

School Improvement Plan



2015-2016

2015-2016 *through* 2016-2017

School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.

Draft Due: September 28, 2015	Final Copy Due: October 26, 2015
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2015-2016 Northridge Middle School Improvement Plan Report

Northridge Middle Contact Information			
School:	Northridge Middle	Courier Number:	481
Address:	7601 The Plaza	Phone Number:	980-343-5015
		Fax Number:	980-343-5174
Learning Community	East	School Website:	http://schools.cms.k12.nc.us/northridgeMS/Pages/Default.aspx

Principal:	Vincent Golden
Learning Community Superintendent:	Kondra Rattley

Northridge Middle School Improvement Team Membership			
<p><i>From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."</i></p>			
Committee Position	Name	Email Address	Date Elected
Principal	Vincent Golden	Vincent.golden@cms.k12.nc.us	9/8/2015
Assistant Principal Representative	Stephanie Hood	Stephaniej.hood@cms.k12.nc.us	9/8/2015
Teacher Representative	Jarma Chisholm	Jarma.chisholm@cms.k12.nc.us	9/8/2015
Inst. Support Representative	Tara Anderson	Tara.anderson@cms.k12.nc.us	9/8/2015
Teacher Assistant Representative	Sharon Henderson	Sharon.henderson@cms.k12.nc.us	9/8/2015
Parent Representative	Shari Barber	Beltonbarber20@gmail.com	9/8/2015
Parent Representative	Kerry Hairston	Kerryg.hairston@cms.k12.nc.us	9/8/2015
Parent Representative	Nicole Gubler	nicolegubler@gmail.com	9/8/2015

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Vision Statement

District: CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

School: The vision of Northridge Middle School is to ensure that every child is able to enter high school with the academic and emotional prerequisites needed for high school sustainability, which would lead to high school graduation. We further strive to ensure that our students become a competitive member of the twenty first century global, educational, and job market.

Mission Statement

District: The mission of CMS is to maximize academic achievement by every student in every school.

School: The mission at Northridge Middle School is to provide instruction **from the North Carolina Essential Standards and Common Core** in a nurturing environment with high expectations for all students. Teachers will use Professional Learning Communities to collaborate on best researched based teaching practices to develop students who meet or exceed district and state standards while emphasizing the social, emotional, physical, and intellectual growth of each student.

Northridge Middle Shared Beliefs

- Education is the key to success. In a unified, collaborative, and motivating environment, students can become great achievers.
- Education is a continuous process that requires dedication, responsibility, consistency, and cooperation on behalf of teachers, parents, and students.
- Our school must provide a positive, safe environment that is conducive to learning.
- The school environment should promote communication among parents, staff, students, and the community as a whole.
- School should be student-centered and whole-child focused. This requires respect, enthusiasm, and the courage to get involved and take risks.
- Teachers need to use varying teaching strategies to reach all students and their individual learning styles.
- Teachers should model the positive behaviors we expect from students.
- Teachers are life-long learners who encourage students to develop a love for learning.

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Northridge Middle SMART Goals

- Goal 1- Provide duty free lunch period on a daily basis.
- Goal 2- 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.
- Goal 3- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying harassing behaviors.
- Goal 4- Northridge Middle will increase overall math EOG proficiency results by 15 percentage points, from 27.8% to 42.8%, as measured by monitoring progress through MAP, CBAs, BOY, MOY, EOY and Mocks EOGs from October 2015 – May 2016.
- Goal 5- Northridge Middle will increase overall 8th grade science EOG proficiency results by 15 percentage points, from 41.4% to 56.4%, as measured by monitoring progress through MAP, CBAs, BOY, MOY, EOY and Mocks EOGs from October 2015 – May 2016.
- Goal 6- Northridge Middle will increase overall reading EOG proficiency results by 10 percentage points, from 26.4% to 36.4%, as measured by monitoring progress through MAP, CBAs, BOY, MOY, EOY and Mock EOGs from October 2015 – May 2016.



