



Indiana School Improvement Plan

Northeastern Elementary

Northeastern Wayne Schools

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Introduction

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Northeastern Elementary School is located in the northeast sector of Wayne County. It is an agricultural area comprised of five small communities with approximately 5,800 total residents. The school enrolls approximately 600 students from Kindergarten through Grade 5. School personnel include 2 administrators, 23 general education teachers, 4 special area teachers, 3 special needs teachers, 2 Reading Recovery teachers, 1 school psychologist, and one part-time Communities in Schools Coordinator. Average class size at Northeastern Elementary is 24 students per classroom teacher. Twenty-three of 23 classroom teachers work with students with special needs. The support staff includes 18 teaching assistants (three designated as special education aids and three Title I remediation aids), 1 secretary, 1 treasurer, 1 social worker, 1 nurse, 3 custodians, 9 cafeteria workers, and 20 bus drivers. Programs providing assistance to students are Title I, Reading Recovery, Special Education, and Gifted and Talented. Additionally, our Special Education Pre-School services approximately 20 children each year. Volunteers--students, parents, and community members--are present regularly with approximately 200 active volunteers throughout the 2015-2016 school year. Factors determining socio-economic status include a 47% rate of students who receive free or reduced lunch in the 2015-16 school year. This has increased from 18% in the 1998-99 school year.

Students at Northeastern Elementary School may participate in many service activities during and after school. One such activity is the Spirit Committee. It consists of two students from each class in Grades 3, 4, and 5. These students serve as representatives on the committee and act as ambassadors for the school. This committee meets periodically during school time to plan and lead convocations (such as Veteran's Day Program), plan service projects (such as school wide recycling), and to determine dates and themes for "Spirit Days." All students take an active role in fundraising for service projects, collecting and organizing food for "Can the Kids" food drive, displaying the flag outside the school building, and planning and participating in the student talent show. Other service opportunities allow students to greet guests at school events, hand out programs to students and parents, give announcements over the public address system, serve on our Safety Patrol, and lead the student body in the "Pledge of Allegiance" each morning. Other activities for students at Northeastern Elementary include band, choir, art club, intramural girls' and boys' basketball, cheerleading, cross country, wrestling, Boy Scouts, Girl Scouts, Spelling Bee, Spell Bowl, Math Bowl, Science Fair/Hobby Show, Media Fair, Homework Heroes, Positive Actions, and the Christmas and Spring Music Programs. Students in the gifted/talented program participate in competitions outside the school day with students from other schools. Fifth grade students act as Study Buddies to younger students and act as leaders of small groups of younger students during Field Day activities. Within the classroom, students participate in D.A.R.E., Accelerated Reader, community circles, class plays, and making choices about projects. In some classrooms, students participate in decision-making about seating, groups, center activities, class rules, and consequences. All students at Northeastern Elementary participate in many of the daily activities listed previously. All students are encouraged to take part in the after school activities. The student involvement practices at Northeastern support the inclusion of all students.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The Northeastern Elementary mission statement was first developed in 1990 by the entire school staff. Every word was carefully and meticulously crafted into a statement that reflected the beliefs of the school. It read, "The Northeastern Elementary staff, parents, and community are committed to teaching and nurturing children in an environment that incorporates a continuing curriculum which maximizes their potential for becoming responsible individuals dedicated to lifelong learning." The mission statement was posted in every classroom, the student handbook, and throughout the building. It was reviewed during the accreditation processes in 1995 and 2000. During those periods, the committees agreed the statement still expressed the true mission of Northeastern Elementary.

The School Improvement Committee re-evaluated and updated the school mission statement during the 2001-02 school year. The purpose in revising the Northeastern Elementary mission statement was to create a single statement free of jargon and easily remembered by all stakeholders of the school community. The School Improvement Committee discussed the criteria of a good mission statement and brainstormed ideas and phrases to be included. A subcommittee gathered other mission statements and created several possible choices to present to the full committee. After discussion and revision, an updated mission statement was agreed upon. The mission statement was proposed to the elementary staff at a monthly teachers' meeting and to the community through our school newsletter. The proposed mission statement was accepted in February 2002 and reaffirmed in February 2010. That mission statement read:

"Northeastern Elementary students, staff, families, and community:
Working together to build a better tomorrow one lesson at a time."

That mission statement was again reviewed in the spring of 2013 by the School Improvement Committee. The current climate and vision of the school were revisited, along with looking at other school mission statements and the school mission statement was once again streamlined: "Northeastern Elementary School: A caring community working together to build a better tomorrow."

This statement was shared with staff and was unanimously adopted at that time. It has since been posted on the school website, the student handbook, and on bi-weekly newsletters. Students, staff, families, and community members can refer to it in times of decision-making to ensure choices are made which support our mission.

Northeastern Elementary realizes it is time to take control of our beliefs and find a new confidence that says nothing will stop us from our mission. In conjunction with the challenges of "No Child Left Behind" and the adoption of the new Common Core State Standards, we need to create a school improvement plan that leads us to become a school where all kids do learn. As a staff, we are moving toward the following: "All kids can learn, and we will establish high standards of learning that we expect all students to achieve. We believe all students can and must learn at relatively high levels of achievement. It is our job to create an environment in our classrooms that results in this high level of performance. We are confident that with our support and help, students can master challenging academic material at their individual levels, and we expect them to do so. We are prepared to work collaboratively with colleagues, students, families, and community members to achieve this shared educational purpose."

