

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:

- The school will retain 100% of licensed classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)
- The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 6-8 will increase from 21% in SY2024-25 to 30% in SY2025-26. (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 2025-26 and 2026-27. (A4.01 and B3.03)
- Reduce chronic absenteeism by at least 10% annually from 32% in 2024-25 to 22% in 2025-26 and 15% in 2026-27. (A4.06)
- Reduce the number of Out-of-School Suspension (OSS) assignments by 5% annually from 476 assignments in 2023-24 to 452 in 2024-25 and 429 in 2025-26. (A4.06)
- The percentage of all students who score at the college and career (CCR) level – 4 or 5 - on the Math I EOC will increase from 36% in 2024-2025 to 46% in 2025-2026 and 50% in 2026-2027 (A2.04 and B3.03)
- The percentage of 8th grade students who score at the College and Career (CCR) level - 4 or 5 - on the Science EOG will increase from 56%% in 2024-2025 to 60% in 2024-2025 to 65% in 2025-2026 (A2.04 and B3.03)



! = Past Due Objectives

KEY = Key Indicator

Core Function:	Domain 1: Turnaround Leadership
Effective Practice:	Practice 1A: Prioritize improvement and communicate its urgency

	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
		<i>Initial Assessment:</i>	<p>Our SIP Goals that align to this indicator are:</p> <p>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.</p> <p>and</p> <p>We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.</p> <p>As of June 2024, 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 1.1% in 2022-2023 to .6% in 2023-2024, so we did not meet our goal aligned to this indicator. As of June 2024, we have not received EVAAS growth data. We will further reflect upon our progress toward meeting this goal once this information is released from the state.</p> <p>As of June 2024, we have partially met our goal aligned to this indicator. According to the Teacher Working Conditions Survey, 68.97% of teachers state that administration helps teachers improve instruction (district- 81.31%). 65.52% of teachers state that administration ensures that teachers receive coaching.</p> <p>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.</p> <p>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. In addition, members of the admin team must provide more consistent feedback to teachers to help them improve instructional practices.</p> <p>There are opportunities in addressing this indicator. For example,</p>	Limited Development 09/01/2023		

65.52% of staff agree that they receive coaching to improve their practices. This leaves room for growth to ensure that all teachers receive feedback on their instruction. In addition, NRMS will continue to receive district support in curriculum implementation and data analysis. 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 ILT meetings to discuss curriculum, instructional trends, walkthrough data, and coaching needs.

How it will look when fully met:

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.

The instructional leadership team conducts frequent walkthroughs and classroom observations to determine teacher effectiveness, instructional trends, and needs for support.

Teachers receive frequent feedback on their performance, and the facilitators and administrators follow up to provide support in implementing the feedback.

Teachers receive coaching based on performance based on walkthroughs, formal observations, assessment data, and student behavior data.

Objective Met

Darrell Potts

06/15/2025

Actions

2 of 2 (100%)

9/7/23 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)

Complete 06/25/2025

Patricia Capozzi DOE
8-8-2024

06/30/2025

Notes:

9/7/23	Facilitators and administrators will conduct walkthroughs individually and 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)	Complete 06/25/2025	Patricia Capozzi DOE 8-8-2024	06/30/2025
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Notes:

Core Function:	Domain 1: Turnaround Leadership
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Effective Practice:	Practice 1B: Monitor short-and long-term goals
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	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
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<i>Initial Assessment:</i>			<p>Our SIP Goals that align to this indicator are:</p> <p>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.</p> <p>and</p> <p>We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.</p> <p>As of June 2024, 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 1.1% in 2022-2023 to .6% in 2023-2024, so we did not meet our goal aligned to this indicator. As of June 2024, we have not received EVAAS growth data. We will further reflect upon our progress toward meeting this goal once this information is released from the state.</p> <p>According to the Teacher Working Conditions Survey, 68.97% of teachers state that administration helps teachers improve instruction (district- 81.31%). 70.31% of teachers state that administration ensures that teachers receive coaching.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.</p> <p>As of June 2024 we were able to conduct 13 ELA and 9 Math Core action walks in addition to formal observations conducted three times</p>	Limited Development 09/10/2024		
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per year. Also, the admin team completed 180 walkthroughs, and 100% of our teachers received feedback from the ILT. In addition, there were 98 walkthroughs completed during Hawk Time. Unfortunately, there was only a 9% response rate on the Insight Survey, so we do not have that data to consider for this Indicator.

For the 2023-2024 school year, we experienced mixed success related to this Indicator. In 6th grade math, 73% of students met or exceeded their percentile projection; 61% in 6th reading; 68% in 7th math; 59% in 7th reading; 63% in 8th math; 46% in Math 1; 40% in 8th reading; 62% in 8th science.