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Northridge Middle Assessment Data Snapshot

AMOTARG - Target Detail

Reading Grades 3-8											
	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Part Den	793	<5	26	468	233	20	40	386	52	77	14
Part Pct	>95	*	*	>95	>95	*	>95	>95	>95	>95	*
Part Status	Met	Insuf	Insuf	Met	Met	Insuf	Met	Met	Met	Met	Insuf
Prof Den	708	<5	23	412	218	16	34	342	44	66	12
Prof Pct	26.4	*	*	24.0	29.8	*	23.5	21.6	<5	<5	*
Goal Pct	55.1	43.2	69.3	40.4	43.0	56.5	65.2	42.9	27.6	30.3	92.5
Prof Status	Not Met	Insuf	Insuf	Not Met	Not Met	Insuf	Not Met	Not Met	Not Met	Not Met	Insuf
Math Grades 3-8											
	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Part Den	793	<5	26	468	233	20	40	386	52	77	14
Part Pct	>95	*	*	>95	>95	*	>95	>95	>95	>95	*
Part Status	Met	Insuf	Insuf	Met	Met	Insuf	Met	Met	Met	Met	Insuf
Prof Den	708	<5	23	412	218	16	34	342	44	66	12
Prof Pct	27.8	*	*	22.6	33.0	*	38.2	24.0	<5	<5	*
Goal Pct	53.9	41.6	77.0	37.8	46.1	53.6	63.0	42.1	34.0	30.0	93.3
Prof Status	Not Met	Insuf	Insuf	Not Met	Not Met	Insuf	Not Met	Not Met	Not Met	Not Met	Insuf
Science Grades 5&8											
	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Part Den	286	<5	7	164	92	6	15	136	23	25	9
Part Pct	>95	*	*	>95	>95	*	*	>95	*	*	*
Part Status	Met	Insuf	Insuf	Met	Met	Insuf	Insuf	Met	Insuf	Insuf	Insuf
Prof Den	261	<5	5	150	85	5	14	122	20	23	8

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Prof Pct	41.4	*	*	33.3	49.4	*	*	37.7	*	*	*
Goal Pct	61.8	51.9	76.5	46.0	51.7	63.3	71.7	50.0	33.2	36.4	94.4
Prof Status	Not Met	Insuf	Insuf	Not Met	Met /C	Insuf	Insuf	Not Met	Insuf	Insuf	Insuf
Current Year EOC											
	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Part Den	40	<5	<5	17	16	<5	<5	17	<5	<5	<5
Part Pct	>95	*	*	*	*	*	*	*	*	*	*
Part Status	Met	Insuf	Insuf	Insuf	Insuf	Insuf	Insuf	Insuf	Insuf	Insuf	Insuf
Attendance											
	ALL										
Att Pct	>95										
Status	Met										



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Northridge Middle Profile

This narrative should include a description of student and staff demographics, recent achievement(s), and staff qualifications.

Northridge Middle School is comprised of 722 students. Of those, 56.9% are African American, 32.1% Hispanic, 4.8% White, .2% American Indian, 3.6% Asian, and .1% identify with two or more races. 11.2% of our total school population is students with disabilities and 1.1% is academically gifted. 1.8% of the student population receives McKinney-Vento services. Our staff consists of 57 members- 48 teachers and 9 instructional support, including administrators. Eighteen (37.5%) teachers have less than three years of teaching experience. Six (12.5%) have less than 7 years of teaching experience. Eight (16.7%) have 7-10 years of experience and 16 (33%) have more than 10 years of experience. 45.8% of the staff has earned an advanced degree and 83.3% are designated as Highly Qualified in their content area.



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Strategic Plan 2018: For a Better Tomorrow

<p>Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps 	<p>Goal 2: Recruit, develop, retain and reward a premier workforce</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Proactive recruitment II. Individualized professional development III. Retention/quality appraisals IV. Multiple career pathways V. Leadership development
<p>Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child</p> <p>Three focus areas:</p> <ul style="list-style-type: none"> I. Family engagement II. Communication and outreach III. Partnership development 	<p>Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Physical safety II. Social and emotional health III. High engagement IV. Cultural competency V. Customer service
<p>Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Effective and efficient processes and systems II. Strategic use of district resources III. Data integrity and use IV. School performance improvement 	<p>Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Learning everywhere, all the time II. Innovation and entrepreneurship III. Strategic school redesign IV. Innovative new schools



