</p> <p>Tier 1: 363 (43%) in Aug to 578 (56%) in June</p> <p>As of September 2023, teachers implemented the Open Up and Expeditionary Curriculums with fidelity. This was observed by monitoring PLC's and conducting core action walk throughs that were entered via qualtrics for data purposes.</p> <p>As of September 2023, a success we experience related to this Indicator relates to our Hawk Time structure. The structure of HAWK time during</p>	Limited Development 09/13/2022		
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the 22-23 school year allowed for our MTSS team to identify and locate students who required interventions. In addition, teachers were given additional time to re-teach content that students struggled with. In addition, we were able to select effective interventions (Khan Academy and I-Ready) that helped students move from Tier 2 and Tier 3 into Tier 1 (see data listed above).

Reading and Math MAP projected proficiency for the 7th grade reading and math cohorts increased from 2022 to 2023. In 7th Reading, the cohort increased GLP by 2.4% and CCR by 4.2%. In 7th Math, the cohort increased GLP by 2.4% and CCR by .5%. In 7th grade Math, GLP increased GLP projected proficiency by 4% and GLP by 3.2%. In 6th Reading, GLP increased GLP projected proficiency by 3.1% and CCR by .5%.

For the 23-24 year, student and teacher efficacy will remain a challenge related to this indicator. We need to ensure that teachers are focused on re-teaching content based on assessment data, not simply creating a schedule based on class period. There will be a tight turnaround to develop Hawk Time lessons- content teams will analyze data on Thursdays to prepare to re-teach/accelerate on Tuesdays (Math) and Wednesdays (Reading). In addition, all teachers on a grade level will implement Math and Reading lessons to enrich and accelerate learning. We expect there to be some discomfort in teachers implementing lessons outside of their content areas.

Also, there will be several new math teachers on staff along with first year teachers and veteran teachers who are switching grade levels. PD, coaching, and core action walkthroughs will be implemented at the start of the school year.

Opportunities to address these challenges during the 23-24 school year include offering specific PD such as Canvas, Open UP, Expeditionary Learning, Mastery Connect, Powerschool, etc. This will help teachers quickly become more familiar with implementing the curriculum. In addition, instructional leaders will review the core action walkthrough with teachers prior to observations to make teachers aware of the expectations and opportunities for improvement.

**How it will look  
when fully met:**

Teachers are implementing core curriculum with integrity through district mandated curriculum. (Expeditionary Learning and Open Up.)

MAP Universal Screener data is analyzed and used to make decisions about scholar placement within the framework tiers.

Diverse use of best practices and strategies that address different learning styles and needs(Math Language Routines, Dreambox, I-Ready).

Professional development provided on tiered instruction/differentiation for core admin as well as teachers(MTSS).

Collaboration across general education and support staff (EC, TD, ML, counselors, etc.)

Focus is on supporting the curriculum (scaffold instruction).

Purposeful tiered instruction is being provided for academics and behavior.

Continuous data driven instruction that is teacher led based on MAP, District Benchmarks, End of Unit Assessments, etc.

Implementation of the Hawk Time block to ensure scholars are receiving proper interventions based on Universal Screener MAP data.

There will be a 15% reduction of scholars in Tiers 2 and 3 within the next two years.

**Dylan Marshall  
(DOE 9-21-2022)**

**06/15/2024**



<b>Actions</b>		<b>0 of 4 (0%)</b>		
9/13/22	The MTSS Leadership Team will develop and maintain a continuous cycle of school improvement based on data with specific strategies to address MTSS areas of academics, behavior, SEL, and attendance. This team will ensure the implementation and use of the Standard Treatment Protocol and Data Decision Rules. Team members will include family, community, and multi-agency support when appropriate (Aligned with FAM-S 3 and Goal 4).		Monica High	02/28/2024
<i>Notes:</i>				
9/1/23	Within the 2023-24 school year, our ATSI school will implement the following evidenced-based intervention(s) to increase overall performance of students with disabilities (SWD): Leverage the Teacher Leader Pathway program to increase access for all students to highly effective teachers and coaches. (Aligned with Goal 1 and Goal 4, Title I Funds).		Darrell Potts (DOE 11/11/2022)	06/14/2024
<i>Notes:</i>				
9/13/22	Intentional support and coaching will be provided to all teachers who support our Students with Disabilities (SWD), Multilingual (ML), and Talent Development (TD) subgroups. Support will include additional targeted training in strategies and implementation of the Language Live curriculum, planned collaboration sessions (Gen Ed and EC/ML teachers), informal and formal observational feedback, and differentiated coaching (Aligned with Goal 4).		Elyse West	06/14/2024
<i>Notes:</i>				
9/13/22	Use Hawk Time to implement interventions and enrichment for scholar strengths/growth areas identified through multiple formal and informal data sources and assessments. PLCs will collaboratively collect and analyze data from formal and informal assessments to identify needs and create support plans for core, supplemental and intensive intervention. Hawk Time scholars will be regrouped within their blocks determined by District Benchmarks, End of Unit Assessments, and Data Deep Dives. MAP universal screener data will be used to determine tiers.  (Aligned with Goal 4).		Michelle Rankin	06/14/2024
<i>Notes:</i>				

