

2022-2023 Local School Plan for Improvement (LSPI)

School: Northbrook Middle Principal: Dr. Brooks Baggett

Accountability and flexibility are hallmarks of Gwinnett County Public Schools' success. Key to that success is ensuring that each school community understands the progress being made by its schools, as well as what plans will drive improvement. Each school creates a collaborative Local School Plan for Improvement (LSPI) to increase student achievement results, with targeted goals based on the four strategic priorities within the district's [Blueprint for the Future: Empathy, Equity, Effectiveness, Excellence](#). All schools across the district will focus on goals 2A- Multi-tiered Systems of Support and 2B- Opportunity & Access. However, schools are required to select one goal from each of the other strategic priorities for the 2022-2023 school year. LSPI goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Multiple data points are used to determine areas needing improvement and to identify specific, measurable, annual objectives. Key Performance Indicators (KPIs) are the way we will measure success for each goal. Schools then determine how to use research-based strategies to achieve these goals, using flexibility as needed. The LSPI development process involves teachers, parents, students, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement.

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	Growth Factors (KPI Baseline & Targets)
<p>Empathy 1B: Staff and Student Wellbeing</p> <p>Northbrook Middle will promote a positive school climate by improving by 10% the student positive responses in the “Belonging & Engagement” category of the EES Survey.</p>	<p>At Northbrook Middle, our vision is to cultivate high performing students in a nurturing environment. We know that students learn best when they feel supported, challenged, and engaged. We want our students to feel that they belong and see meaning in their work.</p> <p>Our student survey data shows that Northbrook students are engaged, but there is room for improvement to meet our goal of “each and every” student performing at their fullest potential. The “Belonging & Engagement” EES survey theme poses questions to help our staff ensure students feel supported so they can perform at their very best:</p> <ol style="list-style-type: none"> 1. <i>Adults in this school help me plan and set goals for my future</i> 2. <i>My teacher(s) often tell me how I am doing in their class</i> 3. <i>What we do in school will help me succeed in life</i> 	<ul style="list-style-type: none"> ● Northbrook teachers will use homeroom and advisement to teach and reteach students how to set goals for success in their classes, how to problem solve, and how to get involved in school and community activities. ● Northbrook teachers will use class time and Pride Time to champion our students through enrichment and remediation, providing specific feedback to students about their levels of learning, and connecting their content to real-life applications. ● Northbrook counselors provide classroom lessons to help teach students goal-setting and problem-solving skills. ● Administrators model equity practices related to student discipline, support and interventions, and access to programs. 	<p>KPI Target - The Key Performance Indicator for the 2022-2023 school year is a 10% increase in the percent positive responses on EES Student Survey Data in the “Belonging & Engagement” category:</p> <ol style="list-style-type: none"> 1. 54.1% - <i>Adults in this school help me plan and set goals for my future</i> 2. 61.1% - <i>My teacher(s) often tell me how I am doing in their class</i> 3. 65.7% - <i>What we do in school will help me succeed in life</i> <p>KPI Baseline - During the 2021-2022 school year, Northbrook students responded positively to the following survey questions:</p> <ol style="list-style-type: none"> 1. 49.2% - <i>Adults in this school help me plan and set goals for my future</i> 2. 55.5% - <i>My teacher(s) often tell me how I am doing in their class</i> 3. 59.7% - <i>What we do in school will help me succeed in life</i>