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SMART Goal (1): <i>Duty Free Lunch for Teachers</i>	Provide a duty-free lunch period for every teacher on a daily basis.
Strategic Plan Goal:	Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service.
Strategic Plan Focus Area:	Social and emotional health
Data Used:	Insight Survey (2014-2015)

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Create a lunch schedule that outlines teacher duty-free lunch periods.	Vincent Golden/Principal	Increase teacher attendance and retention rate, resulting in increased student achievement	N/A	School Administration BMT SRO Security Associate	8/24/15-6/9/16



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SMART Goal (2): <i>Duty Free Instructional Planning Time</i>	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.
Strategic Plan Goal:	Maximize academic achievement in a personalized 21 st century environment for every child to graduate college- and career-ready
Strategic Plan Focus Area:	Academic growth/high academic achievement
Data Used:	Insight Survey (2014-2015)

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Creation of a master schedule that provides between 90 minutes of duty-free instructional planning time and data analysis planning time.	Vincent Golden/Principal	MAP assessments Common-based assessments iReady assessments	N/A Title I	Crasharnia Harmon/Dean of Students Kenneth Breland/Assistant Principal Stephanie Hood/Assistant Principal	8/24/15-6/9/16



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SMART Goal (3): <i>Anti-Bullying / Character Education</i>	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
Strategic Plan Goal:	Promote a system-wide culture of safety, high engagement, cultural competency and customer service.
Strategic Plan Focus Area:	Physical Safety
Data Used:	Referral Data (PowerSchool), Parent, Teacher and Student surveys

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Bully Liaison / Bully-prevention • Develop a “Stop Bullying Week” and “End Bullying” campaign	Jarma Chisholm/Bullying Liaison	Reduce bullying incident reports by 10%	N/A	All Northridge staff	8/24/15-6/9/16
2. Character Education • Develop a Principal Advisory Team • Create a Wall of Fame	Vincent Golden/Principal Judy Overhultz/Counselor	Reduce incidents of verbal and physical aggression by 10%	N/A	All Northridge staff	8/24/15-6/9/16
3. Healthy Active Child 30 min. • Provision of PE curriculum • Coordinate BMI testing of students • Coordinate Healthy Eating Program	Vincent Golden/Principal Kim McMichael/School Nurse Jeffrey	Reduce BMI in 25% of students	N/A	PE Department School Nurse	8/24/15-6/9/16

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	Brantley/Physical Education Teacher				
4. School Health Team <ul style="list-style-type: none"> • Staff Fitness Program • School Health Challenge 	Vincent Golden/Principal Kim McMichael/School Nurse Jeffrey Brantley/Physical Education Teacher	Reduce BMI in 10% of staff Reduce BMI in 25% of the school	N/A	PE Department School Nurse	8/24/15-6/9/16



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SMART Goal (4):	To increase overall math EOG proficiency results by 15 percentage points, from 27.8% to 42.8%, as measured by monitoring progress through MAP, CBAs, BOY, MOY, EOY and Mocks EOGs from October 2015 – May 2016.
Strategic Plan Goal:	Maximize academic achievement in a personalized 21 st century learning environment for every child to graduate college- and career-ready.
Strategic Plan Focus Area:	Academic growth/high academic achievement
Data Used:	PowerTeacher gradebooks, common-based assessments, MAP, beginning-of-year diagnostic assessment

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Create common assessments aligned to objectives • Align questions to state released test • Revise questions on common assessments as needed • Use unpacking resources and CMS pacing guide to norm question items on each assessment	Jacquetta Patrick/Academic Facilitator Christopher Kovalchick/Math Facilitator Tara Anderson/PD Facilitator Michelle Rankin/Title I Instructional Coach	Increased student performance on academic indicators measured by the following assessments: • Common based assessments • Middle of year assessment • Daily exit tickets • Daily do nows • Weekly quizzes Weekly data meetings to monitor student progress.	N/A	All Northridge Staff	8/24/15-6/9/16 Monitor goal progress after each common/interim assessment (every 3-6 weeks) Weekly revisions identified • Thursday data meetings • Friday