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
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<p><b>Initial Assessment:</b></p>	<p>As of September 2023, we have partially met our goal aligned to this indicator. The percent of students reporting a positive self-perception of their self-efficacy increased from 39% on the Fall 2021 Panorama Screener to 41% in the 2022-2023 school year, so we are trending towards meeting our goal. The goal was to increase to 44.5% in 2022-23 and 50% in 2023-24. (A4.06). As of June 2023, we did not maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at 10.8% in 2022-23. The disproportionality increased from 15.8 in 2022 to 23.6% in 2023. (A4.06). Specific areas of growth in 2023 Panorama data were: Students' ability to control their emotions, being able to stay relaxed when angry, and staying calm when things go wrong.</p> <p>A success related to this indicator is an increase in the consistent implementation of the Caring Schools Curriculum from 50% to 75%. In addition, students' perception of their ability to regulate emotions increased by 1%.</p> <p>For the 2023-2024 school year, challenges related to this Indicator include ensuring that teachers implement SEL curriculum and activities with fidelity and consistency. To support our fidelity focus, we will dedicate only one Hawk Time day for a focused SEL lesson. The other days will be for academic enrichment/intervention and clubs. Challenges to decrease disproportionality include having several new members to the admin team as well as several new staff members who are in their first year teaching.</p> <p>Several opportunities exist to address challenges related to this Indicator for the 2023-2024 school year. Planning for 2023-2024 will include using the Panorama Spring data to create targeted interventions for students who scored low on self-efficacy and emotional regulation. The SEL Topic Calendar will be used with integrity with created lessons for teachers to implement effectively. Teachers will be given data related to Student-Teacher Relationships. Opportunities to decrease disproportionality include implementing SEL with integrity and providing each BMT with a case load to reduce the number of students with repeated suspensions.</p>	<p>Limited Development 09/13/2022</p>		
<p><b>How it will look</b></p>			<p>Darrell Potts (DOE)</p>	<p>06/15/2024</p>

**when fully met:**

SEL curriculum with explicit instruction that is being implemented with integrity

**11/11/2022)**

Teachers alert to SEL needs during explicit instruction

Teachers reach out to support staff when needs arise

Serving the whole child for all children

Established MTSS teams, structures and processes

Collaboration across general education and support staff (EC, TD, EL, counselors, etc.)

Purposeful tiered instruction (both academic and behavioral) is being provided

Data driven instruction and decision-making

Accurate identification of student needs rooted in data

Teachers utilize culturally relevant and culturally proficient strategies, language, and practices

A safe and welcoming environment is provided for all students

Qualitative Metrics

Teachers will consistently implement and reinforce SEL skills, and core behavior expectations. Teachers will be responsive to students' needs as derived from all possible data sources. School staff will collaborate to implement interventions for students when necessary.

Quantitative Metrics

When this indicator is fully implemented

-- less that 20% of our school population will be considered chronically absent.

- Discipline referrals will reduce by 10%.

- The number of students on Tier 2 and 3 of MTSS will reduce from 66% to below 20% of our school population.