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Northeastern Elementary School received an "A" rating from the IDOE in 2012 and 2013. In 2014 and 2015 it was rated a "B" by the IDOE. Third grade students at Northeastern achieved above a 90% passing rate on IREAD 3 in 2012 and 2013. That pass rate dropped to 87.9% in 2014. Northeastern Elementary School students have closed the gap between Reading and Math achievement from a 6% deficit 3 years ago, to Reading achievement surpassing Math by 1% in 2014 and by 18% in 2015.

Areas of improvement: Math achievement as measured by the ISTEP+ exam has dropped 36.6% over the past 3 years. Special education achievement scores dropped from an ELA pass rate of 65.7% in 2013 to 25.7% in 2015. That pass rate for special education students in Math dropped from 77.1% in 2013 to 14.3% in 2015.

It would be the goal of the Northeastern Elementary School staff and students to regain their "A" rating from the IDOE, increase ISTEP+ pass rates in both ELA and Math by 5% each year, to achieve a 90% passing IREAD-3 for first time takers, and increase passing rates for special education students by at least 10%.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Great strides have been made at Northeastern Elementary in the use of technology in the past decade. The cafeteria and the library media center were automated in the 2000-2001 school year. Automating the cafeteria took the record-keeping duties out of the classrooms, providing students with over an hour more instructional time per week. Automating the library media center now encourages students to learn to do computer searches for books and other media materials. The library is equipped with six student iPads as a mini-lab. The library/media center aid instructs the students using one of the mini-lab computers with the screen displayed on a large projection screen. The students can follow-up, using the mini-lab in their searches on Destiny using the Internet. Northeastern Elementary students attend computer classes weekly in the computer lab. The lab holds 30 student computers, updated in 2011 with thin clients being served through a "virtual" server. Computer classes are instructed by a licensed teacher. The lab provides integration opportunities through Internet research, Webquests, and multimedia projects. Computer lab resources are available to teachers and students through regularly scheduled classes, with Gifted/Talented students, and by providing additional computer experiences during unscheduled lab times. In 2014, the school purchased a mobile lab of 30 laptop computers with a printer to further expand student access to technology. The mobile lab has similar capabilities and provides nearly the same program capabilities as the established computer lab. The newly revised technology curriculum includes a scope and sequence of activities and software programs, including instruction in the use and care of equipment, keyboarding, skill practice, word processing, and such programs as Microsoft Word and Power Point. Students are also taught digital citizenship. Assessment is monitored through individual accountability sheets completed by each student in Grades 3 - 6. The accountability sheets include grade level assignments that meet Indiana Academic Standards in Language Arts and Math. Each grade level in Kindergarten through 2nd grade is has a set of 30 iPads available for teacher and student use to aid instruction. Teachers use technology to add visual resources to their daily lessons, using such tools as Power Point presentations and digital cameras. A projection system is available in every classroom for teachers to connect their computers to display supplemental resources such as virtual tours, content-related web sites, and student projects. Teachers use Internet sites to create or enhance thematic units supporting Indiana's Academic and Common Core State Standards. Students in Kindergarten - Grade 5 regularly use the classroom computers and iPads to access Accelerated Reader, a supplementary program to their reading instruction. Elementary teachers participated in a variety of technology in-services, including web design and advanced Microsoft Office. Funds were available from an area technology grant to bring in presenters and provide stipends for teachers. A needs assessment was conducted, instructors were contracted, and a series of classes were held after school from December 2010 through March 2011. Twenty-nine of 41 elementary staff members participated in one or more classes. In both the 2005-06 and 2006-07 school years, a full day professional development day was spent learning new strategies to integrate technology into classroom use. Teachers learned to create classroom web sites, became proficient in a new student grading program, and experimented with digital camera technology, Kodak software, and enhancing projects through technology. During the 2012-13 school year, teachers were equipped with Mac Books and Apple TVs to enhance student learning. Apple trainers have visited Northeastern Wayne schools to assist teachers in learning to use their iPads and Mac Books in the classroom. In the 2015-16 school year, iPads were given to 3rd-5th grade students in a 1 to 1 capacity. Students use these devices at school and teachers use student management systems such as Socrative and Haiku to streamline instruction and improve feedback to students. We hope to continue providing devices in a 1 to 1 capacity a grade level at a time in subsequent school years. As teacher technology skills increase, they are transferring more technology into classroom instruction. However, teachers will continue to need more strategies in integrating technology into student instruction as technology evolves.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Interested parents were contacted and were given a description of our five school improvement committees; Data, Professional Development, Parent Involvement, Technology, and Climate/Discipline. Monthly meetings were held during early release professional development times held each Wednesday in our district.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

We invited parents to attend monthly school improvement committee meetings. We shared the titles and purpose of our five committees, Data, Technology, Professional Development, Climate/Discipline, and Parent Involvement, and allowed them to choose the committee that had the most interest for them. They followed meeting agendas and contributed their thoughts and ideas as each committee fulfilled its role in developing the current school improvement plan.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Our final school improvement plan was placed on our school website and emailed out to parents for comment.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Purpose statements - past and present •A parent survey was given to parents during parent-teacher survey in October 2014. The school's newsletter is sent out twice a month. Individual teachers send home classroom newsletters. We had a "town hall meeting" to discuss drop-off and pick-up organization and ways to improve. Minutes are kept for team meetings and other groups. A bi-weekly newsletter, The Knightline, is published. School and classroom websites are maintained. 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •Our school offers a "study buddy" program of older students and adults. We have also partnered with Centerstone and Communities in Schools to provide for our students and families. We offer Reading Recovery and Response to Intervention programs for academically struggling students. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none"> •The school data profile •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan •School improvement committee meetings occur, but not on a regular basis. 	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