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					ILT meetings
<p>2. Use instructional planning time to analyze data and create action plans/interventions based on findings</p> <ul style="list-style-type: none"> • Provide a 90 minute duty free planning period • Facilitators and administration attend planning meetings to lead data analysis protocol • Provide mastery connect as a source for data collection and analysis 	<p>Jacquetta Patrick/Academic Facilitator</p> <p>Christopher Kovalchick/Math Facilitator</p> <p>Tara Anderson/PD Facilitator</p> <p>Michelle Rankin/Title I Instructional Coach</p> <p>Vincent Golden/Principal</p> <p>Kenneth Breland/Assistant Principal</p> <p>Stephanie Hood/Assistant Principal</p>	<p>Increased student performance on academic indicators measured by the following assessments:</p> <ul style="list-style-type: none"> • Common based assessments • Middle of year assessment • Daily exit tickets • Daily do nows • Weekly quizzes <p>Weekly data meetings to monitor student progress.</p>	N/A	All Northridge Staff	<p>8/24/15-6/9/16</p> <p>Monitor goal progress after each common/interim assessment (every 3-6 weeks)</p> <p>Weekly revisions identified</p> <ul style="list-style-type: none"> • Thursday data meetings • Friday ILT meetings

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<p>3. Monitor the effectiveness of classroom instruction through walkthroughs, observation, and timely feedback</p> <ul style="list-style-type: none"> • Walkthrough schedule • Weekly administrative team discussion of trends, progression and areas of improvement for each teacher • Creation of Google docs walkthrough and feedback form • Weekly Instructional Team Meetings • Quarterly teacher conferences to discuss data and action plans 	<p>Jacquetta Patrick/Academic Facilitator</p> <p>Christopher Kovalchick/Math Facilitator</p> <p>Tara Anderson/PD Facilitator</p> <p>Michelle Rankin/Title I Instructional Coach</p> <p>Vincent Golden/Principal</p> <p>Kenneth Breland/Assistant Principal</p> <p>Stephanie Hood/Assistant Principal</p>	<p>Increased student performance on academic indicators measured by the following assessments:</p> <ul style="list-style-type: none"> • Common based assessments • Middle of year assessment • Daily exit tickets • Daily do nows • Weekly quizzes <p>Weekly data meetings to monitor student progress.</p>	<p>N/A</p>	<p>All Northridge Staff</p>	<p>8/24/15-6/9/16</p> <p>Monitor goal progress after each common/interim assessment (every 3-6 weeks)</p> <p>Weekly revisions identified</p> <ul style="list-style-type: none"> •Thursday data meetings •Friday ILT meetings
<p>4. Use of Early Release days and scheduled professional development sessions on standards alignment, close reading, annotation, mini-lessons, effective teaching practices, and data analysis</p> <ul style="list-style-type: none"> • early release day PD schedule • assigned PD facilitators • purchase of materials needed to support each PD session 	<p>Jacquetta Patrick/Academic Facilitator</p> <p>Christopher Kovalchick/Math Facilitator</p> <p>Tara Anderson/PD Facilitator</p> <p>Michelle Rankin/Title</p>	<p>Increased student performance on academic indicators measured by the following assessments:</p> <ul style="list-style-type: none"> • Common based assessments • Middle of year assessment • Daily exit tickets • Daily do nows • Weekly quizzes 	<p>N/A</p>	<p>All Northridge Staff</p> <p>Title I staff to provide feedback and support of close reading and mini-lessons through</p>	<p>8/24/15-6/9/16</p> <p>Monitor goal progress after each common/interim assessment (every 3-6 weeks)</p> <p>Weekly revisions</p>



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	I Instructional Coach Vincent Golden/Principal Kenneth Breland/Assistant Principal Stephanie Hood/Assistant Principal	Weekly data meetings to monitor student progress.		walkthroughs and team planning	identified •Thursday data meetings •Friday ILT meetings
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SMART Goal (5):	To increase overall 8 th grade science EOG proficiency results by 15 percentage points, from 41.4% to 56.4%, as measured by monitoring progress through MAP, CBAs, BOY, MOY, EOY and Mocks EOGs from October 2015 – May 2016.
Strategic Plan Goal:	Maximize academic achievement in a personalized 21 st century learning environment for every child to graduate college- and career-ready.
Strategic Plan Focus Area:	Academic growth/high academic achievement
Data Used:	PowerTeacher gradebooks, common-based assessments, MAP, beginning-of-year diagnostic assessment