Actions			0 of 3 (0%)			
	9/13/22	NRMS staff will implement the SEL curriculum with fidelity to promote a positive self-perception of scholars' self-management as measured by Panorama data (Aligned FAM-S 31 and with Guardrail 3).		Victoria Gwilt	02/28/2024	
<i>Notes:</i>						
	9/13/22	GL admin and BMT will conduct weekly meetings to implement and monitor use of Restorative Practices, Alternatives to Suspension, and other strategies to reduce OSS and Disproportionality. In addition, NRMS will establish school-wide, culturally responsive behavior expectations via our updated behavior matrix. (Aligned with FAM-S 30 and Guardrail 1.3).		Sara Herrera Dandridge	06/14/2024	
<i>Notes:</i>						
	9/13/22	All staff will monitor scholar attendance and provide timely intervention and support to scholars to reduce the chronically absent rate to <math>\leq 12\%</math> as measured by Navigator Portal. 3/6/10 day phone calls from teacher and social worker/attendance secretary/support staff 3/6/10 day absence letters mailed by attendance secretary Home visits Attendance intervention meetings scheduled by Social Worker Biweekly attendance meetings to develop action plans for scholars of concern Meeting with 25 rising 7th graders (Aligned with Guardrail 3)  Attendance Plan: <a href="https://docs.google.com/document/d/1G1SaX-ci40cO4rCLHOoyWhaz9cdHg4WoMEqOZ2awb_s/edit">https://docs.google.com/document/d/1G1SaX-ci40cO4rCLHOoyWhaz9cdHg4WoMEqOZ2awb_s/edit</a>		Taylor Marshall	06/14/2024	
<i>Notes:</i>						
	<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			As of September 2023, NRMS has a goal to increase the number of students participating in the Honors course offerings for ELA and Math. Here are the results comparing 2021/22 to 2022/23:  ELA: 294 (21-22) to 355 (22-23)-- 21% increase  Math: 486 (21-22) to 507 (22-23)--4% increase	Limited Development 09/13/2022		

Based on EOG data, 6th grade scholars had a 2.2% increase in the overall GLP Composite percentage.

As of September 2023, a success we experienced related to this indicator was 47% of students passing Math 1 due to the support provided during the Math 1 boot camp. This is an increase from last year's 35.5% students passing. In addition, we consistently supported the rising 6th graders by implementing Hawks Institute and Transition Meetings throughout the school year. Students participated in a math boot camp for rising 6th graders. Members of the Student Services Team provided support services to scholars based on formal and informal data sources. Current 8th graders were exposed to high school options events and other events to bridge students from 8th grade to high school.

As we enter next school year, it will be a challenge to increase the number of students participating in Honors course offerings. Several teachers gave feedback that many students were not prepared for the more rigorous coursework due to lacking fundamental math skills. Teachers indicate that EOG data might suggest they are ready for Math 1, for example, but classroom assessments and work samples show that they are not prepared.

Next year, it will be a challenge to build math teams to acclimate them to the culture and expectations of Northridge. We also need to ensure that they internalize the Open Up curriculum to ensure they are implementing the curriculum with integrity. As of June 2023, there is a challenge with better connecting with Spanish speaking families.

Several opportunities exist to continue to increase participation in Honors classes, we will use multiple data points to determine scholar placement: MAP scores, prior years' EOG scores, teacher recommendation, etc.

We will better support student success by revising the PLC agendas to focus on analyzing data to determine small groups for Hawk Time. In addition, we will determine which concepts need to be revisited during whole-group instruction. Northridge plans on hiring a new Parent Advocate that speaks Spanish to help us reach out to our Hispanic Community

<p><b>How it will look when fully met:</b></p>	<p>Continual use of multiple data sources to schedule scholars in advanced coursework, such as prior EOG, MAP, and benchmark assessments. We will also use teacher recommendations to include scholars in advanced courses.</p> <p>Consistent implementation of transition strategies such as the Hawk Institute, Transition Meetings, and counselor feedback to promote scholar success throughout the year.</p> <p>Student Services and Family Advocate will provide social-emotional support to scholars and families to help them effectively transition to 6th grade and 9th grade.</p> <p>Sixth graders are physically separate from seventh and eight graders from the rest of the student body and to provides intensive, and engaging transition supports</p> <p>When at full implementation, these supports will directly support the CMS Strategic Plan to increase growth on as measured by EVASS on EOG, increase the Panorama Survey data related to self efficacy and decrease the number of suspensions</p>		<p>Dylan Marshall (DOE 9-21-2022)</p>	<p>06/15/2024</p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
<p>9/13/22</p>	<p>Increase participation in Honors Math, Honors ELA, and Math 1 + 2 courses, and provide support to teachers and scholars throughout the year to prepare scholars to succeed in advanced coursework. (Aligned with Goal 2)</p>		<p>Barbetta Collareta</p>	<p>02/28/2024</p>
<p><i>Notes:</i></p>				
<p>9/13/22</p>	<p>Implement effective transition strategies (e.g. Hawk Institute, Transition Meetings, etc., counselor feedback) at the beginning, middle, and end of year to promote scholar success in the next grade level. (Aligned with Goal 2)</p>		<p>Amanda Saunders</p>	<p>06/14/2024</p>
<p><i>Notes:</i></p>				

8/10/23	Integrate AVID note-taking and WICOR strategies in the general curriculum for core and encore courses with an emphasis on vertical alignment in vocabulary and strategies for increasing academic rigor. Encore and student services staff will guide students in next steps on their individual selections for high school pathway and magnet choices. (Aligned with Goal 2)		Jacquetta Patrick	06/14/2024
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Strategic planning, mission, and vision</b>
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	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date



**Initial Assessment:**

As of September 2023, we have partially met our goal aligned to this Indicator. According to the Spring 2023 Insight Survey, 74% of teachers agree (from 63% in the Fall) that they get enough feedback on instructional practice. In addition, 75% of teachers agree (from 67% in the Fall) that feedback they get from being observed helps improve student outcomes.