LSPI 90-Day Update	Data Update on Available Measures
<p>Implementation Plan Progress:</p> <ul style="list-style-type: none"> ● Northbrook implements a comprehensive advisement curriculum aimed at belonging, engagement, and student goal setting. Weekly advisement lessons include a variety of social-emotional learning topics, as well. Advisement lessons are implemented with all students, in all grade levels each week. ● Northbrook offers a variety of clubs and activities to engage students and enhance a sense of belonging. Activities include Debate Club, Crochet Club, Anime Club, Art Club, Drama Club, Film Club, EcoWarriors Environmental Club, Heart & Sole/Girls on the Run, Readers Rally, Robotics Club, Technology Student Association. Northbrook offers boys and girls basketball, cheerleading, boys and girls soccer, winter guard, and intramural sports. ● Northbrook has a robust mentoring program. Our two programs, Girls on Fire and Boys on the Rise, align students with adult mentors. Mentors meet with students regularly to provide support and connection. Students and mentors meet monthly as a group to discuss a variety of topics. ● Northbrook teachers and staff place an emphasis on building student relationships. Administration provided training to teachers on the 2X10 strategy to increase non-academic conversations with students and to strengthen student-teacher connections. The 2x10 strategy involves staff talking with a student for two minutes each day for ten consecutive days about non-academic, non-school topics. <p>Implementation Plan Next Steps:</p> <ul style="list-style-type: none"> ● Northbrook will continue to implement weekly advisement lessons throughout the spring semester. ● Northbrook will continue to offer student involvement in extracurricular activities, including clubs and intramural sports. ● Northbrook mentors will continue to meet with students and provide monthly lessons to mentees. ● Northbrook administration will use professional learning days to provide additional learning opportunities to our staff on ways to enhance student-teacher connections and relationships. 	<ul style="list-style-type: none"> ● The Student EES Survey will be open to students from January 19 through February 3, 2023. ● Northbrook implemented 16 advisement lessons with students during the first semester. Lessons addressed student goal-setting and a variety of social-emotional learning topics, including compassion, stress management, time management, gratitude, friendships, getting involved at school, and self-management.

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	Growth Factors (KPI Baseline & Targets)
<p>Equity 2A: Multi-Tiered System of Supports (MTSS)</p> <p>Northbrook teachers will utilize effective Tier 1 instruction and support for students, with an emphasis on small-group instruction, to target remediation and enrichment opportunities during Pride Time each week with 100% frequency as measured by administrative walkthroughs.</p>	<p>At Northbrook Middle, our vision is to cultivate high performing students in a nurturing environment. We provide a school-wide, multi-level system of supports to maximize student achievement and reduce behavioral problems. We know that learning is a continuum and that students learn at different speeds and in different ways.</p> <p>Northbrook utilizes a daily 30-minute extended learning time block (Pride Time) to support student enrichment, remediation, and interventions. During Pride Time, teachers will use formative student data to provide differentiated support for students who need enrichment and for students who need additional support to master the targeted standards. Our framework for enrichment and remediation during Pride Time is small-group instruction. This instructional strategy is the focus of school-wide professional learning and is an important component of our Tier 1 academic support for students. As our staff improves in small-group instruction, we can better meet the learning needs of each and every Northbrook student.</p>	<ul style="list-style-type: none"> Teachers utilize small-group instruction during daily classroom lessons and Pride Time. Teachers work collaboratively in weekly curriculum meetings to review student data and to plan for enrichment and remediation. Administration provides teachers with feedback on small-group instruction via weekly walkthroughs and to curriculum teams during weekly meetings. Admin supports school-wide professional learning for small-group instruction. Admin tracks progress using an internal staff spreadsheet. Curriculum leaders meet monthly with administration to review progress on small-group instruction goals, review data, and facilitate improvement with teachers during weekly curriculum meetings. Special education teachers support small-group instruction in co-taught classrooms by working with the regular education teacher to review student data and provide support for students who need remediation or enrichment. Teachers of small group classes use Specially Designed Instruction, a variant of Small Group Instruction, for use in small-sized classroom settings. 	<p>KPI Target - Northbrook Middle will measure growth through weekly administrative walkthroughs of Pride Time instruction. The Key Performance Indicator target goal for the 2022-2023 school year is 100% frequency of teacher use of Tier 1 support strategies during administrative walkthroughs of Pride Time. Administration will complete walkthrough observations on Tuesdays of four grade-level curriculum teams (one each of ELA, math, science, and social studies) and will track the frequency of Tier 1 support being utilized.</p> <p>KPI Baseline - During the 2021-2022 school year, Northbrook teachers participated in district-led and school-led professional learning on the use of small-group instruction. Small-group instruction was not a pervasive instructional strategy among teachers during classroom instruction or Pride Time.</p>