We communicate to our families regularly and pride ourselves on being a "family friendly" school community. We offer services to consider the social and emotional needs of our students and families. Our school improvement process lacks some structure. Parents need to be more involved in the school improvement process.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.83

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Governing body policies, procedures, and practices •School handbooks •School Board policies are posted on the corporation website. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Assurances, certifications •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •School Board members attend State Board of Education workshops and trainings. Board policy and staff policies are available to stakeholders. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body generally protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Communications regarding board actions •Agendas and minutes of meetings •School Board minutes are made available to staff. 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan •Partnerships have been formed with Centerstone, CIS, and well as an additional part time school nurse being hired to help meet the social and emotional needs of students. Teachers have common plan time and regularly attend workshops related to school improvement goals throughout the school year and during summer months. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Survey responses •Involvement of stakeholders in a school improvement plan •A bi-weekly newsletter is sent to parents. Staff receives a weekly calendar and attends weekly PD sessions. All staff are members of a school improvement committee. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Job specific criteria•All staff are evaluated annually by building and corporation administration. The teacher evaluation tool is regularly audited and critiqued by certified staff and administration. Adjustments are made to reflect equitable practices.	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Several changes have occurred at the corporation level; School Board members and Superintendents. Policies are currently being rewritten and new practices are being put into place. Changes are communicated to stakeholders.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.92

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Learning benchmarks are set for each grade level and assessments are used to measure these benchmarks. Learning targets are posted. Remediation and interventions are regularly and systematically put into place. Students are ability grouped at their grade level for Math. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •Common assessments •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Curriculum is revisited and revised by individual grade levels during the textbook adoption process. Assessments are changing and some realignment occurs. Cross grade level meetings occur occasionally for vertical alignment of curriculum. Curriculum mapping is correlated across grade levels. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Interdisciplinary projects •Technology use is prevalent in classrooms for use by staff and students. RTI and special education services are available to students. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •Classroom observations and walkthroughs are conducted by administrative staff. A mentor program is in place for first and second year teachers. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Staff meet every Wednesday for professional development. Grade levels have common plan time. RTI and case conference committees meet regular to review student performance. Book talks are held regularly focused on students learning objectives. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning •Teachers use standards checklists and curriculum maps to monitor the instructional process. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •A new teacher mentor program is in place. 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •A Study Buddy program is in place for adult volunteers. Our PTO hosted several family activities throughout the year. Staff conducts Memories with Mom/Dialogue with Dad, grade level Grandparent Days, Bingo for Books, holiday programs, talent shows, Art Extravaganza, and end of year graduations. Progress reports and report cards are sent home quarterly. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Classroom teachers are the main point of contact for students to have an "advocate" in the building. We have a school social worker that works with struggling students and their families. Title funds are used to meet academic and cultural needs of students. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Policies, processes, and procedures on grading and reporting •Report cards are not currently standards or skill based. Grade levels are autonomous in their grading policies. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Evaluation tools for professional learning •Brief explanation of alignment between professional learning and identified needs •Staff regularly attend workshops and trainings aligned to school improvement goals. Staff are required to participate in PD Wednesday of each week. Staff who attend workshops are required to "share what they've learned" with the entire staff in a "train the trainer" model. Funds are available to staff for PD. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students •Interventions and remediation assistants are available for struggling students. Grade level teams meet with the administration monthly to review student data and performance. Trainings for staff include; autism, AHDH, OHI, TBI, Reading Instruction, Math Instruction, and GT. 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

A weakness was a standard for report cards. Communication to families has improved. The mentor program has been revisited to improve it. We do an excellent job in meeting individual student needs.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff •We have maintained 4 sections of each grade level where necessary. However, our G/T program has lost a teacher. The number of instructional aids has remained consistent the past year after being reduced the year prior. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •Alignment of budget with school purpose and direction •School calendar •Technology and training have been made more available to staff. However, we no longer have a Curriculum Director at the corporation level to assist teachers in global planning. 	Level 2

Indiana School Improvement Plan

Northeastern Elementary

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Records of depreciation of equipment •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Our building has recently seen upgrades in a new roof, new bleachers, new restroom stalls, lighting and ceiling tiles. We have also recently expanded our parking lot. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Teachers use websites and various other electronic forms of communication. We have a computer class for students as well as corporation and building level tech support staff. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use •Wireless access points and fiber optic internet service have been recent upgrades. 	Level 3

Indiana School Improvement Plan

Northeastern Elementary

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •Agreements with school community agencies for student-family support •List of support services available to students •We have a dedicated school social worker as well as partnerships with local businesses, Centerstone, Communities in Schools, and House of Pain to attend to the social/emotional/ and physical well being of our student population. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Description of IEP process •Description of referral process •We partner with East Central Special Services for special education support. We have a building wide RTI process to support student academic needs. 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