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Create common assessments aligned to objectives <ul style="list-style-type: none"> Align questions to state released test Revise questions on common assessments as needed Use unpacking resources and CMS pacing guide to norm question items on each assessment 	Jacquetta Patrick/Academic Facilitator Christopher Kovalchick/Math Facilitator Tara Anderson/PD Facilitator Michelle Rankin/Title I Instructional Coach	Increased student performance on academic indicators measured by the following assessments: <ul style="list-style-type: none"> Common based assessments Middle of year assessment Daily exit tickets Daily do nows Weekly quizzes Weekly data meetings to monitor student progress.	N/A	All Northridge Staff	8/24/15-6/9/16 Monitor goal progress after each common/interim assessment (every 3-6 weeks) Weekly revisions identified •Thursday data meetings •Friday ILT

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					meetings
<p>2. Use instructional planning time to analyze data and create action plans/interventions based on findings</p> <ul style="list-style-type: none"> • Provide a 90 minute duty free planning period • Facilitators and administration attend planning meetings to lead data analysis protocol • Provide mastery connect as a source for data collection and analysis 	<p>Jacquetta Patrick/Academic Facilitator</p> <p>Christopher Kovalchick/Math Facilitator</p> <p>Tara Anderson/PD Facilitator</p> <p>Michelle Rankin/Title I Instructional Coach</p> <p>Vincent Golden/Principal</p> <p>Kenneth Breland/Assistant Principal</p> <p>Stephanie Hood/Assistant Principal</p>	<p>Increased student performance on academic indicators measured by the following assessments:</p> <ul style="list-style-type: none"> • Common based assessments • Middle of year assessment • Daily exit tickets • Daily do nows • Weekly quizzes <p>Weekly data meetings to monitor student progress.</p>	N/A	All Northridge Staff	<p>8/24/15-6/9/16</p> <p>Monitor goal progress after each common/interim assessment (every 3-6 weeks)</p> <p>Weekly revisions identified</p> <ul style="list-style-type: none"> • Thursday data meetings • Friday ILT meetings

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<p>3. Monitor the effectiveness of classroom instruction through walkthroughs, observation, and timely feedback</p> <ul style="list-style-type: none"> Walkthrough schedule Weekly administrative team discussion of trends, progression and areas of improvement for each teacher Creation of Google docs walkthrough and feedback form 	<p>Jacquetta Patrick/Academic Facilitator</p> <p>Christopher Kovalchick/Math Facilitator</p> <p>Tara Anderson/PD Facilitator</p> <p>Michelle Rankin/Title I Instructional Coach</p> <p>Vincent Golden/Principal</p> <p>Kenneth Breland/Assistant Principal</p> <p>Stephanie Hood/Assistant Principal</p>	<p>Increased student performance on academic indicators measured by the following assessments:</p> <ul style="list-style-type: none"> Common based assessments Middle of year assessment Daily exit tickets Daily do nows Weekly quizzes <p>Weekly data meetings to monitor student progress.</p>	N/A	All Northridge Staff	<p>8/24/15-6/9/16</p> <p>Monitor goal progress after each common/interim assessment (every 3-6 weeks)</p> <p>Weekly revisions identified</p> <ul style="list-style-type: none"> Thursday data meetings Friday ILT meetings
<p>4. Use of Early Release days and scheduled professional development sessions on standards alignment, close reading, annotation, mini-lessons, effective teaching practices, and data analysis</p> <ul style="list-style-type: none"> early release day PD schedule assigned PD facilitators purchase of materials needed to support each PD session 	<p>Jacquetta Patrick/Academic Facilitator</p> <p>Christopher Kovalchick/Math Facilitator</p> <p>Tara Anderson/PD Facilitator</p> <p>Michelle Rankin/Title</p>	<p>Increased student performance on academic indicators measured by the following assessments:</p> <ul style="list-style-type: none"> Common based assessments Middle of year assessment Daily exit tickets Daily do nows Weekly quizzes 	N/A	All Northridge Staff	<p>8/24/15-6/9/16</p> <p>Monitor goal progress after each common/interim assessment (every 3-6 weeks)</p> <p>Title I staff to provide feedback and support of close reading and mini-lessons through</p>