LSPI 90-Day Update	Data Update on Available Measures
<p>Implementation Plan Progress:</p> <ul style="list-style-type: none"> ● Northbrook district coaches and administration provided professional learning on small-group instruction (SGI) to a select cohort of teacher leaders during the 2021-2022 school year. The SGI cohort began training curriculum teachers on the use of small-group instruction during the spring semester 2022. ● For the 2022-2023 school year, small-group instruction was added to the school Instructional Framework as an expectation for all teachers to employ during Pride Time and classroom instruction. ● Small-group instruction was identified as a focus area for staff professional learning for the 2022-2023 school year. One targeted teacher practice on the school professional learning plan includes “Teachers use formative data to intervene in real time, to differentiate, to group students, and/to plan upcoming lessons.” This desired teacher instructional practice required teacher training in effective use of small-group instruction. ● Northbrook provides continued professional learning to staff through monthly Curriculum Council meetings, weekly curriculum meetings, whole-staff faculty meetings, and teacher-led professional learning workshops. ● During the November 2022 Digital Learning Day, Northbrook staff provided three different sessions related to SGI training for staff. ● Northbrook administration conducted walkthroughs of teacher classrooms during Pride Time and during academic classes. Administrators used a walkthrough feedback form that includes specific look-fors related to student grouping, feedback, and differentiation strategies. <p>Implementation Plan Next Steps:</p> <ul style="list-style-type: none"> ● Northbrook administration will provide continued professional learning on small-group instruction (SGI) to teachers through monthly Curriculum Council meetings, weekly curriculum meetings, whole-staff faculty meetings, and teacher-led professional learning workshops. ● Northbrook administration will increase the frequency of classroom walkthroughs during Pride Time and during academic classes. Administrators will continue to use the walkthrough feedback form that includes specific look-fors related to student grouping, feedback, and differentiation strategies. Administrators will use the coaching-cycle feedback protocol to debrief with teachers after walkthroughs as a means of enhancing teacher practice. 	<ul style="list-style-type: none"> ● Northbrook teachers are below the 100% desired frequency in the use of small-group instruction during Pride Time as measured by administrative walkthroughs.

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	Growth Factors (KPI Baseline & Targets)
<p>Equity 2B: Opportunity and Access</p> <p>Northbrook Middle will have zero student groups (White, Black, Hispanic, Asian, Students with Disabilities, Economically Disadvantaged) that are overrepresented in exclusionary discipline (OSS and ISS) as measured by a student group with a Discipline Disproportionality Index score above 1.2.</p>	<p>At Northbrook Middle, our vision is to cultivate high performing students in a nurturing environment. Our goal is to provide a learning environment that is conducive to teaching and learning for each and every student and to provide consistent, fair, and equitable application of behavior standards in order to promote, teach, and reteach appropriate expectations for positive behavior.</p> <p>Our purpose is for each and every student to (a) experience a culture of belonging, where they are cared for, respected, and affirmed; (b) be taught expectations about how to conduct themselves at school; (c) be provided with interventions as part of a multi-tiered system of supports; (d) use disciplinary incidents as teachable moments with responses designed to teach appropriate behavior and self-control; (e) receive behavioral interventions that are restorative and corrective; (f) receive exclusionary discipline as a consequence when behavior disrupts the learning environment and/or threatens the safety and security of the school.</p> <p>To meet these behavioral goals, staff will administer the Northbrook Positive Behavior Plan and the district Discipline Handbook in a fair and equitable manner, review student discipline and behavioral data, participate in professional learning, provide students with opportunities to be taught and re-taught behavioral expectations, and improve our restorative practices to help students avoid repeating mistakes.</p>	<ul style="list-style-type: none"> Teachers provide consistent, fair, and equitable use of classroom management strategies. Teachers will teach and reteach school-wide PBIS framework and P.R.I.D.E. expectations (positivity, respect, integrity, diligence, and excellence). Teachers work collaboratively to conduct “kid talks” to review student behavioral data, develop interventions, and provide support for students. Teachers distinguish between “classroom managed” and “office managed” behaviors in order to provide an appropriate response and reteaching opportunity to students. Administrators provide professional learning for staff on the Positive Behavior Plan, restorative supports, and reteaching opportunities using the PBIS and school-wide P.R.I.D.E. framework. Administrators review school-wide discipline data to look for trends and refine practices to ensure consistency and equity of practice. Administrators support “kid talk” data reviews and interventions with teacher teams. Counselors provide Tier 2 and Tier 3 support for students who exhibit needs for behavioral interventions. Counselors support “kid talk” data reviews and interventions with teacher teams. The Northbrook Opportunity teacher is trained in restorative practices and Navigate360 in order to provide behavioral interventions with students. 	<p>KPI Target - Northbrook Middle will have zero student groups (White, Black, Hispanic, Asian, Students with Disabilities, Economically Disadvantaged) that are overrepresented in exclusionary discipline (OSS and ISS) as measured by a student group with a Discipline Disproportionality Index score above 1.2.</p> <p>Discipline Disproportionality Index is calculated as the percent of one subgroup of students with ISS and OSS divided by percentage of the school enrollment for that subgroup. Any number above 1.0 shows over-representation. Any number below 1.0 shows under-representation.</p> <p>KPI Baseline - Baseline data from 2021-2022 showed one subgroup with a score above 1.2. Hispanic students had a score of 1.25, Black students scored 1.01, White students scored 0.58, and Asian students scored 0.44. Index scores for SWDs or economically disadvantaged student groups during the 2021-2022 school year were not available.</p>