For a small community and school system we believe that we have several resources available to us and our students. Our corporation technology director is in our building and very personable to the staff in understanding their needs. We also have a HelpDesk so that we can send our technology / maintenance needs to him. We have food drives, Christmas Donation Program, and partnerships with outside services, Centerstone, Communities in Schools, to support our students in low income homes.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •We utilize an assessment calendar during the year. Assessments have been changing recently; Acuity, ISTEP, loss of NWEA, change in LIA expectations for the evaluation process. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<ul style="list-style-type: none"> •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •Remediation assistants attend grade level meetings to discuss student data and progress. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Documentation of attendance and training related to data use •Acuity training was available to limited staff and STAR training was available to the entire staff. 	Level 2

Indiana School Improvement Plan

Northeastern Elementary

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Agendas, minutes of meetings related to analysis of data •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level •We are in the process of creating "readiness" benchmarks for students in the primary grades. We conduct cross grade level meetings periodically. Student data is discussed at monthly grade level meetings. 	Level 2

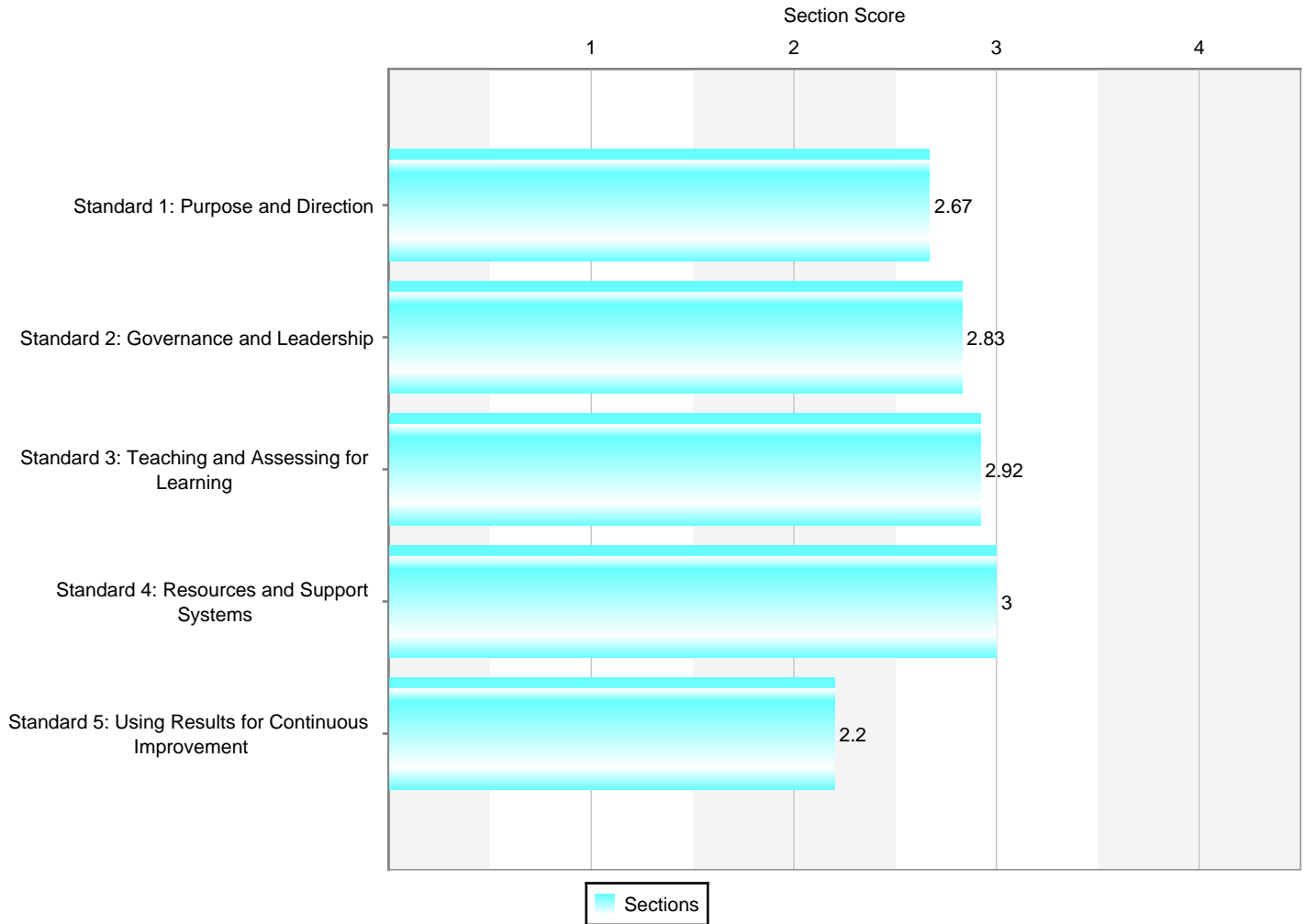
Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	<ul style="list-style-type: none"> •Minutes of board meetings regarding achievement of student learning goals •Executive summaries of student learning reports to stakeholder groups •Student success is communicated to parents through classroom teachers. The corporation submits a report of annual yearly progress to the community. Building level communication occurs individually and on an "as needed" basis. 	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Teachers analyze student data and performance regularly. Communication to parents occurs for struggling students and is reported to all parents quarterly. District and state assessments have changed recently. A "train the trainer" model has recently been implemented for staff development.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance 2015-16

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Reading scores on standardized assessments, ISTEP+, are above state averages (NES 70.6%; State Ave. 67.3%). Reading scores for students on localized assessments, Fountas and Pinnell, are typically at or above grade level for 90% of our population by the end of the year benchmark.