A success aligned to this Indicator includes that our Instructional Leadership Team meets weekly to ensure that instructional expectations are consistent across content areas and grade levels. At these meetings, we analyze walk through data for trends and needs for teacher support/coaching.

A challenge aligned to this Indicator includes ensuring that the administrative team is calibrated on the feedback given to teachers, and that teachers implement the feedback given to them by instructional leaders.

There are opportunities in addressing this indicator. For example, 59% of staff agree that they regularly discuss feedback with an instructional leaders, and 62.5% agree that they receive support to implement the changes. In addition, NRMS will receive district support in curriculum implementation. Also, the admin team has designed an instructional feedback and coaching plan whereby teachers will receive consistent feedback from their assigned facilitator and administrator every week. This will inform the admin of coaching needs and plans. In addition, NRMS has implemented weekly API/Facilitator meetings to discuss curriculum, instructional trends, walkthrough data, and coaching needs.

Limited Development  
09/01/2023

<p><b>How it will look when fully met:</b></p>	<p>A leadership team, headed by the principal and includes instructional staff, meets at least twice per month to facilitate coordination and communication among the grade levels and departments of the school.</p> <p>The instructional leadership team conducts frequent walkthroughs and classroom observations to determine teacher effectiveness, instructional trends, and needs for support.</p> <p>Teachers receive frequent feedback on their performance, and the facilitators and administrators follow up to provide support in implementing the feedback.</p> <p>Teachers receive coaching based on performance based on walkthroughs, formal observations, assessment data, and student behavior data.</p>		<p><b>Darrell Potts (DOE 11/11/2022)</b></p>	<p><b>06/14/2024</b></p>
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<p><b>Actions</b></p>	<p><b>0 of 2 (0%)</b></p>		
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<p>9/7/23</p>	<p>The Core Team and facilitators meet weekly as an instructional leadership team to discuss curriculum implementation, walkthrough data, and coaching needs to support teachers in delivering effective instruction. (Aligned with Goal 1 and Goal 4)</p>		<p>Dylan Marshall (DOE 9-21-2022)</p>	<p>06/14/2024</p>
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<p><i>Notes:</i></p>
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<p>9/7/23</p>	<p>Facilitators and administrators will conduct walkthroughs in content-specific pairs to determine teacher effectiveness, instructional trends, and needs for support. Facilitators and administrators will provide specific and timely feedback to teachers, and provide instructional coaching to support teachers in implementing feedback using the Relay program. (Aligned with Goal 1 and Goal 4)</p>		<p>Dylan Marshall (DOE 9-21-2022)</p>	<p>06/14/2024</p>
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<p><i>Notes:</i></p>
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<p><b>Core Function:</b></p>	<p><b>Dimension B - Leadership Capacity</b></p>
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<p><b>Effective Practice:</b></p>	<p><b>Distributed leadership and collaboration</b></p>
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	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
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<p><b>Initial Assessment:</b></p>	<p>As of September 2023, we have partially met our goal aligned with this Indicator. According to the Spring 2023 Insight Survey, 67% of teachers are satisfied with support they receive at the school for instructional planning, compared with 58% in the Fall. In addition, 72% of teachers agree with the statement, "I have ready access to content experts with deep subject-area knowledge to support my instructional planning," compared to 59% in the Fall.</p> <p>A success aligned to this indicator is providing protected time in the master schedule for PLCs to collaborate, unpack curriculum, and action plan in response to data.</p> <p>Challenges that we face with fully implementing this indicator include providing consistent PLC support to implement district-adopted curriculum.</p> <p>Opportunities to address this challenge include utilizing the Teacher Leader Pathway (EIT teachers) to ensure that all PLCs have access to content experts to support instructional planning.</p>	<p>Limited Development 09/05/2023</p>		
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<p><b>How it will look when fully met:</b></p>	<p>Team structure includes Instructional teams that drive school improvement by addressing instruction and instructional methods, whole school improvement planning, and family-community connections.</p> <p>A team approach to planning and decision making allows for distributive leadership.</p> <p>Instructional teams, grouped by subject area and grade level, meet to develop instructional strategies aligned to the standards-based curriculum and to monitor the progress of the students in the grade levels or subject area.</p> <p>Teams of teachers continually implement, assess, and adjust instruction in short term cycles of improvement.</p> <p>Instructional teams develop agendas, minutes, and organizational procedures to help teams stay focused and maintain a history of team work.</p>		<p><b>Darrell Potts (DOE 11/11/2022)</b></p>	<p><b>06/14/2024</b></p>
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<b>Actions</b>		<b>0 of 2 (0%)</b>		
9/10/23	<p>Additional resources will be used to fund Teacher Leader Pathway positions (e.g. EITs) to provide additional instructional support and leadership within grade-level and content teams. (Aligned with Goal 1 and Goal 4, Title I funds)</p>		West	06/14/2024
<i>Notes:</i>				
9/10/23	<p>Instructional teams, grouped by subject area and grade level, meet to develop instructional strategies aligned to the standards-based curriculum and to monitor the progress of the students in the grade levels or subject area. PLC time will be protected so teams meet consistently, and teams will maintain agendas, minutes, and organizational procedures to keep teams focused.  (Aligned with Goal 1 and Goal 4)</p>		Darrell Potts	06/14/2024
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>

KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>As of September 2023, the percentage of 8th grade students who scored at the College and Career (CCR) level - 4 or 5 - on the Grade 8 Mathematics EOG decreased from 1.5% in 2021-2022 to 1.1% in 2022-2023, so we did not meet our goal aligned to this indicator. As of September 2023, our EVAAS growth index increased from 4.03 in 21-22 to 4.25 in Reading, but declined from -1.15 in 21-22 to -6.37 in 22-23 in Math.</p> <p>As of June 2023 we were able to conduct 15 ELA and 14 Math Core action walks in addition to formal observations conducted three times per year. 100% of our teachers received feedback from the ILT. According to Insight Survey data, 76% teachers agreed/strongly agreed that the expectations for effective teaching are clearly defined (district average- 74%). In addition, 80% of teachers agreed/strongly agreed that when observed, they received feedback that gave them specific actions to improve teaching practice (district average 69%--district top quartile- 82%). Also, 74% of teachers agreed/agreed that they get enough feedback on their instructional feedback (district- 71%). 75% of teachers agreed/strongly agreed that the feedback they get from being observed helps them improve student outcomes (district- 71%). 70% of teachers agreed/strongly agreed that they get feedback on what they are teaching (the content of the lesson) in addition to how I am teaching (district- 69%). 62% of teachers agreed/strongly agreed that when they get feedback after an observation, they receive support to implement those changes (e.g. someone models suggestions for me, I have time to practice outside of class). District- 60%</p> <p>For the 2022-2023 school year, we experienced some success related to this Indicator. In 8th Science, 127 students were at or above the 62nd percentile. For EOG composite, based on school composite total, 958 total students scored at least a 3, 4, or 5 on at least one test. From that total, 342 total students (35%) were at the 63rd percentile or above for all EOG subject tests.</p> <p>We have several challenges in meeting our targets related to this Indicator for the 23-24 school year. As of September 2023, we have had 27 staff members leave for various reasons. We will have a bevy of new teachers to NRMS and BTs to develop. A lack of student proficiency as about 61% of our students were identified as NP. We also have 220 students returning classified as EWI high risk. Lastly, we will have administration team members including a new AP and DOS. 59% of</p>	Limited Development 09/13/2022		

teachers state that they regularly discuss feedback with an instructional feedback (district- 60%). This shows us that instructional leaders at the school need to make more time to discuss strengths and growth areas for instruction more regularly through individual coaching.

As of September 2023, the opportunities that exist to address these challenges for the 2023-2024 school year includes a focus on the CMS adopted curriculum implementation paired with AVID schoolwide and WICOR strategies. To address providing more effective feedback, we will restructure the coaching protocol and role of EITs to ensure that teachers receive better, more frequent feedback to improve their practices. This is especially important considering the number of new staff we have in the 23-24 school year.

***How it will look when fully met:***

When at full implementation, The Principal and Leadership Team are highly visible and regularly present in classrooms and PLCs to give timely, productive and meaningful feedback to teachers and instructional teams.

Teachers will receive meaningful feedback on their practice at least weekly from the principal and Leadership Team throughout the year from formal and informal observations and walkthroughs.

Principal is an instructional leader who fosters strong collaborative practices and processes that ensure all students are engaged in standards-aligned instruction. This will include debrief sessions during weekly admin to review walkthrough feedback focused on standards-aligned instruction. The instructional leadership team will ensure that teachers are following district prescribed curriculum in ELA (Expeditionary Learning) and Math (Open Up), and implementing frequent checks for understanding.