LSPI 90-Day Update**Data Update on Available Measures****Implementation Plan Progress:**

- Northbrook implemented school-wide positive behavior expectations for students and has provided a weekly emphasis on the five pillars of this behavior plan: Positivity, Respect, Integrity, Diligence, and Excellence.
- One PRIDE expectation is emphasized each week through the morning announcements, teacher look-fors in the classroom, and a weekly recognition of students who exhibit the targeted behavioral characteristic.
- Students are taught the school-wide STEP Plan. Teachers employ this STEP Plan as a means of teaching and reteaching student behavioral expectations and to avoid students receiving disciplinary referrals.
- Northbrook administration provided professional learning to teachers on student behavioral expectations. The instruction is rooted in the following vision: “We strongly believe that students have the right to a safe and nurturing learning environment. To support their learning, Northbrook staff will teach and reteach school-wide expectations, rules, and procedures to our students. Our staff will observe and identify problem behaviors and will provide consistent and fair support to students.”
- Teachers received training on classroom-managed and administrative-managed student behaviors. Teachers were trained to employ classroom-managed behavior corrections, including (a) Remind the student of the rule or expectation, (b) Explain the expected behavior, (c) Utilize the school step-plan, (d) Assign the logical and appropriate consequence, and (e) Partner with parents. Additional teacher training included consulting a counselor and/or administrator if the behavior continued and to provide Tier 2 behavior interventions.
- Northbrook staff received training on the use of the Positive Discipline Reflection tool for students. Teachers were trained to use the reflection tool with students after a classroom-managed behavior incident occurred. The reflection tool asks students to identify the choice that they made, the PRIDE focus that was violated, and the consequence that he/she received. Teachers review student responses with the student as part of the teach/reteach cycle.
- Northbrook administration reviews discipline data monthly and conducts data reviews with grade level teams during monthly meetings.
- Northbrook adopted an Away for the Day electronic device policy to ensure students are focused on instruction.

Implementation Plan Next Steps:

- Northbrook faculty will continue the above expectations for students and will continue to provide professional learning for teachers on the teach/reteach cycle related to student behaviors.
- Northbrook staff will receive PBIS training in February and March 2023. The Northbrook PBIS team met in October to assign roles to team members in anticipation of formal PBIS implementation for the 2023-2024 school year.

Target Goal: Northbrook will have zero student groups (White, Black, Hispanic, Asian, Students with Disabilities, Economically Disadvantaged) that are overrepresented in exclusionary discipline (OSS, ISS) as measured by a student group with a Discipline Disproportionality Index score above 1.2.