Describe the area(s) that show a positive trend in performance.

Our free and reduced students have typically out performed our paid population. That gap has closed and now our paid population outperforms our free and reduced population. From the 2012-2013 school year 4th grade free/reduced subgroup increased from 59.3% to 62.2% in overall performance in the 2013-2014 school year.

Which area(s) indicate the overall highest performance?

Our pass rate on ISTEP in 2015 for grade five in language arts was 71.0%; the highest in our county.

Which subgroup(s) show a trend toward increasing performance?

Our population of female students out performs our male population in both reading while males outperform females in math; 2013-14 females passing ELA was 88.6% while males passing was 78% with Math passing rates as: females 72.6% and males 86.6% . From the 2012-2013 school year 4th grade free/reduced subgroup increased from 59.3% to 62.2% in overall performance in the 2013-2014 school year.

Between which subgroups is the achievement gap closing?

Our Paid population has now closed the gap with our Free and Reduced students. Historically our Free and Reduced population has had the higher test scores. The gap between 4th grade Free/Reduced compared to Paid population has been closing in ELA. The gap was 21.5% in 2012- 2013 to a gap of -.1% in 2013- 2014.

The gap between 5th grade Free/Reduced compared to Paid has been closing in ELA. The gap was 8.1% in 2012- 2013 to a gap of 3.2% in 2013- 2014.

The gap between 4th grade Free/Reduced compared to Paid population has been closing in Math. The gap was 17.8% in 2012- 2013 to a gap of 15.4% in 2013- 2014.

The overall pass rates for the paid students on ISTEP+ ELA in 2014-15 was 75% while free and reduced students passed at a rate of 65.2%. In Math the pass rate for paid students in 2014-15 was 61.3% and free reduced was 40.9%.

Which of the above reported findings are consistent with findings from other data sources?

Our female population outperforms our male population on both the STAR reading and F&P reading benchmark assessments.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Math score pass percentages on the ISTEP+ assessment have dropped over 10% in each grade level over the past few years. In 2015 our math pass rate for all grade levels was well below the state average (NES 52.1% State Ave. 61%). This is the first time this has happened since ISTEP moved to the Spring in 2007-08.

Describe the area(s) that show a negative trend in performance.

Our Free and Reduced population has shown a steady decline in both Reading and Math performance on the ISTEP+ assessment. Free and reduced pass rates in recent years for math: 2013 83.3%, 2014 73.8%, 2015 40.9%. Recent pass rates in ELA for free and reduced students: 2013 82.7%, 2014 78.5%, and 2015 65.2%.

Which area(s) indicate the overall lowest performance?

Fourth grade students has a pass rate of 37.9% in Math on the 2015 ISTEP+ assessment; the lowest in our county.

Which subgroup(s) show a trend toward decreasing performance?

Our special education population has shown a dramatic decrease in pass rates on ISTEP+ over the past 3 years in ELA: 2013 65.7%, 2014 48.9%, and 2015 25.7%. Special education pass rates in Math: 2013 77.1%, 2014 57.8%, 2015 14.3%.

Between which subgroups is the achievement gap becoming greater?

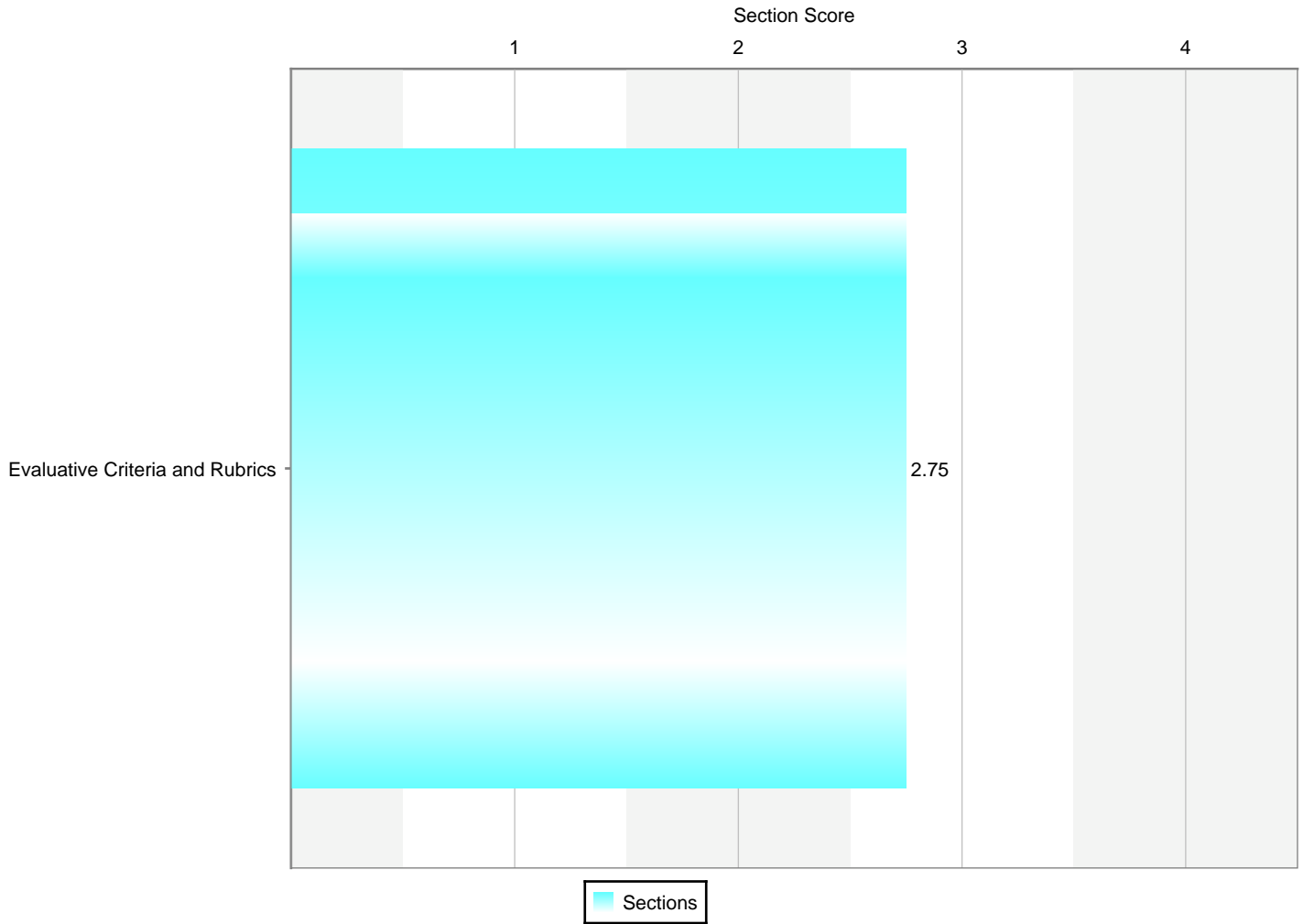
The gap between our general education population and our special education population in pass rates for both ELA and Math are widening: ELA gap in 2013 -20.3%, in 2014 -34.9%, in 2015 -44.9%; gap in Math for 2013 -11.6%, for 2014 -24.8%, for 2015 -37.8%.