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	I Instructional Coach Vincent Golden/Principal Kenneth Breland/Assistant Principal Stephanie Hood/Assistant Principal	Weekly data meetings to monitor student progress.		walkthroughs and team planning	Weekly revisions identified •Thursday data meetings •Friday ILT meetings
SMART Goal (6):	To increase overall reading EOG proficiency results by 10 percentage points, from 26.4% to 36.4%, as measured by monitoring progress through MAP, CBAs, BOY, MOY, EOY and Mock EOGs from October 2015 – May 2016.				
Strategic Plan Goal:	Maximize academic achievement in a personalized 21 st century learning environment for every child to graduate college- and career-ready.				
Strategic Plan Focus Area:	Academic growth/high academic achievement				
Data Used:	PowerTeacher gradebooks, common-based assessments, MAP, beginning-of-year diagnostic assessment				

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Create common assessments aligned to objectives • Align questions to state released test • Revise questions on common assessments as needed • Use unpacking resources and CMS	Jacquetta Patrick/Academic Facilitator Christopher Kovalchick/Math	Increased student performance on academic indicators measured by the following assessments: • Common based assessments • Middle of year	N/A	All Northridge Staff	8/24/15-6/9/16 Monitor goal progress after each common/interi

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<p> pacing guide to norm question items on each assessment</p>	<p>Facilitator</p> <p>Tara Anderson/PD Facilitator</p> <p>Michelle Rankin/Title I Instructional Coach</p>	<p>assessment</p> <ul style="list-style-type: none"> • Daily exit tickets • Daily do nows • Weekly quizzes <p>Weekly data meetings to monitor student progress.</p>			<p>m assessment (every 3-6 weeks)</p> <p>Weekly revisions identified</p> <ul style="list-style-type: none"> •Thursday data meetings •Friday ILT meetings
<p>2. Use instructional planning time to analyze data and create action plans/interventions based on findings</p> <ul style="list-style-type: none"> • Provide a 90 minute duty free planning period • Facilitators and administration attend planning meetings to lead data analysis protocol • Provide mastery connect as a source for data collection and analysis 	<p>Jacquetta Patrick/Academic Facilitator</p> <p>Christopher Kovalchick/Math Facilitator</p> <p>Tara Anderson/PD Facilitator</p> <p>Michelle Rankin/Title I Instructional Coach</p> <p>Vincent Golden/Principal</p> <p>Kenneth Breland/Assistant Principal</p> <p>Stephanie Hood/Assistant</p>	<p>Increased student performance on academic indicators measured by the following assessments:</p> <ul style="list-style-type: none"> • Common based assessments • Middle of year assessment • Daily exit tickets • Daily do nows • Weekly quizzes <p>Weekly data meetings to monitor student progress.</p>	N/A	All Northridge Staff	<p>8/24/15-6/9/16</p> <p>Monitor goal progress after each common/interim assessment (every 3-6 weeks)</p> <p>Weekly revisions identified</p> <ul style="list-style-type: none"> •Thursday data meetings •Friday ILT meetings



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	Principal				
3. Monitor the effectiveness of classroom instruction through walkthroughs, observation, and timely feedback <ul style="list-style-type: none"> • Walkthrough schedule • Weekly administrative team discussion of trends, progression and areas of improvement for each teacher • Creation of Google docs walkthrough and feedback form 	Jacquetta Patrick/Academic Facilitator Christopher Kovalchick/Math Facilitator Tara Anderson/PD Facilitator Michelle Rankin/Title I Instructional Coach Vincent Golden/Principal Kenneth Breland/Assistant Principal Stephanie Hood/Assistant Principal	Increased student performance on academic indicators measured by the following assessments: <ul style="list-style-type: none"> • Common based assessments • Middle of year assessment • Daily exit tickets • Daily do nows • Weekly quizzes Weekly data meetings to monitor student progress.	N/A	All Northridge Staff	8/24/15-6/9/16 Monitor goal progress after each common/interim assessment (every 3-6 weeks) Weekly revisions identified •Thursday data meetings •Friday ILT meetings