We have several challenges in meeting our targets related to this Indicator for the 24-25 school year. As of June 2024, we have had 16 staff members leave for various reasons. However, last year, 27 staff members left. We will still have many new teachers to NRMS and BTs to develop. A lack of student proficiency is another challenge, as about 62.8% of our students were identified as NP. We also have 258 students classified as EWI high risk. According to the Teacher Working Conditions Survey, 68.97% of teachers state that administration helps teachers improve instruction (district- 81.31%). 65.52% of teachers state that administration ensures that teachers receive coaching. 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 June 2024, the opportunities that exist to address these challenges for the 2024-2025 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. In addition, we will continue to utilize the Relay coaching model. This is especially important considering the number of new staff we will again have in the 24-25 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.

**Patricia Capozzi
(DOE: 08-26-2025)**

06/10/2026

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.

The 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 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		2 of 4 (50%)			
9/24/24	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).	Complete 05/23/2025	Darrell Potts (DOE 11/11/2022)	02/26/2025	
<i>Notes:</i>					
9/24/24	Members of the admin team (core and facilitators) will conduct classroom walk-throughs using the NRMS electronic walk-through form, focusing on curriculum implementation, Standards-based instruction, SB-Centers, learning tools, and integration of WICOR strategies. This data will inform coaching and support needs among teaching staff.	Complete 05/23/2025	Patricia Capozzi	02/26/2025	
<i>Notes:</i>					
2/12/25	Walk Through Data Walk throughs continue to happen on a weekly basis. Calibration walks continue to support ILT with specific and intentional areas to focus our support. Data is discussed and next steps are made during our weekly ILT meetings. The second round of staff evaluations are due on 1/23 and our team has made significant progress. The ILT has been following the new walkthrough plan. As a result, the core team has completed three focus walks and the ILT completed a third calibration walk on 1/17.		Darrell Potts (DOE 11/11/2022)	06/15/2026	
<i>Notes:</i>					
2/12/25	We will adjust our Coaching Plan to have coaching conversations during PLC vs. individual meetings.		Darrell Potts (DOE 11/11/2022)	06/15/2026	
<i>Notes:</i>					
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
Initial Assessment:		Our SIP goal that aligns to this indicator is:	Limited Development 09/01/2023		

We will increase our SWD subgroup performance grade from a F to a D or higher by 2024.

As of June 2024, we did not meet our goal to increase the proficiency of our students with disabilities (SWD). The overall school GLP composite decreased by 10.9 points from 2022-2023, from 21.2% to 10.3% for SWD. In 6th grade reading, GLP decreased by 10.3 points, from 19.1 in 2022-2023 to 8.8% in 2023-2024 for SWD. In 6th math, GLP increased by 5.1 points, from 19.1% in 2022-2023 to 24.2% in 2023-2024 for SWD. In 7th grade reading, GLP decreased by 20.5 points, from 20.5% in 2022-2023 to 0% in 2023-2024 for SWD. In 7th grade math, GLP decreased by 18 points, from 20.5% in 2022-2023 to 2.5% in 2023-2024 for SWD. In 8th grade reading, GLP decreased by 6.2 points, from 15.6% GLP in 2022-2023 to 9.4% GLP in 2023-2024. In 8th grade math, GLP decreased by 9.3 points, from 9.3% GLP in 2022-2023 to 0% GLP in 2023-2024.

As of June 2024, the data below indicates progress towards meeting our goal aligned to this indicator. Three of 42 Core/EC/ML teachers were hiring using TLP or differentials (7%). According to the TWCS, 65.52% of staff agree that they receive coaching to improve their practices. 75% of staff agree/strongly agree that administration helps teachers improve instruction.

A success we had aligned to this indicator was our participation in the School Excellence Continuous Improvement Workshops. We created or revised instructional plans after each MVPA cycle to ensure that our teachers utilized district-provisioned re-engagement resources to provide students differentiated instruction based on analysis of the data.

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.