Which of the above reported findings are consistent with findings from other data sources?

Special education students consistently score below grade level on the STAR Reading and Math assessments as well as on the Fountas and Pinnell reading benchmark assessment.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Our schools used the AdvancED surveys provided.	Stakeholder Feedback 2015 Worksheet 2015

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Some required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

1.1 The school engages in systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

1.2

The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that included achievement of learning, thinking, and life skills.

1.3 The school's leadership implements a continuous improvement process that provides clear direction fro improving conditions that support student learning.

2.6 Leadership engages stakeholders effectively in support of the school's purpose and direction.

3.1 The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.

3.6 Teachers implement the school's instructional process in support of student learning.

4.3 The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

4.4 Students and school personnel use a range of media and information resources to support the school's educational programs.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

2.4 Leadership and staff foster a culture consistent with the school's purpose and direction.

3.5 Teachers participate in collaborative learning communities to improve instruction and student learning.

3.9 The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

3.12 The school provides and coordinates learning support services to meet the unique learning needs of students.

4.6 The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Standard 1 The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Standard 2 The school operates under governance and leadership that promote and support student performance and school effectiveness.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

2.2 The governing body operates responsibly and functions effectively.

2.3 The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

3.10 Grading and reporting are based on clearly defined criteria that represents the attainment of content knowledge and skills and are consistent across grade levels and courses.

What are the implications for these stakeholder perceptions?

The parent survey showed a score of 4.0 which was lower than most indicators. As a school we agreed that 3.10 was an area that we needed to work on consistency across grade levels.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