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<p>4. Use of Early Release days and scheduled professional development sessions on standards alignment, close reading, annotation, mini-lessons, effective teaching practices, and data analysis</p> <ul style="list-style-type: none"> early release day PD schedule assigned PD facilitators purchase of materials needed to support each PD session 	<p>Jacquetta Patrick/Academic Facilitator</p> <p>Christopher Kovalchick/Math Facilitator</p> <p>Tara Anderson/PD Facilitator</p> <p>Michelle Rankin/Title I Instructional Coach</p> <p>Vincent Golden/Principal</p> <p>Kenneth Breland/Assistant Principal</p> <p>Stephanie Hood/Assistant Principal</p>	<p>Increased student performance on academic indicators measured by the following assessments:</p> <ul style="list-style-type: none"> Common based assessments Middle of year assessment Daily exit tickets Daily do nows Weekly quizzes <p>Weekly data meetings to monitor student progress.</p>	<p>N/A</p>	<p>All Northridge Staff</p> <p>Title I staff to provide feedback and support of close reading and mini-lessons through walkthroughs and team planning</p>	<p>8/24/15-6/9/16</p> <p>Monitor goal progress after each common/interim assessment (every 3-6 weeks)</p> <p>Weekly revisions identified</p> <ul style="list-style-type: none"> Thursday data meetings Friday ILT meetings
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SMART Goal (7):	To increase overall SWD EOG math proficiency results by 10 percentage points, from 5.2% to 15.2%, in order to close the achievement gap between general education and SWD students as measured by monitoring progress through MAP, CBAs, BOY, MOY, EOY and Mocks EOGs from October 2015 – May 2016.
Strategic Plan Goal:	Maximize academic achievement in a personalized 21 st century learning environment for every child to graduate college- and career-ready.
Strategic Plan Focus Area:	Academic growth/high academic achievement
Data Used:	PowerTeacher gradebooks, common-based assessments, MAP, beginning/middle/end-of-year diagnostic assessments

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Math resource class to address and improve mathematical foundational skills • Class added to the master schedule • Intentional placement of students based on IEP area of eligibility • Provide necessary materials to support student learning	Christopher Kovalchick/Math Facilitator Tara Anderson/PD Facilitator Tamara Willis EC Compliance Facilitator	Increased student performance on academic indicators measured by the following assessments: • Common based assessments • Middle of year assessment • Daily exit tickets • Daily do nows • Weekly quizzes Weekly data meetings to monitor student progress.	N/A	EC Teachers Math Facilitators	8/24/15-6/9/16 Monitor goal progress after each common/interim assessment (every 3-6 weeks) Weekly revisions identified • Thursday data meetings



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					•Friday ILT meetings
2. Mathematics laboratory, which provides interventions based on assessment misconceptions <ul style="list-style-type: none"> Added to the Success Time (intervention block) schedule Placed students with teachers based on needs Provide appropriate technology support programs to increase student engagement 	Tamara Willis EC Teacher Stephen Belton EC Teacher Christopher Kovalchick Math Facilitator	Increased student performance on academic indicators measured by the following assessments: <ul style="list-style-type: none"> Common based assessments Middle of year assessment Daily exit tickets Daily do nows Weekly quizzes Weekly data meetings to monitor student progress.	N/A	EC Teachers Math Facilitator	8/24/15-6/9/16 Monitor goal progress after each common/interim assessment (every 3-6 weeks) Weekly revisions identified •Thursday data meetings •Friday ILT meetings

Mastery Grading Procedures Plan – Required for All Schools

Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.
Strategic Plan Focus Area:	Academic growth/high academic achievement
Data Used:	PowerTeacher gradebooks, common-based assessments, MAP, beginning-of-year diagnostic assessment