Semester 1 discipline data:

- 58 total student rule violations resulting in either in-school suspension (ISS) or out-of-school suspension (OSS)
- Discipline Disproportionality Index:
 - Hispanic 0.68
 - Black 1.75
 - Asian 0.51
 - White 0.91
 - Econ Disadvantaged 0.09
 - Students w Disabilities 0.51
- Northbrook is above the 1.2 target goal for Black students receiving exclusionary discipline.
- Northbrook is well below the 1.2 target goal for all other student subgroups.

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	Growth Factors (KPI Baseline & Targets)
<p>Effectiveness 3A: Results-Based Evaluation System</p> <p>Northbrook students will increase by 3% in the combined Proficient and Distinguished categories on End-of-Course and End-of-Grade Milestones Assessments from the 2021-2022 to 2022-2023 school years.</p>	<p>At Northbrook Middle, our vision is to cultivate high performing students in a nurturing environment. Our goal is to ensure that each and every student demonstrates mastery of the district and state standards.</p> <p>Mastery learning is measured in a variety of ways. Northbrook staff use daily formative assessments to measure student learning and to provide enrichment or remediation to support learning outcomes. Our teachers use other assessments, including teacher-created tests and district created assessments, to measure learning outcomes. Teachers analyze these data to improve instructional decisions and to provide interventions to those students who need additional support.</p> <p>Across these data sets, “mastery” learning is calculated in four mastery bands: beginning, developing, proficient, and distinguished. Northbrook teachers measure mastery by combining the proficient and distinguished level percentage on formative and summative assessments to measure progress and determine effectiveness.</p> <p>Teachers will use 2022 Georgia Milestones Assessment System (GMAS) scores as the baseline for 2023 goals. Our goal is for each content area with an end-of-course or end-of-grade assessment to grow by 3% from the previous year. This 3% growth is similar to the metric used by the Georgia Department of Education to calculate the “Progress” component of the College and Career Ready Performance Index (CCRPI).</p>	<ul style="list-style-type: none"> Northbrook teachers align instruction to the proficient and distinguished levels of the targeted standards. Teachers use gradual release instruction to move classroom learning from teacher-centered, whole group delivery to student-centered collaboration and independent practice. Teachers analyze results from common formative and summative assessments, district assessments, and Milestones data and use these data to support student learning through differentiation, small-group instruction, and/or reteaching. Administrators review student data to measure progress towards school goals. Administrators support weekly curriculum teams to ensure that standards are analyzed, lessons are designed to the proficient and distinguished levels of the AKS, and learning targets are developed to focus on daily formative measures. Administrators monitor teacher instruction. Curriculum leaders work with school administrators to review student achievement data, design and implement student supports, and to ensure consistency of instruction across their teacher teams. 	<p>KPI Target - Northbrook Middle will measure the percentage of students scoring in the proficient and distinguished categories on Milestones assessments. The KPI for the 2022-2023 school year will be a 3% increase in each Milestones assessment from the 2021-2022 school year.</p> <p>The 3% goal would be calculated by determining the P/D and multiplying the score by 1.03 (ex: 75% P/D x 1.03 = 77.25%).</p> <ul style="list-style-type: none"> 6th Language Arts - 56.65% 6th Mathematics - 42.23% 7th Language Arts - 51.50% 7th Mathematics - 57.68% 8th Language Arts - 54.59% 8th Mathematics - 57.68% 8th Algebra 1 - 83.43% 8th Physical Science - 51.50% 8th Social Studies - 71.07% <p>KPI Baseline - During the 2021-2022 school year, Northbrook students performed as follows on Milestones assessments</p> <ul style="list-style-type: none"> 6th Language Arts - 55% 6th Mathematics - 41% 7th Language Arts - 50% 7th Mathematics - 56% 8th Language Arts - 53% 8th Mathematics - 56% 8th Algebra 1 - 81% 8th Physical Science - 50% 8th Social Studies - 69%