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>How it will look when fully met:</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>Darrell Potts</p>	<p>06/15/2026</p>
<p>Actions</p>		<p>8 of 25 (32%)</p>		
<p>5/19/25</p>	<p>ATSI - School Annual Resources Allocation Review Self - Assessment</p>	<p>Complete 05/19/2025</p>	<p>Kevin Emerson</p>	<p>05/19/2025</p>
<p><i>Notes:</i> https://docs.google.com/document/d/17_l4ASjIHeQaLquW95sr4EKaZfsuDSdmb-KBdeSvq3Q/edit?usp=sharing</p>				
<p>6/16/25</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>Complete 06/10/2025</p>	<p>Joshua Henderson</p>	<p>06/10/2025</p>
<p><i>Notes:</i> EC Department Planning and Data Analysis in addition to EC Department PD Refresher was purchased in the amount of \$5,581.19. Extended Day tutorial Support for EC students was provided in the amount of \$9,418.81. The creation of Standards Based center activities and task cards to support standards based instruction were purchased in the amount of \$3,581.19.</p>				
<p>3/17/25</p>	<p>ILT will purchase instructional supplies for Science Department to complete labs and support instructional implementation.</p>	<p>Complete 06/13/2025</p>	<p>Kevin Emerson</p>	<p>06/13/2025</p>
<p><i>Notes:</i> Title 1 Funds in the amount of \$838.05 will be used to purchase lab supplies and equipment to facilitate instruction from School Specialty. Aligned with Goal 1 and Goal 4.</p>				
<p>3/20/25</p>	<p>ILT will purchase instructional supplies for all Core classrooms to support the implementation of SB Centers with fidelity.</p>	<p>Complete 06/13/2025</p>	<p>Kevin Emerson</p>	<p>06/13/2025</p>

	<i>Notes:</i> Title 1 Funds in the amount of \$8,707.61 will be used to purchase classroom supplies to facilitate the implementation with fidelity from FSI Office Supply. Aligned with Goal 1 and Goal 4.			
3/24/25	ILT will purchase instructional supplies to support student mastery in all content areas.	Complete 06/13/2025	Kevin Emerson	06/13/2025
	<i>Notes:</i> Title 1 funds in the amount of \$5,237.40 will be used to purchase 4 composition notebooks for each student to support achievement of mastery in all content areas. The supplies will be purchased from FSI Office Supplies. Aligned with Goal 1 and Goal 4.			
3/25/25	Additional supplies will be purchased to enhance the instructional environment by the Instructional Leadership Team	Complete 06/13/2025	Darrell Potts (DOE 11/11/2022)	06/13/2025
	<i>Notes:</i> Title 1 funds in the amount of \$2,754.20 will be used to purchase goods that will enhance the learning environment from Discount School Supply. Aligned with Goal 1 and Goal 4.			
3/27/25	ILT will purchase tools to improve the learning process for students. Tools will ensure that our teachers are effective.	Complete 06/13/2025	Darrell Potts (DOE 11/11/2022)	06/13/2025
	<i>Notes:</i> Title 1 funds in the amount of \$3,798.09 will be used to purchase instructional tools from School Specialty Select to support classroom teachers. Aligned with Goal 1 and Goal 4.			
3/28/25	ILT will purchase items to enhance the learning environment for stakeholders to move towards achieving success for all.	Complete 06/13/2025	Darrell Potts (DOE 11/11/2022)	06/13/2025
	<i>Notes:</i> Title 1 funds in the amount of \$1,074.84 will be used to purchase goods to promote academic achievement from FSI Office. Aligned to Goal 1 and Goal 4.			
9/12/25	Northridge MS will utilize \$54,841.16 (excluding benefits) of Title 1 funds to hire a Master Math Teacher in order to increase the percentage of students who score at the college and career level 4 and 5. Aligned with goal 1.		Darrell Potts	06/13/2025
	<i>Notes:</i> The percentage of all students who score at the college and career (CCR) level – 4 or 5 - on the Math I EOC will increase from 36% in 2024-2025 to 46% in 2025-2026 and 50% in 2026-2027 (A2.04 and B3.03)			
9/12/25	Northridge MS will utilize \$54,841.16 (excluding benefits) of Title 1 funds to hire a Master ELA teacher in order to increase the overall percentage of scholars who score at GLP on the Reading EOG from 45% to 55%. Aligned with A.2.04 and B.3.03.		Darrell Potts	06/13/2025

Notes: The percentage of all students who score at grade level proficient (GLP) level - 3 - on the Reading EOG will increase from 45% in 2024-2025 to 50% in 2025-2026 to 55% in 2026-2027 (A2.04 and B3.03)

9/12/25 Northridge MS will utilize \$69,344.10 (excluding benefits) of Title 1 funds to hire two Teacher Assistants to increase the number of students performing at GLP and CCR in levels 3,4,and 5 in Math and ELA. Aligned with goals 1,2, and 3.