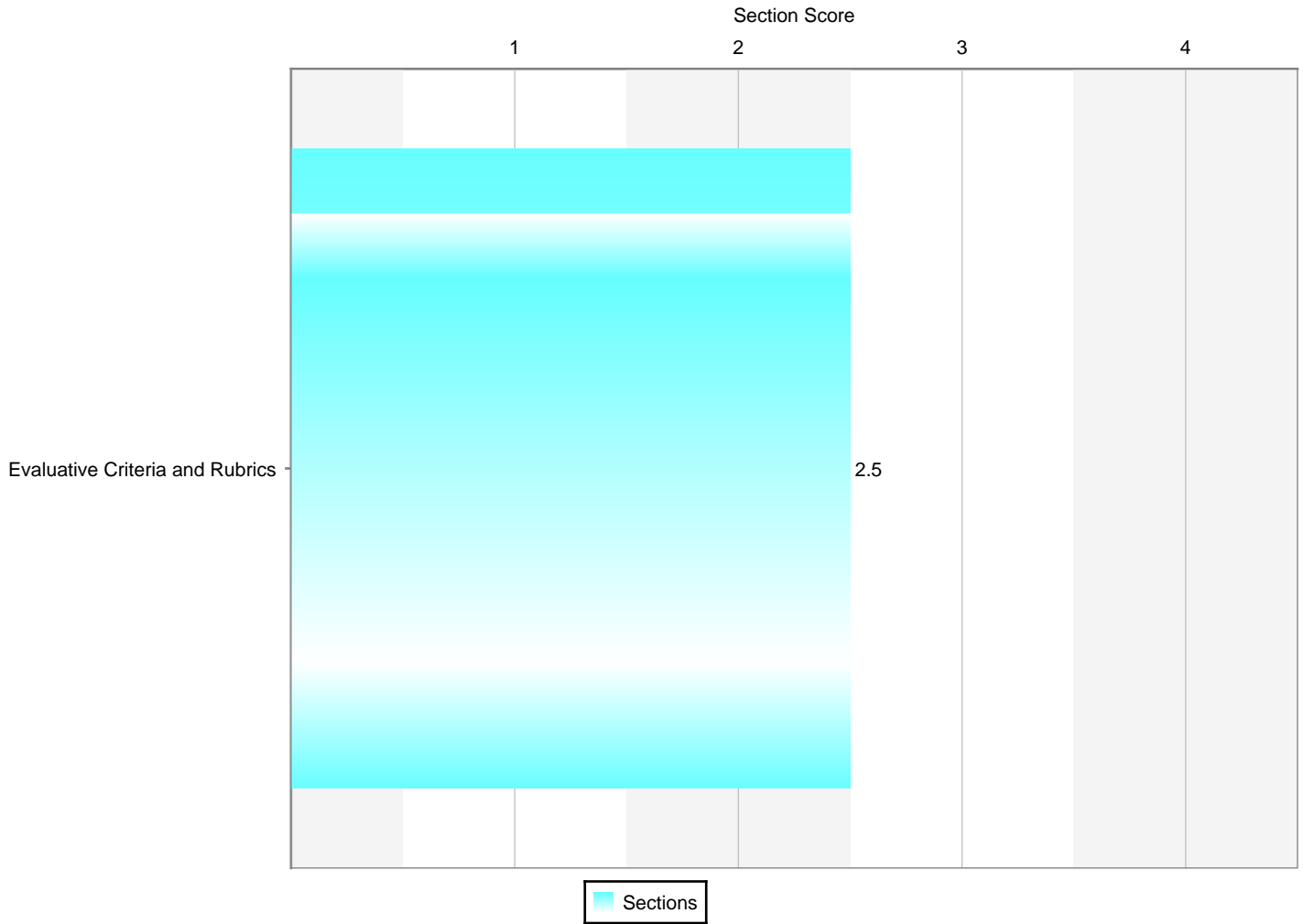
3.9 The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

3.12 The school provides and coordinates learning support services to meet the unique learning needs of students.

4.6 The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.

Report Summary

Scores By Section



2015-18 SIP

Overview

Plan Name

2015-18 SIP

Plan Description

2015-2018 School Improvement Plan

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students at Northeastern Elementary School will improve their reading comprehension and vocabulary across the curriculum.	Objectives: 4 Strategies: 2 Activities: 4	Academic	\$31500
2	Students at Northeastern Elementary School will be proficient math problem solvers.	Objectives: 2 Strategies: 3 Activities: 3	Academic	\$0
3	Northeastern Elementary School staff will develop and implement a written reading and math curriculum for all teachers to guide student learning.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$0

Goal 1: Students at Northeastern Elementary School will improve their reading comprehension and vocabulary across the curriculum.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency by achieving grade level benchmark in Reading by 05/20/2016 as measured by the F&P Benchmarking System.

(shared) Strategy 1:

BOY, MOY, EOY F&P benchmark testing - Students will be measured through F&P benchmark testing 3 times throughout the year.

Research Cited: Fountas and Pinell Benchmark Assessment Kit

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff collaboration on data analysis	Professional Learning	09/11/2013	05/23/2014	\$0	No Funding Required	Grade level teams, School Improvement Data Committee, Administration, and RTI Team

Activity - AR Testing Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor student scores on Accelerated Reader Comprehension tests	Academic Support Program	08/19/2013	05/23/2014	\$0	No Funding Required	All teachers

Measurable Objective 2:

90% of All Students will demonstrate a proficiency achieving a grade level passing score in Reading by 05/20/2016 as measured by the STAR Reading test.

Strategy 1:

Leveled Literacy Intervention - Students will be identified based on grade level assessments. The intervention will be administered by instructional assistants and Title 1 assistants in small guided reading groups. Groups will meet daily for 20-30 minutes.

Research Cited: F&P Leveled Literacy Intervention

Evidence of success: Progress will be monitored weekly using running records and 3 times per year by the F&P Benchmark Assessment.

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Indiana School Improvement Plan

Northeastern Elementary

Staff will be trained in Acuity reports and testing.	Professional Learning	09/11/2013	05/23/2014	\$1500	Title I Part A	SIP Technology Committee, classroom teachers
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Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in small group remediation based on needs assessed by Acuity	Academic Support Program	09/30/2013	05/23/2014	\$30000	Title I Part A	Classroom teachers, Reading Recovery staff, Remediation Aids

Measurable Objective 3:

88% of Third, Fourth and Fifth grade students will demonstrate a proficiency passing the ISTEP in English Language Arts by 05/20/2016 as measured by data received for the IDOE.

(shared) Strategy 1:

BOY, MOY, EOY F&P benchmark testing - Students will be measured through F&P benchmark testing 3 times throughout the year.

Research Cited: Fountas and Pinell Benchmark Assessment Kit

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff collaboration on data analysis	Professional Learning	09/11/2013	05/23/2014	\$0	No Funding Required	Grade level teams, School Improvement Data Committee, Administration, and RTI Team

Activity - AR Testing Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor student scores on Accelerated Reader Comprehension tests	Academic Support Program	08/19/2013	05/23/2014	\$0	No Funding Required	All teachers

Measurable Objective 4:

90% of Third grade students will demonstrate a proficiency by passing the IREAD 3 in Reading by 05/15/2015 as measured by data received from the IDOE.