Principal and Leadership Team engages in a regular coaching cycle with staff; communication and feedback is transparent, honest, and rooted in best practice. Coaching logs will reflect bite-sized feedback and action steps for improvement.

Principal and Leadership Team provides tiered support for teacher individual needs.

Administration implements informal observation cycles with feedback

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**06/14/2024**

through calibration walk throughs and focused walk-through loops.

In addition, weekly walkthroughs by administration and quarterly data review meetings will result in increased opportunities to provide effective feedback and recommendations to improve instructional practices. Fully implemented, core content PLCs will have weekly data meetings and receive verbal and written feedback to support walkthrough observations.

Data Metrics:

Qualitative:

Principal and leadership team are highly visible throughout school and classrooms to provide instructional support to teachers and instructional teams.

Quantitative:

Instructional teams conduct PLC meetings twice per week, with a focus on content planning and implementation and data analysis.

Walk through data shows that 100% of teachers are following the district curriculum and are aligned within the team for pacing.

Coaching logs will reflect weekly coaching sessions with teachers identified as needing additional support in terms of classroom management and/or instructional delivery.

**Actions**

**0 of 3 (0%)**

9/13/22 Members of the admin team (core and facilitators) will conduct Core Action Walks and classroom walk-throughs using the Core Action and NRMS electronic walk-through form, with a focus on curriculum implementation and integration of WICOR strategies. This data will inform coaching and support needs among teaching staff. (Aligned with Goal 2 and Goal 4)

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Notes:

9/13/22	All staff will implement consistent, effective, and fair grading practices aligned with the CMS Grading Plan and implement a quarterly analysis of their grade distribution using the Report Card Reflection and Analysis document. (Aligned with Goal 2)		Dylan Marshall (DOE 9-21-2022)	02/28/2024
<i>Notes:</i>				
9/13/22	Monitor the implementation and effectiveness of FAM - S actions during walkthroughs. Walkthroughs will be scheduled to include classroom visits and feedback as needed. (FAM-S, EVAAS).		Darrell Potts (DOE 11/11/2022)	06/14/2024
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
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<b>Effective Practice:</b>	<b>Quality of professional development</b>
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	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date



**Initial Assessment:**

As of September 2023, we have partially met our goal aligned with this Indicator. Our overall composite increased from 38.2% in 21-22 to 38.7% in 22-23. Also, our growth index increased from 4.03 in 21-22 to 4.25 in 22-23 in Reading, but declined from -1.15 in 21-22 to -6.37 in 22-23 in Math.

A success aligned to this indicator is creating time in the master schedule for students to receive additional support in response to assessment data (Hawk Time).

Challenges in fully implementing this indicator including responding to data by utilizing Hawk Time appropriately. Also, administration must conduct walk throughs to ensure that the curriculum and instructional strategies discussed in PLCs are implemented in the classroom. In addition, the admin team must meet to discuss instructional trends and respond appropriately with needed support.

Opportunities include analyzing MVPA data to adjust instruction in response to student performance data. In addition, the walkthrough schedule and instructional coaching structure will allow school leaders to ensure the implementation of standards-aligned curriculum, and that teachers receive support for instruction and classroom management.

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<p><b>How it will look when fully met:</b></p>	<p>The Leadership Team considers both disaggregated student outcome data and data on patterns of professional practice to determine professional development needs and plan appropriate professional development.</p> <p>The Leadership Team directly ties professional development to classroom observations and analysis of student learning data.</p> <p>The Leadership Team shares data with teachers to help them integrate better practice into their classrooms in a sustainable way.</p>		<p><b>Dylan Marshall (DOE 9-21-2022)</b></p>	<p><b>06/15/2024</b></p>
<p><b>Actions</b></p>		<p><b>0 of 2 (0%)</b></p>		
<p>9/10/23</p>	<p>The school implements a data analysis and action planning process for MVP data, benchmark data, common assessments, and other data sources to improve student outcomes.</p> <p>(Aligned with Goal 1 and Goal 4)</p>		<p>Dylan Marshall (DOE 9-21-2022)</p>	<p>06/14/2024</p>
<p><i>Notes:</i></p>				
<p>9/10/23</p>	<p>Instructional leaders meet weekly to discuss curriculum implementation and classroom observation data, and use that data to make decisions about school improvement and professional development needs.</p> <p>(Aligned with Goal and and Goal 4)</p>		<p>Dylan Marshall (DOE 9-21-2022)</p>	<p>06/14/2024</p>
<p><i>Notes:</i></p>				
<p><b>Core Function:</b></p>	<p><b>Dimension C - Professional Capacity</b></p>			
<p><b>Effective Practice:</b></p>	<p><b>Talent recruitment and retention</b></p>			