Darrell Potts

06/13/2025

Notes: The percentage of all students who score at the college and career (CCR) level – 4 or 5 - on the Math I EOC will increase from 36% in 2024-2025 to 46% in 2025-2026 and 50% in 2026-2027 (A2.04 and B3.03)

The percentage of all students who score at grade level proficient (GLP) level - 3 - on the Reading EOG will increase from 45% in 2024-2025 to 50% in 2025-2026 to 55% in 2026-2027 (A2.04 and B3.03)

The overall percent of scholars who score at grade level proficiency (GLP) level -- 3 -- on the ELA, Math, and 8th-grade Science EOG assessments will increase by 10% from 45% in 2024-25 to 55% in 2025-26 (A. 2.04)

10/1/25 NRMS will utilize \$20,000 of Title 1 funds to purchase Instructional Supplies to use in the classroom. The supplies will be purchased from Staples and Curriculum Associates(\$6,150.70) Aligned with A4.01 and B3.03

Darrell Potts

06/19/2025

Notes: We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in 2025-26 and 2026-27. (A4.01 and B3.03)

8/27/25 Title 1 funds in the amount of \$2000 to purchase copy paper from AIJ Office Forms to support the instructional needs of our staff. Copy paper will be used for student assignments and SB Center Task Cards. In addition, it will also be used for interactive notebooks. Aligned with Goal 1 and Goal 4.

Darrell Potts (DOE 11/11/2022)

09/02/2025

Notes:

8/29/25 Title 1 funds in the amount of \$3,308.00 to purchase supplies, materials, and food for our families on curriculum night. Aligned with Goal 1 and Goal 4.

Darrell Potts (DOE 11/11/2022)

09/30/2025

	<p><i>Notes:</i> \$1,000 Printing & Binding \$1,000 Supplies & Materials Lake Shore \$1,308 Food Olive Garden</p>			
9/17/25	<p>Northridge MS will utilize \$1,000.00 of Title 1 funds to purchase posters and print paper for Curriculum Night to communicate with parents of the current status of individual student performance. CMS print shop will be the vender used to complete this task. Aligned with Goals 1-5</p>		Darrell Potts	09/30/2025
	<p><i>Notes:</i> The percentage of all students who score at the college and career (CCR) level – 4 or 5 - on the Math I EOC will increase from 36% in 2024-2025 to 46% in 2025-2026 and 50% in 2026-2027 (A2.04 and B3.03)</p> <p>The percentage of all students who score at grade level proficient (GLP) level - 3 - on the Reading EOG will increase from 45% in 2024-2025 to 50% in 2025-2026 to 55% in 2026-2027 (A2.04 and B3.03)</p> <p>The overall percent of scholars who score at grade level proficiency (GLP) level -- 3 -- on the ELA, Math, and 8th-grade Science EOG assessments will increase by 10% from 45% in 2024-25 to 55% in 2025-26 (A. 2.04)</p> <p>We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in 2025-26 and 2026-27. (A4.01 and B3.03)</p> <p>Reduce chronic absenteeism by 10% annually from 32% in 2024-25 to 22% in 2025-26 and 15% in 2026-27. (A4.06)</p>			
9/12/25	<p>Northridge MS will utilize \$26,711.76 (excluding benefits) of Title 1 funds to hire a Dean of Students. Aligned with goals 1, and 4.</p>		Darrell Potts	06/13/2026
	<p><i>Notes:</i> The percentage of all students who score at the college and career (CCR) level – 4 or 5 - on the Math I EOC will increase from 36% in 2024-2025 to 46% in 2025-2026 and 50% in 2026-2027 (A2.04 and B3.03) We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in 2025-26 and 2026-27. (A4.01 and B3.03)</p>			
9/12/25	<p>Northridge MS will utilize \$37.806.00 (excluding benefits) of Title 1 funds to hire three BMT's to support overall EVAAS growth schoolwide. Aligned with Goal 4.</p>		Darrell Potts	06/13/2026

	<i>Notes:</i> We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in 2025-26 and 2026-27. (A4.01 and B3.03)			
9/12/25	Northridge MS will utilize \$2,250 of Title 1 funds for EIT 1 position to increase the number of scholars that score at GLP 3 in science. Aligned with goal 3		Darrell Potts	06/13/2026
	<i>Notes:</i> The overall percent of scholars who score at grade level proficiency (GLP) level -- 3 -- on the ELA, Math, and 8th-grade Science EOG assessments will increase by 10% from 45% in 2024-25 to 55% in 2025-26 (A. 2.04)			
9/12/25	Northridge MS will utilize \$4,500 of Title 1 funds for EIT 2 position to increase the number of scholars who score at GLP level 3 in ELA. Aligned with Goal 3		Darrell Potts	06/13/2026
	<i>Notes:</i> The overall percent of scholars who score at grade level proficiency (GLP) level -- 3 -- on the ELA, Math, and 8th-grade Science EOG assessments will increase by 10% from 45% in 2024-25 to 55% in 2025-26 (A. 2.04)			
9/12/25	Northridge MS will utilize \$9,000 of Title 1 funds for two EIT 3 positions to increase the number of students performance at GLP level 3 in ELA, and Math. Aligned with Goal 3.		Darrell Potts	06/13/2026
	<i>Notes:</i> The overall percent of scholars who score at grade level proficiency (GLP) level -- 3 -- on the ELA, Math, and 8th-grade Science EOG assessments will increase by 10% from 45% in 2024-25 to 55% in 2025-26 (A. 2.04)			
9/12/25	Northridge MS will utilize \$32,086.96 of Title 1 funds to purchase Instructional Materials for use in the classroom. Aligned with Goals 1-3.		Darrell Potts	06/13/2026