LSPI 90-Day Update**Data Update on Available Measures****Implementation Plan Progress:**

- Northbrook administration and teacher-leaders developed and implemented the school-wide implementation plan for the 2022-2023 school year. The implementation plan is as follows:
 - Standards Analysis – Northbrook teachers will use Achievement Level Descriptors and Analyzing the Standards tools to ensure that instruction and assessment align to the proficient and distinguished levels of the targeted standards. Teachers will work collaboratively to develop standards-based learning targets for daily lessons.
 - Gradual Release – Gradual release is the primary instructional framework for Northbrook teachers. This scaffolding approach is designed to move classroom instruction from teacher-centered, whole group delivery to student-centered collaboration and independent practice. Teachers will design lessons that include teacher-led mini lessons, collaborative opportunities for students to practice, and independent work time for students to demonstrate their understanding of the targeted skill and/or content.
 - Common Assessment Usage/Strategies – Northbrook teachers will create quality formative and summative assessments to measure levels of student learning. Curriculum teams will develop assessments collaboratively by analyzing the Achievement Level Descriptors of the targeted AKS. Common assessments will include appropriate depth of knowledge and rigor to assess student learning at the proficient and distinguished levels of the standards. Teachers will use assessment results to drive future instructional practices.
 - Data Analysis – Teachers will analyze results from common formative and summative assessments, district assessments, and Milestone data. Teachers will use data analysis to support student learning through differentiation, small-group instruction, and/or reteaching. Teachers will use the ATLAS protocol for summative, district, and state assessments. Teachers will use student work protocols, standards analysis, and other “quick check” protocols to analyze formative assessment data.
- Administrators attend weekly curriculum meetings to support teachers and ensure alignment to the implementation plan and school-wide non-negotiable expectations. Administrators conduct weekly walkthroughs of classrooms to ensure that instruction and assessment align to the implementation plan and to determine the quality of student engagement and teacher use of formative assessment data.
- Administration and the school Curriculum Council review student performance data monthly.

Implementation Plan Next Steps:

- Administration will continue weekly walkthroughs and conduct the feedback cycle with teachers.
- Curriculum teams will use benchmark student performance data to group students and to leverage remediation or enrichment opportunities for students.
- Teachers will continue to use multiple data points to determine progress towards mastery of the standards.

Target Goal - Northbrook students will increase by 3% from SY 2021-2022 the percentage of students scoring in the proficient and distinguished categories on Milestones assessments.

As a mid-year check, scores from the December Milestone Benchmark Assessment are compared to the 2023 GMAS target goals.

	<u>Target</u>	<u>Sem 1</u>
● 6th Language Arts	56.65%	51.39%
● 6th Mathematics	42.23%	47.22%
● 7th Language Arts	51.50%	48.75%
● 7th Mathematics	57.68%	53.36%
● 8th Language Arts	54.59%	45.03%
● 8th Mathematics	57.68%	51.59%
● 8th Algebra 1	83.43%	64.14%
● HS Physical Science	51.50%	60.50%
● 8th Social Studies	71.07%	60.22%

- Based on the GMAS Benchmark data, Northbrook is on target for this goal in 6th Grade Mathematics only.
- Note: 2022 is the first year of district implementation of Milestone Benchmarks. The district has yet to determine if Benchmark scoring is an accurate predictor of student GMAS performance.