	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
		<i>Initial Assessment:</i>	<p>As of August 2023, we have partially met our goal aligned with this Indicator. For example, 71% of teachers reported in Spring 2023 that they were provided with regular, positive feedback, compared to 60% in Fall 2022. Also, 69% of teachers experienced two or more retention strategies as of Spring 2023.</p> <p>A success aligned to this Indicator includes embedding “Hawk Hoorays” during every staff meeting. This is an opportunity for colleagues to publicly praise each other for positive actions demonstrated throughout the week. In addition, the principal makes frequent PA announcements praising teachers and students for effective instruction, positive behaviors, etc. Also, we have a social committee that plans events to celebrate staff and maintain positive school culture.</p> <p>Challenges in fully implementing this indicator include continuing to provide leadership opportunities for teachers to strengthen instruction implementation and build school culture.</p> <p>Opportunities in fully implementing this Indicator include utilizing TLP staff to support instruction as well as providing all teachers leadership opportunities on committees designed to support instruction and school culture.</p>	Limited Development 09/05/2023		

<p><b>How it will look when fully met:</b></p>	<p>Evaluation systems are accurate, fair, linked to growth opportunities, and fully transparent.</p> <p>Everyone involved in the evaluation process has undergone training in the use of the assessment instruments, including the use of classroom observations.</p> <p>The school continues to identify leadership opportunities for effective teachers and staff members.</p>		<p><b>Darrell Potts (DOE 11/11/2022)</b></p>	<p><b>06/15/2024</b></p>
<p><b>Actions</b></p>		<p><b>0 of 2 (0%)</b></p>		
<p>9/10/23</p>	<p>The school uses classroom observations and walkthroughs to provide high-leverage feedback to staff consistently.</p> <p>(Aligned with Goal 1 and Goal 4)</p>		<p>West</p>	<p>06/14/2024</p>
<p><i>Notes:</i></p>				
<p>9/10/23</p>	<p>Additional funds (Title 1 and position exchanges) are used to recruit highly effective staff (Teacher Leader Pathway), and TLP teachers are given specific leadership duties to support teachers in delivering effective instruction.</p> <p>(Aligned with Goal 1 and Goal 4)</p>		<p>Darrell Potts</p>	<p>06/14/2024</p>
<p><i>Notes:</i></p>				
<p><b>Core Function:</b></p>	<p><b>Dimension D - Planning and Operational Effectiveness</b></p>			
<p><b>Effective Practice:</b></p>	<p><b>Resource Allocation</b></p>			

	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
		<i>Initial Assessment:</i>	<p>As of September 2023, we have partially met our goal related to this Indicator. Our overall composite increased from 38.2% in 21-22 to 38.7% in 22-23. Also, our growth index increased from 4.03 in 21-22 to 4.25 in 22-23 in Reading, but declined from -1.15 in 21-22 to -6.37 in 22-23 in Math.</p> <p>A success we had aligned to this indicator was our collaboration with DUSI. The leadership team collaborated with DUSI throughout the 2022-2023 SY. These collaborations helped drive our Hawk Time (WIN) instructional focus.</p> <p>Our challenges aligned to this indicator around human resources include ensuring that all classes are staffed with highly effective teachers. We have experienced a high amount of turnover this year, and we need to ensure that new staff have access to high quality instructional support.</p> <p>Opportunities include utilizing the Teacher Leader Pathway funds to recruit and retain effective teachers to ensure that students have access to high quality instruction.</p>	Limited Development 09/01/2023		

<p><b>How it will look when fully met:</b></p>	<p>Resources, including time, money, personnel, and partnerships, must be strategically aligned to address the school's goals.</p> <p>School leaders hire staff capable of the high-quality instruction needed for improvement, and place staff on roles suited to their strengths.</p> <p>Ensure that staff have the time and instructional resources necessary for instructional planning and improvement, and identify external partnerships that can further meet the needs of students at the school.</p> <p>Leaders carefully align financial resources, time, and targeted personnel and professional learning programs to address the school's most important improvement goals.</p>		<p><b>Darrell Potts (DOE 11/11/2022)</b></p>	<p><b>06/15/2024</b></p>
<p><b>Actions</b></p>		<p><b>0 of 2 (0%)</b></p>		
<p>9/1/23</p>	<p>Within the 2023-24 school year, our school identified the following resource inequity, Human Resources. As a result, our school plans to mitigate this inequity by recruiting and retaining highly effective teachers with the use of differential funds and the Teacher Leader Pathway to increase student achievement and growth.</p> <p>(Aligned with Goal 1 and Goal 4, Title I funds)</p>		<p>Darrell Potts</p>	<p>06/14/2024</p>
<p><i>Notes:</i></p>				
<p>9/10/23</p>	<p>Additional support and resources (money, time, human resources) are provided to support students with disabilities (SWD). NRMS will implement the Relay coaching model to support teachers in delivering effective instruction.</p> <p>(Aligned with Goal 1 and Goal 4)</p>		<p>Darrell Potts</p>	<p>06/14/2024</p>
<p><i>Notes:</i></p>				
<p><b>Core Function:</b></p>		<p><b>Dimension E - Families and Community</b></p>		
<p><b>Effective Practice:</b></p>		<p><b>Family Engagement</b></p>		