Notes:

The percentage of all students who score at the college and career (CCR) level – 4 or 5 - on the Math I EOC will increase from 36% in 2024-2025 to 46% in 2025-2026 and 50% in 2026-2027 (A2.04 and B3.03)

The percentage of all students who score at grade level proficient (GLP) level - 3 - on the Reading EOG will increase from 45% in 2024-2025 to 50% in 2025-2026 to 55% in 2026-2027 (A2.04 and B3.03)

The overall percent of scholars who score at grade level proficiency (GLP) level -- 3 -- on the ELA, Math, and 8th-grade Science EOG assessments will increase by 10% from 45% in 2024-25 to 55% in 2025-26 (A. 2.04)

9/12/25

Northridge MS will utilize \$20,000.00 of Title 1 funds for Extended Employment for before and after school staff to support with the increasing in student performance in the areas of Math, ELA and Science. In addition, \$5,000 of Title 1 funds will be utilize for Saturday School to support in the increase of student performance in Math, ELA, and Science. Aligned with Goals 1-3.

Kevin Emerson
(DOE: 08-26-2025)

06/13/2026

Notes:

The percentage of all students who score at the college and career (CCR) level – 4 or 5 - on the Math I EOC will increase from 36% in 2024-2025 to 46% in 2025-2026 and 50% in 2026-2027 (A2.04 and B3.03)

The percentage of all students who score at grade level proficient (GLP) level - 3 - on the Reading EOG will increase from 45% in 2024-2025 to 50% in 2025-2026 to 55% in 2026-2027 (A2.04 and B3.03)

The overall percent of scholars who score at grade level proficiency (GLP) level -- 3 -- on the ELA, Math, and 8th-grade Science EOG assessments will increase by 10% from 45% in 2024-25 to 55% in 2025-26 (A. 2.04)

10/1/25

NRMS will utilize \$1000 of Title 1 funds to purchase copy paper from CMS Warehouse. This will support the implementation of quality instructions within the classroom. Aligned with Goal 4.

Darrell Potts

06/19/2026

Notes:

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in 2025-26 and 2026-27. (A4.01 and B3.03)

9/1/23	<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>		Darrell Potts	06/30/2026
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Notes: Comprehensive Needs Assessment:
https://drive.google.com/file/d/18dhMTH2Ws8JS_JqyvZaYG_geHiB0a6Zj/view?usp=sharing

9-20-2023

We were able to retain each of our TLP staff members for this school year. In addition, we are able to use TLP destinations to retain teachers in the future. For example, if a teacher is an EIT 1 and they exceed growth in one grade level, we will offer them an opportunity to exceed in a different grade level to earn EIT 3 status. Currently we have 3 EIT 2 staff members. One for Science and two for math. Each EIT staff member has additional responsibilities such as leading PLC meetings or PD.

10-18-2023

We are continuing to work with our TLP staff to gain additional feedback about instructional staff to better support them. TLP staff are expected to demonstrate instructional impact that will improve our school's composite score. As a result of this potential success, TLP staff will have an opportunity to advance in the program to foster more instructional impact.

11-21-23

TLP staff are on the right track for demonstrating impact in their individual classrooms as it pertains to the CMS benchmark assessments. The next step is to have similar impact demonstrated in fellow PLC teammate's classes. We need to see success across the board to meet our schoolwide goals.

12-18-2023

TLP staff are working with your PLC teams to target small groups of students for remediation around content standards. We expect our TLP staff to co-lead this work along side our academic facilitators. Both groups of support staff will work in tandem to assist novice teachers

and struggling scholars identified as performing below grade level on CMS benchmark #1. We expect a positive results from teacher planning and efforts to execute supportive practices during Hawk Time

1-16-2024

TLP staff have been working with PLC teams and content facilitators to support small groups of students around content standards based upon CMS Benchmark #1 results. All parties have been working collaboratively to show improvement on CMS Benchmark #2. In addition, we have been working to improve the overall execution of Hawk Time to bolster these efforts.

Midyear Review

Has this action step been completed/become routine by the target date?