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Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Common assessments <ul style="list-style-type: none"> Common-based assessments created and scored through Mastery Connect Re-alignment of specific assessment questions for increased rigor DDI training provided for all staff Provide accommodations for students with 504 and Individualized Education Plans 	Jacquetta Patrick/Academic Facilitator Christopher Kovalchick/Math Facilitator Tara Anderson/PD Facilitator Michelle Rankin/Title I Instructional Coach	Increased use of Mastery Connect to analyze student data. Weekly data meetings to monitor student progress.	N/A	All Northridge Staff	8/24/15-6/9/16 Monitor goal progress after each common/interim assessment (every 3-6 weeks) Weekly revisions identified •Thursday data meetings •Friday ILT meetings
2. Data disaggregation <ul style="list-style-type: none"> Implementation of weekly data meetings and the use of data trackers through Mastery Connect Use of Mastery Connect and common-based assessment results to guide intervention block Frequent training for school staff to effectively use data to guide instruction Success Time daily intervention block to address student needs After school tutorials: creating small groups giving individualized instruction 	Jacquetta Patrick/Academic Facilitator Christopher Kovalchick/Math Facilitator Tara Anderson/PD Facilitator Michelle Rankin/Title I Instructional Coach Kenneth Breland/Assistant	Increased student performance on academic indicators measured by the following assessments: <ul style="list-style-type: none"> Common based assessments Middle of year assessment Daily exit tickets Daily do nows Weekly quizzes Weekly data meetings to monitor student progress.	N/A	All Northridge Staff	8/24/15-6/9/16 Monitor goal progress after each common/interim assessment (every 3-6 weeks) Weekly revisions identified •Thursday data

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	Principal Stephanie Hood/Assistant Principal				meetings •Friday ILT meetings
3. Flexible grouping <ul style="list-style-type: none"> Implementation of Success Time (intervention block) to address growth areas determined by weekly data meetings. Students will be grouped according to common-based assessments/interim assessments PD to staff on intervention block instructional expectations Weekly do nows, exit tickets and quizzes are used to form small groups and individualized remediation 	Jacquetta Patrick/Academic Facilitator Christopher Kovalchick/Math Facilitator Tara Anderson/PD Facilitator Michelle Rankin/Title I Instructional Coach Kenneth Breland/Assistant Principal Stephanie Hood/Assistant Principal	Increased student performance on academic indicators measured by the following assessments: <ul style="list-style-type: none"> Common based assessments Middle of year assessment Daily exit tickets Daily do nows Weekly quizzes Weekly data meetings to monitor student progress.	N/A	All Northridge Staff	8/24/15-6/9/16 Monitor goal progress after each common/interim assessment (every 3-6 weeks) Weekly revisions identified Thursday data meetings •Friday ILT meetings
4. Late and make-up work <ul style="list-style-type: none"> Communicate school expectations for holding students accountable for completing assignments- 5-day grace period to submit work for full credit after excused student absences, assigning a grade that is less than full credit for late work 	Vincent Golden/Principal Kenneth Breland/Assistant Principal Stephanie Hood/Assistant Principal	Increased student performance on academic indicators measured by the following assessments: <ul style="list-style-type: none"> Common based assessments Middle of year assessment Daily exit tickets Daily do nows Weekly quizzes 	N/A	All Northridge Staff	8/24/15-6/9/16 Monitor goal progress after each common/interim assessment (every 3-6 weeks) Weekly revisions



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		Weekly data meetings to monitor student progress.			identified •Thursday data meetings •Friday ILT meetings
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Northridge Middle School - 600 Waiver Requests

Request for Waiver

1. Insert the waivers you are requesting

- *Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools with grades 4-12]*

2. Please identify the law, regulation or policy from which you are seeking an exemption.

- *115C-301 (c and d) Maximum Teaching Load and Maximum Class Size [required for all schools with grades 4-12]*

3. Please state how the waiver will be used.

- *Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.*

4. Please state how the waiver will promote achievement of performance goals.

- *This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.*



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Approval of Plan			
Committee Position	Name	Signature	Date
Principal	Vincent Golden	Vincent Golden	10/12/15
Assistant Principal Representative	Stephanie Hood	Stephanie Hood	10/12/15
Teacher Representative	Jarma Chisholm	Jarma Chisholm	10/12/15
Inst. Support Representative	Tara Anderson	Tara Anderson	10/12/15
Teacher Assistant Representative	Sharon Henderson	Sharon K. Henderson	10/12/15
Parent Representative	Gwendolyn Pearson	Gwendolyn Pearson	10/12/15
Parent Representative	Kerry Hairston	Kerry Hairston	10-12-15