	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>As of September 2023, we have communicated with parents and families through 247 Connect Ed messages, 47 ParentSquare posts, 131 social media posts, and 32 school website postings. Communication with our families has impacted attendance, instruction, and academics. Northridge has strengthened the bond between school and home by sending out a family focused survey. The survey has collected 30 responses as of June 5, 2023 that measures how well we are performing in the areas of family engagement, resources, and support. 80% of the families that took the survey feel welcomed, feel that their concerns are answered, and that our communication is effective.</p> <p>Success related to this Indicator includes creating more streams of communication using our ParentSquare platform. We have 96% of our parents able to receive pertinent information through the new platform. Parent engagement has significantly grown from .05% to 8.2% within this school year.</p> <p>We face the following challenges in addressing this Indicator for the 23-24 school year. We have trained staff on how to use ParentSquare but our challenge will be to get them to use it regularly. The platform has great tools where we can send families calendar invites, direct message parents/guardians, and easily share files/documents. Currently we have 8 staff members that take full advantage of the platform. Getting our staff to use this regularly will assist in engaging our families better.</p> <p>As of September 2023 the opportunities that exist to address this challenge are more staff training during summer workshops, incentives for those who are showing progress in using the platform, and engagement PD's to help align us to establish our goal on regular communication.</p>	Limited Development 09/13/2022		

**How it will look  
when fully met:**

100% of parents have participated in a parent teacher conference or have had two-way communication with at least one of their teachers as evidenced by the communication logs.

Connect Ed records reflect at least weekly communication about upcoming events and initiatives.

Website is updated with school announcements to reflect upcoming events on a consistent basis

Social media is updated at least weekly to inform parents of upcoming events, initiatives, and school happenings.

Consistent two-way communication tool is being leveraged

Collaborative relationships; all voices matter as evidenced by an active and diverse PTSA

School events have high participation and engagement across all parent groups as evidenced by an increase overall and within subgroups from the previous school year.

Resources and support are made available to parents regularly in support of student learning

Language and technology are not a barrier; open access

Transparent communication with an open-door policy

Parent survey results are high in participation and engagement

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Actions	0 of 3 (0%)		
<p>9/13/22 We will provide a variety of opportunities to provide curriculum, instruction, life skills, and social emotional supports for all, including specific supports for ELL, EC and TD subgroups through events such as an Admin Meet and Greet, Curriculum Night, Open House, EC Parent Night, AVID Parent Night, etc. We will also partner with our PTSA, Parent Advocate and community partners to provide a Family Resource Center on campus for additional support. Attendance and surveys will be collected at each event to measure effectiveness.</p> <p>(Aligned with FAM-S 3 and Guardrail 3)</p>		Robert Bates	02/28/2024
<i>Notes:</i>			
<p>9/13/22 Develop relationships with community partners to enhance the work occurring within the school and grow school pride by conducting quarterly community partner meetings, maintaining a community partnership website, soliciting volunteers, mentorships, donations and leadership in professional development. Community partners will also be invited to school-wide events. Attendance, volunteer counts and survey feedback will be taken at all partnership meetings. The Leadership Team will reflect on the partnerships monthly during Leadership Team meetings.</p> <p>(Aligned with Guardrail 3)</p>		Robert Bates	06/14/2024
<i>Notes:</i>			
<p>9/13/22 NRMS will use platforms such as ConnectEd, Hawk's Nest, school website, social media, Canvas, Parent Square, and individual teacher websites to communicate with parents weekly, bi-weekly and quarterly. The school-wide teacher-parent communication log, Canvas, and PowerSchool grade book will be monitored bi-weekly by administration.</p> <p>(Aligned with Guardrail 3)</p>		Aida Cordova	06/14/2024
<i>Notes:</i>			