According to our 2024 intent form, approximately 41 of 58 staff members indicated their intent to return to NRMS next school year. We have 12 returning teacher leaders participating in AVID summer institute 2024 and will become site team members to support schoolwide instructional planning for next year.

2-20-2024

According to our 2024 intent form, approximately 41 of 58 staff members indicated their intent to return to NRMS next school year. In addition to this we have offered an exclusive opportunity for staff, confirm their return next year, to participate in AVID summer institute and become a member of our site team. We have 12 teacher leaders participating in this growth opportunity. Lastly, we will offer Summer Extended Employment funds and tasks to teachers confirming their return for next year.

3-19-2024

TLP staff have been instrumental in building our school excellence cycle 4 plan during HT. Specifically, they are creating lessons to support small groups of bubble students and working with their PLC to integrate encore teacher support during HT to better facilitate small group instruction.

4-16-2024

TLP staff have been working diligently to execute our HT 2.0 plan. In addition, TLP staff will continue serving as a key component of our

school excellence cycle 5 plan to close out the year.

5-21-2024

TLP staff worked diligently to execute our HT 2.0 plan as best they could. In addition, TLP staff will continue serving as a PLC leads, PD leads, BT mentors, and committee chairs.

9/10/23

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.

(Aligned with Goal 1 and Goal 4)

Darrell Potts

06/30/2026

Notes: Comprehensive Needs Assessment:

https://drive.google.com/file/d/18dhMTH2Ws8JS_JqyvZaYG_geHiB0a6Zj/view?usp=sharing

9-20-2023

We have requested additional resources to support our new SBS program for this school year. The district has provided a temporary BST coupled with a specialist to provide guidance during the school year (Mr. Ford). We have sourced and hired 1 SBS teacher, 1 SBS guest teacher, 2 SBS assistants, and 1 BST has been recently recommended. Next steps include obtaining more resources for student incentives in SBS.

10-18-2023

On 9/11/23, a selected group of Admin and facilitators attend CMS RELAY training and have been assigned teachers to coach using this system. This group of support staff will attend RELAY training again on 11/2/23 to evaluate how the process is going coupled with the progress of each teacher assigned.

11-21-23

Our team returned to RELAY training on November 21st and created plans to better support 8th grade math, Math I, 7th grade math, and 8th grade Science. We will look to use schoolwide walkthrough data to create more intentional coaching plans for teachers needing support in these areas.

12-18-2023

Plans have been created to meet as an ILT and discuss our first RELY coaching clinic in January. We will identify the highest leveraged action step according to the RELAY scope and sequence, identify the teachers needing to attend based upon walkthrough trends, and script the meetings in advance to ensure we create the most impact possible through this process. We have already set the plan in motion for Math 8 and Math I into motion as a result of our MVPA data. Students have already begun attending their new Math I or Math 8 class to get them in the flow of this schedule before we begin the holiday break. Lastly, we will look to make minor adjustments to our current walkthrough form to ensure we are directly aligned with RELAY language.

1-16-2024

Our first RELAY clinic will be tomorrow led by API Marshall and Dr. Potts to reinforce the need for sustaining classroom routines, procedures, and transitions. Select staff will participate in efforts to solidify core schoolwide practices. Minor adjustments have been made for our NRMS walkthrough form to observe more alignment with the Get Better Faster Scope and Sequence. The Math I PLC is collaborating according to expectations and Math 8 is receiving targeted support from our Master Math teacher. While pacing is a concern for Math 8, a plan has been created to catch students up. Our Master Math teacher will lead this effort.

Midyear Review

Has this action step been completed/become routine by the target date?

No (Not Completed/Routine)

Where are we with this Action Step?

We have completed one RELAY clinic and makeup clinic. We have also scheduled subsequent clinics to support teacher growth. RELAY language is a part of our NRMS walkthrough form to keep feedback aligned with this district expectation. Our SBS and EC department has gained both a BST and EC guest teacher position to better support SWD. The BST will begin supporting the SBS program full time beginning the week of 2/20. We have a master Math teacher supporting Math 8 specifically and the team show 2.8% growth wth projected proficiency

according to benchmark 2 results. What still needs to be accomplished for this Action Step to become routine?

2-20-2024

Our first RELAY clinic was successful and focused on the need for sustaining classroom routines, procedures, and transitions. There was a make-up clinic as well. Select staff have and will participate in RELAY clinics to solidify core schoolwide practices. Additional clinics have been mapped out to support teachers. The NRMS walkthrough form displays alignment with the Get Better Faster Scope and Sequence. The Math I PLC is led by an EIT 2 staff member and collaborating to meet expectations. Math 8 is receiving targeted support from our Master Math teacher showed 2.8% growth with projected proficiency according to MVPA 2 results. While pacing has been a concern for Math 8, we have been working a plan to catch students up. Our Master Math teacher will lead this effort through pulling small groups within the classroom twice per week.

