

# 2021-2022 State of the School Report

NORTHRIDGE MIDDLE



Principal Name

Orlando Robinson

## I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP	36.6	35.9	36.4	38.9	11.4	9.8
	CCR	11.1	11.8	7.1	16.7	<5	<5
Grade 7	GLP	31.4	30.0	30.7	50.0	10.4	14.6
	CCR	12.1	10.6	12.6	25.0	6.3	<5
Grade 8	GLP	38.2	36.2	37.3	60.0	6.9	19.4
	CCR	17.4	15.1	17.6	40.0	<5	<5
School	GLP	35.3	34.0	34.5	47.5	9.9	14.2
	CCR	13.5	12.5	12.5	25.0	<5	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
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Grade 6	GLP	24.7	22.3	22.0	44.4	11.1	12.2
	CCR	10.9	8.6	8.0	33.3	<5	<5
Grade 7	GLP	22.1	19.4	22.8	41.7	10.2	19.0
	CCR	9.1	9.4	7.1	8.3	<5	<5
Grade 8	GLP	23.4	17.7	28.0	50.0	13.8	22.6
	CCR	7.1	<5	7.0	30.0	<5	<5
Math I	GLP	41.7	35.2	43.9			
	CCR	13.2	8.5	12.3			
School	GLP	23.4	19.8	24.2	45.0	11.4	17.5
	CCR	9.0	7.5	7.3	25.0	<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 8	GLP	61.9	58.0	64.0	80.0	25.0	35.5
	CCR	49.0	46.4	50.0	70.0	17.9	22.6

EOG School Composite	33.8
School Letter Grade*	C

\*Based on 2018-19 achievement data

## II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By June 2022, all students will meet their predicted EVAAS growth as measured by NC EOG/ NC Final assessments. (A2.04, A4.01, B3.03)

By June 2022, through the use of professional development, collaboration with student support services, and student data, 100% of teachers will be aware of how to identify social

and emotional needs of all students. (A4.06)

By June 2022, 80% of parents will respond positively to the questions concerning school - home communication presented on the school created parent survey. (E1.06)

### III. CHIEF CHALLENGES

- Current data shows that our ELL and EC scholars need additional support. Teachers have been differentiating, but it is difficult to provide adequate small group support in classrooms with higher numbers. While trying to accelerate scholars and following the curricula with fidelity, teachers have found gaps that need to be addressed in order for scholars to succeed.
- Increasing the parent participation for various subgroups in events such as parent nights, curriculum night, and other school events continues to be a challenge, especially during COVID. The administrative team is continually seeking ways to communicate upcoming events and activities more effectively to our stakeholders.
- Increased SEL needs of students increases the need for counselors. Currently our counselors' caseload is above the recommended of ASCA and the State average.

### IV. PLANS FOR THE YEAR: SIP ACTIONS

Hawk Time- Our built in acceleration program from 8:00-8:40 each day addresses both strengths and weaknesses of scholars. Data is analyzed and groups are structured based upon student conceptions. Online tools are being used to enhance scholars' understanding of objectives previously taught as well as specific objectives scholars are struggling with on an individual level. Teacher led groups focus on problems/questions not mastered following data dives after assessments. Different strategies are being implemented along with a smaller group setting which gives teachers the ability to conference with scholars.

During this second quarter, our MTSS team has begun compiling scholars who have been struggling with interventions based on Survey Level Assessments. Scholars were targeted based upon the universal screener data from MAP Testing.

We have hired a part time Extended Impact 2 Math Teacher with classroom experience to help support classes with ELL and EC classes. This math teacher will provide additional classroom support using smaller flex groups created using data. Scholars will have access to a highly qualified, effective math teacher that can help narrow gaps and accelerate scholars to the next level.

Tutoring: We have created a Hawk Excellence Tutoring program designed to target select scholars struggling or inconsistently mastering power standards in ELA, math and grade 8 science. Certified teachers will tutor scholars in person after school (Tues/Thurs) and on Saturdays via Zoom. The online Saturday sessions are available for scholars unable to stay

after school. Data points were used to determine scholars in need and which standards to address (previous EOG scores, MAP testing, classroom formal assessments). In addition, facilitators collaborated with content teachers to discuss informal assessments such as learning checks. Hawk Excellence Tutoring program will begin in January after winter break. NRMS will use various platforms to communicate with parents weekly, bi-weekly and quarterly. Also, 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. NRMS will also develop and maintain 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.

Despite our challenges, we are utilizing our social worker to assist with managing student emotions, arranging for supports, and providing interventions when necessary. We also have enlisted the help of community partners to assist in providing interventions.