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	Growth Factors (KPI Baseline & Targets)
<p>Excellence 4B: Post-Secondary and Workforce Readiness</p> <p>The percentage of students in grades 6, 7, and 8 will improve by 3% on the “on or above grade level Reading Status” as measured on the End-of-Grade Milestones English Language Arts Assessment.</p>	<p>At Northbrook Middle, our vision is to cultivate high performing students in a nurturing environment. Our goal is to ensure that each and every student is able to read on or above grade level, or is making progress towards on-grade level reading.</p> <p>Reading is the fundamental skill that allows students to access information and to understand the world around them. Strong readers are better able to access content and skills in other subject areas, interpret facts from misinformation, and develop critical thinking skills.</p> <p>The COVID pandemic impacted reading proficiency among students at Northbrook. Our goal is to ensure each and every student is high school, college, and career ready by emphasizing reading and literacy skills.</p>	<ul style="list-style-type: none"> ● Language Arts teachers use Quality-Plus Teaching Strategies to promote reading and literacy skills. ● Classroom teachers provide students opportunities to read content-specific texts in math, science, and social studies courses. ● The school’s literacy remediation teacher works with students in need of Tier 2 and Tier 3 support in reading. ● Northbrook teachers trained in Wilson Reading, Read 180, and Leveled Literacy Intervention support identified students with reading interventions. ● Teachers trained to support ESOL students provide differentiated supports to enhance their reading and literacy skills. ● The Northbrook Media Specialist supports school-wide reading through literacy-focused initiatives including book tastings, reading incentives, and curating books to support reading in science and social studies. 	<p>KPI Target - Northbrook Middle will measure the percentage of students “at or above grade level” in reading on the end-of-grade Milestones assessment for language arts. The KPI for the 2022-2023 school year will be a 3% increase in each grade level ELA GMAS “at or above grade level” reading percentage from the 2021-2022 school year.</p> <p>The 3% goal would be calculated by determining the P/D for each EOG and EOC and multiplying the score by 1.03 (ex: 75% P/D x 1.03 = 77.25%).</p> <ul style="list-style-type: none"> ● 6th Grade KPI - 74.1% ● 7th Grade KPI - 82.4% ● 8th Grade KPI - 83.4% <p>KPI Baseline - During the 2021-2022 school year, Northbrook students scored as follows in “at or above grade level” reading (2023 KPIs are provided):</p> <ul style="list-style-type: none"> ● 6th Grade Baseline - 72% ● 7th Grade Baseline - 80% ● 8th Grade Baseline - 81%

LSPI 90-Day Update**Data Update on Available Measures****Implementation Plan Progress:**

- Language Arts teachers collaborate in weekly curriculum meetings and a department to collaborate on instructional strategies to use Quality-Plus Teaching Strategies to promote reading and literacy skills.
- The Northbrook Media Specialist hosted each language arts, science, and social studies class in the Media Center for a content-specific literacy lesson during semester 1.
- The school's literacy remediation teacher worked with 23 Tier 3 students to support reading. Language Arts and Social Studies teachers support Tier 2 reading twice per week during Pride Time. Targeted students received support through Wilson Reading, Read 180, Leveled Literacy Intervention, and Imagine Learning to support their reading skills.
- Northbrook scheduled and provided support for 155 students through the Remedial Education Program (REP).

Implementation Plan Next Steps:

- Northbrook faculty will review Winter iREADY Reading Screener data to determine the literacy needs of our students. Students who demonstrate a need for reading support will be reviewed through the school MTSS team and offered support through Tier 1+, Tier 2, or Tier 3 interventions.
- Teachers will continue to support student literacy skills through effective classroom instruction.
- Administration will conduct weekly walkthroughs of language arts classes, Pride Time, and intervention blocks to conduct the feedback coaching cycle and to support students and teachers.

Target Goal - Northbrook students will increase by 3% on the percentage of students "at or above grade level" in reading on the end-of-grade Milestones assessment for language arts from the previous year GMAS assessment.

As a mid-year check, scores from the Fall and Winter Reading iREADY Screener are used. The projected score is the iREADY projection of the percentage of students who will score proficient or higher on the GMAS assessment. The growth score shows the difference in the percentage of students who score proficient in the Fall (beginning of year) Reading Screener and the Winter (midyear) Reading Screener.

	Target Goal	Projected On Grade %
● 6th Grade	74.1%	56.5%
● 7th Grade	82.4%	57.5%
● 8th Grade	83.4%	63.1%

- Based on the iREADY Reading Screener data, Northbrook is not on target for the reading goal in each grade level.
- Note: 2022 is the first year of district implementation of iREADY Reading Screeners. The district has yet to determine if iREADY Reading Screeners are an accurate predictor of student GMAS reading performance.