3-19-2024

Our second RELAY clinic was successful and focused on the need for reinforcing classroom routines, procedures, and transitions. There was a make-up clinic as well. Select staff participated RELAY #2 to solidify core schoolwide practices and improve classroom management. The NRMS walkthrough form displays alignment with the Get Better Faster Scope and Sequence to fairly select staff for each clinic.

4-16-2024

The next district RELAY training will take place on April 23rd. Dr. Potts will attend along with an administrator and facilitator.

5-21-2024

Dr. Potts and Mrs. Collaretta attended the last RELAY training and implementing a “Know and Show” chart and practicing rounds of academic monitoring were the focus. Application of academic monitoring became the focus of HT 2.0 before ending on May 17th

Core Function:

Domain 3: Instructional Transformation

Effective Practice:

Practice 3A: Diagnose and respond to student learning needs

	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
		<i>Initial Assessment:</i>	<p>Our SIP goal that aligns to this indicator is:</p> <p>We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.</p> <p>As of June 2024, we have not received EVAAS growth data. We will further reflect upon our progress toward meeting this goal once this information is released from the state. Some school data points that show negative evidence of student growth is our Branching Minds data. As of June 2024, the following numbers of students moved or exited Tiers from August 2023 to June 2024. In Reading, we increased Tier 3 plans 6% (from 16% to 22%) and decreased Tier 2 plans 1% (from 15% to 14%) from BOY to EOY. In Math, we increased Tier 3 plans 2% (from 20% to 22%) and increased Tier 2 plans 2% (from 18% to 20%) from BOY to EOY.</p> <p>Reading and Math EVAAS v. MVPA projected proficiency increased in all subject areas except 8th grade science. In 6th reading, projected proficiency increased from 25% (EVAAS) to 40% (MVPA); In 6th grade math, 22% to 37%. In 7th reading, 27% to 41%; in 7th math, 16% to 34%. In 8th reading, 33% to 41%; in 8th math, 0% to 7%. In Math 1, 26% to 56%.</p> <p>As of September June 2024, a success we experience related to this Indicator relates to our Hawk Time structure. The structure of HAWK time during the 23-24 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. NRMS also restructured Hawk Time to integrate flexible and small group instruction after every MVPA data analysis.</p> <p>For the 24-25 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. We implemented a flexible grouping plan to respond to MVPA data during the 23-24 school year that we will continue throughout the 24-25 school year.</p> <p>Also, there will be several new math teachers on staff along with first</p>	Limited Development 09/10/2024		

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 24-25 school year include offering specific PD such as MVPA data analysis, Open Up, Expeditionary Learning, Mastery Connect, Powerschool, etc. This will help teachers quickly become more familiar with implementing the curriculum as well as analyzing assessment data. 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:

2024-2025: This indicator will be fully met when the following criteria are consistently implemented throughout the entire school:

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.)

The 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.

Implement the Hawk Time block to ensure scholars receive 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.

Darrell Potts

06/15/2026

Actions		2 of 4 (50%)		
9/26/24	<p>Data Metrics (Qualitative and/or Quantitative):</p> <p>Qualitative: The effectiveness of the MTSS Leadership Team will be measured through MTSS leadership team agendas, teacher needs assessments, surveys, PLC observations and feedback, targeted professional development, and monitoring and support of implementation of interventions, including i-Ready and Orton-Gillingham.</p> <p>Quantitative: Increase in MAP assessment data; movement of scholars from MTSS levels (Core, Supplemental, Intensive) as measured through the Branching Minds platform.</p>	Complete 06/23/2025	Rankin & Emerson	02/26/2025
<i>Notes:</i>				
5/19/25	ATSI - School Annual Resources Allocation Review Self - Assessment	Complete 06/10/2025	Kevin Emerson	05/19/2025
<i>Notes:</i> https://docs.google.com/document/d/17_l4ASjlHeQaLquW95sr4EKaZFSuDSdmb-KBdeSvq3Q/edit?usp=sharing				
2/12/25	<p>We are continuing to monitor student progress using the i-Ready platform. Our current report data indicates that students are making progress towards their ELA and Math goals. The current MTSS monitoring period will end on March 17th once all winter i-Ready diagnostic results are in. ELA and Math teachers will receive additional i-Ready and MVPA professional development on February 17th to help them utilize assessment data and implement tailored instruction while continuing to monitor student progress. We have adjusted our bell schedule to reflect 74-minute instructional blocks to better facilitate MTSS progress monitoring during standards-based centers and small group instruction. This work will be led by our master teachers. Students will continue using data trackers to monitor their own learning as a Tier 1 strategy.</p> <p>ACCESS testing has begun and new data will be analyzed when completed. District specialist Mr. Rodriguez will continue to support content and EL teachers ML Students are tracked using the spreadsheet linked here.</p>		Patricia Capozzi	06/15/2026
<i>Notes:</i>				