(shared) Strategy 1:

BOY, MOY, EOY F&P benchmark testing - Students will be measured through F&P benchmark testing 3 times throughout the year.

Research Cited: Fountas and Pinell Benchmark Assessment Kit

Indiana School Improvement Plan

Northeastern Elementary

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff collaboration on data analysis	Professional Learning	09/11/2013	05/23/2014	\$0	No Funding Required	Grade level teams, School Improvement Data Committee, Administration, and RTI Team

Activity - AR Testing Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor student scores on Accelerated Reader Comprehension tests	Academic Support Program	08/19/2013	05/23/2014	\$0	No Funding Required	All teachers

Goal 2: Students at Northeastern Elementary School will be proficient math problem solvers.**Measurable Objective 1:**

80% of All Students will demonstrate a behavior reaching proficiency on grade level math achievement tests in Mathematics by 05/20/2016 as measured by the STAR Math assessment.

Strategy 1:

Math Fluency - Staff will utilize Moby Max and Xtra Math for students achieving below expectations to close the achievement gap.

Evidence of success: STAR Math assessment will be given 3 times per year.

Activity - Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Moby Math	Academic Support Program	10/07/2013	05/23/2014	\$0	No Funding Required	Classroom teachers and instructional assistants

Measurable Objective 2:

A 3% increase of Fourth, Fifth and Sixth grade students will demonstrate a behavior by gaining 3% on ISTEP+ in Mathematics by 05/20/2016 as measured by the ISTEP+ math exam.

Strategy 1:

Saxon Math - Teachers will follow the Saxon Math curriculum.

Research Cited: Saxon Math

Indiana School Improvement Plan

Northeastern Elementary

Activity - Saxon Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teach the Saxon Math curriculum and supplement where appropriate	Direct Instruction	08/13/2013	05/23/2014	\$0	No Funding Required	All classroom teachers

Strategy 2:

Engage New York - Staff will utilize components of the Engage New York math curriculum to supplement the current Saxon Math Curriculum.

Research Cited: Common Core Standards

Evidence of success: ISTEP+ annual assessment and STAR Math test 3 times per year.

Activity - Engage New York	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engage New York is a Common Core Standards based math curriculum.	Academic Support Program	01/04/2016	05/20/2016	\$0	No Funding Required	Classroom teachers

Goal 3: Northeastern Elementary School staff will develop and implement a written reading and math curriculum for all teachers to guide student learning.

Measurable Objective 1:

collaborate to develop and implement a written reading and math curriculum for all teachers to guide student learning by 08/30/2017 as measured by student achievement in reading and math .

Strategy 1:

Reading Curriculum - PD time on early release Wednesdays will be utilized for grade level teams to develop the written curriculum. Teachers may be compensated for additional time during the summer months to finalize the written curriculum.

Research Cited: Curriculum Mapping/Heidi Hayes Jacobs/Pivot/UBD

Evidence of success: Pivot Curriculum Mapping Software

Activity - Mapping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and Implement written Reading Curriculum.	Policy and Process	08/12/2015	08/31/2016	\$0	District Funding	All Staff

Measurable Objective 2:

collaborate to develop and implement a written reading and math curriculum for all teachers to guide student learning by 08/30/2017 as measured by student achievement in reading and math .

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Strategy 1:

Math Curriculum - Grade Level Teams will utilize PD during early release time on Wednesdays to develop the written math curriculum. Teachers may be compensated during the summer months to finalize the written curriculum.

Research Cited: Curriculum Mapping/Heidi Hayes Jacobs/UBD

Evidence of success: Pivot Curriculum Mapping Software

Activity - Mapping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop and implement a written math curriculum.	Policy and Process	08/17/2016	08/30/2017	\$0	District Funding	All staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mapping	Develop and Implement written Reading Curriculum.	Policy and Process	08/12/2015	08/31/2016	\$0	All Staff
Mapping	Teachers will develop and implement a written math curriculum.	Policy and Process	08/17/2016	08/30/2017	\$0	All staff
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI	Students will be placed in small group remediation based on needs assessed by Acuity	Academic Support Program	09/30/2013	05/23/2014	\$30000	Classroom teachers, Reading Recovery staff, Remediation Aids
Teacher Training	Staff will be trained in Acuity reports and testing.	Professional Learning	09/11/2013	05/23/2014	\$1500	SIP Technology Committee, classroom teachers
Total					\$31500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Data Analysis	Staff collaboration on data analysis	Professional Learning	09/11/2013	05/23/2014	\$0	Grade level teams, School Improvement Data Committee, Administration, and RTI Team
Saxon Math	Teach the Saxon Math curriculum and supplement where appropriate	Direct Instruction	08/13/2013	05/23/2014	\$0	All classroom teachers
Engage New York	Engage New York is a Common Core Standards based math curriculum.	Academic Support Program	01/04/2016	05/20/2016	\$0	Classroom teachers
Remediation	Moby Math	Academic Support Program	10/07/2013	05/23/2014	\$0	Classroom teachers and instructional assistants
AR Testing Analysis	Teachers will monitor student scores on Accelerated Reader Comprehension tests	Academic Support Program	08/19/2013	05/23/2014	\$0	All teachers
Total					\$0	

Conclusion

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.