9/26/24	<p>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).</p> <p>Target Date: 06-30-2026</p>		Capozzi	06/30/2026
	<p><i>Notes:</i> 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).</p> <p>Target Date: 06-30-2026</p>			

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction
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	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Our SIP goal that aligns to this indicator is:</p> <p>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.</p> <p>As of June 2024, 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 1.1% in 2022-2023 to .6% in 2023-2024, so we did not meet our goal aligned to this indicator. Our GLP composite decreased 1.5% from 38.7% in 2022-2023 to 37.2% in 2023-2024. Our GLP decreased by 23.8% for Hispanic students, and increased by 3% for EL/LEP students. GLP decreased by 11.3% for SWD, and increased 2.7% for AIG students. In addition, our CCR composite decreased 0.2% from 21% in 2022-2023 to 20.8% in 2023-2024.</p> <p>A success aligned to this indicator was utilizing our part time ELA</p>	Limited Development 09/10/2024		

teacher to support the implementation of the EL curriculum with fidelity. Also, we utilized the Math Matters program every Monday to pull students for small group instruction. In addition, teachers received weekly coaching and planning support throughout the year from administrators and content facilitators.

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 on Early Release Days 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. Another challenge included targeting students that need remediation or enrichment in ELA and Math during our Enrichment block, Hawk Time.

In order to address these challenges, all teachers will have the opportunity to participate with summer planning sessions for all core subjects. We will also provide weekly coaching sessions for beginning and experienced teachers based on the observation/feedback cycle. Finally, we will implement flexible and small groups in response to each MVPA cycle during the 2024-2025 school year.

<p>How it will look when fully met:</p>	<p>2024-2025: This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</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 a place rooted in backward 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>Darrell Potts</p>	<p>06/15/2026</p>
<p>Actions</p>		<p>3 of 7 (43%)</p>		
<p>3/25/25</p>	<p>ILT will purchase copy paper to support the needs of students when Chromebooks are collected to prepare for testing.</p>	<p>Complete 06/13/2025</p>	<p>Darrell Potts (DOE 11/11/2022)</p>	<p>06/13/2025</p>
<p><i>Notes:</i></p>	<p>Title 1 funds in the amount of \$1,539.73 to purchase copy paper from CMS Warehouse to support the instructional needs of our staff. Aligned with Goal 1 and Goal 4.</p>			
<p>9/26/24</p>	<p>PLCs will implement consistent and effective processes to implement the adopted curriculum, analyze data from common formative and benchmark assessments, model effective instructional practices, and increase student engagement (Aligned with FAM-S 29 and Goal 2).</p>	<p>Complete 06/30/2025</p>	<p>Capozzi</p>	<p>06/30/2025</p>
<p><i>Notes:</i></p>				

9/26/24	Professional development sessions will occur at least monthly, focused on integrating and aligning AVID strategies (WICOR) within the adopted curriculum (Aligned with Goal 2). Target Date: 06/30/2026	Complete 06/30/2025	Capozzi	06/30/2025
<i>Notes:</i>				
2/12/25	The AVID Site Team has led Professional Development content sessions on WICOR, Learning Logs, and Higher Level Questioning specifically. Teacher leaders (EIT and AVID Site Team members) facilitate each session to build leadership capacity within the school.		Jacquetta Patrick	06/15/2026
<i>Notes:</i> Bell schedule has changed to better support MTSS and SB Centers.				
9/29/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)		Darrell Potts	06/19/2026
<i>Notes:</i>				
9/29/25	Duty-free planning: Provide a 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, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to A2.04)		Darrell Potts	06/19/2026
<i>Notes:</i>				
2/12/25	PLCs are using the instructional framework provided by the School Performance Area. Data from MVPA and iReady is used to create Standards-Based Small Groups. Data discussions are held in PLC meetings each Thursday for ELA, Math, Science, and SS. Student performance data is analyzed in PLC meetings to intentionally plan for standards-based centers. Bi-monthly standards mastery assessments are administered to assess Tier 1 instruction. Standards less than 50% will be relooped during direct instruction.		Patricia Capozzi	06/26/2026
<i>Notes:</i> Adopt the PLC and common planning structure for next year. Focus on SB Centers and Standards-Based Instruction				