



# **Northeastern Elementary School School Improvement Plan**

Fall 2020

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## **Foreword**

Welcome to Northeastern Elementary School, home of the Knights! We are excited about the endless opportunities that our school offers students and families. Our staff is dedicated to student learning and the integration of technology to provide an education a step above the rest. By working together, our staff believes that we can provide meaningful experiences to support your student's academic, social, emotional, and physical growth. At Northeastern, we strive for excellence in all that we do!

## **Vision**

**A caring community working together to build a better tomorrow.**

## **Mission**

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.

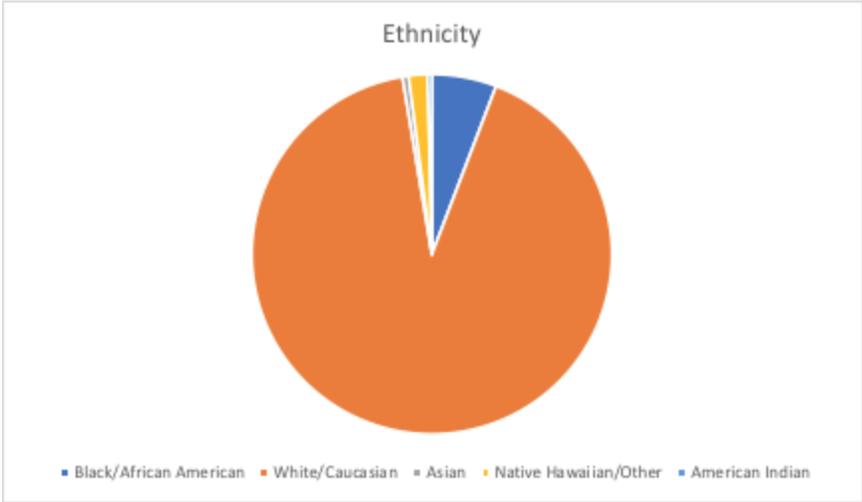
## **SCHOOL & COMMUNITY PROFILE**

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 a little over 600 students from Preschool through Grade 5. School personnel include 2 administrators, 26 general education teachers, 4 special area teachers, 3 special needs teachers, 2 Reading Recovery teachers, 4 preschool teachers, 1 school psychologist, 1 Student Support Specialist, and one Communities in Schools Coordinator. Average class size at Northeastern Elementary is 21 students per classroom teacher. Twenty-five of 26 classroom teachers work with students with special needs. The support staff includes 18 teaching assistants (three designated as special education aids, two one-on-one assistants for special education, one as our Media Specialist, four preschool assistants and 8 classroom assistants), 1 secretary, 1 treasurer, 1 nurse, 3 custodians, 9 cafeteria workers, and 19 bus drivers. Programs providing assistance to students are Title I, Reading Recovery, Special Education, and Gifted and Talented. Additionally, our Pre-School services approximately 50 each year, annually. Factors determining socioeconomic status include a 50% rate of students who receive free or reduced lunch in the 20-21 school year. This has increased from 43% in the 2019-2020 school year. Students at Northeastern Elementary School may participate in activities such as band, choir, art club, intramural girls' and boys' basketball, cheerleading, wrestling, Boy Scouts, Girl Scouts, Spelling Bee, Spell Bowl, Math Bowl, Science Fair/Hobby Show, Robotics Club, and the Christmas and Spring Music Programs. Within the classroom, students participate in D.A.R.E., Accelerated Reader, 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. Due to COVID, many of these activities have been placed on a temporary hold.

**ETHNICITY**

Of 534 students in 2020-2021, 489 (91.6%) are Caucasian, 3 Asian (0.6%), 31 Black/African American (5.8%), and 9 (1.7%) Native Hawaiian/Other, and 2 are American Indian (3.7%).



**ENROLLMENT**

The total student population for Northeastern Elementary School for 2020-2021 school year is 536 students. Grade level caps are set at 100 for students in grades K-4. 5th grade cap increased from 100 to 125 this school year.

Grade	17-18	18-19	19-20	20-21
Kindergarten	76	80	84	85
Grade 1	100	83	78	79
Grade 2	92	102	82	81
Grade 3	94	113	98	79
Grade 4	106	99	111	99
Grade 5	116	110	98	111
Total	584	587	551	534

**ATTENDANCE**

Using figures from the Indiana Department of Education, the average attendance rates are consistently in the 97-98% range. Efforts are made to focus on the individual students who are at-risk due to poor or abused school attendance.

Year	17-18	18-19	19-20
Percentage	95.83%	96.19%	96.35%

### FREE & REDUCED

Of 551 students in 2019-2020, 237 (43%) are free/reduced and 341 (57%) are paid. In 2020-2021, 268 (50%) students are free/reduced. Northeastern Elementary School eligible for Title I funding.

### ASSESSMENTS

NWEA Fall 2019 data is presented below to indicate percent of students at or above the Mean RIT.

Reading	At or Above Mean RIT
Grade 1	66.2%
Grade 2	41.3%
Grade 3	56.7%
Grade 4	78.4%
Grade 5	59.2%
Average	60.36%

Math	At or Above Mean RIT
Grade 1	60.5%
Grade 2	57.5%
Grade 3	53.6%
Grade 4	46.8%
Grade 5	47.96%
Average	53.7%

Overall, reading NWEA scores were higher than math in all five grade levels.

### iReady

iReady assessment will take place of NWEA Math beginning with the 2020-2021 school year.

Math

FALL 2019	K	1	2	3	4	5
On/Above Grade Level	100%	91%	81%	76%	80%	72%
One Level Below	0%	9%	19%	20%	15%	20%
Two or More Levels Below	0%	0%	0%	4%	5%	8%

Our fall data for the 2019-20 school year is reported in three levels: on grade level, one grade level below, or two or more levels below grade level. Our data shows that our 5th grade and 3rd grade classes are very similar in terms of where they are academically. These are the areas we see the most students coming into the school year below grade level.

**ISTEP+ Overall  
Passing Percentage**

Year	ELA	Math	Both
2018	65.7%	55.6%	46.2%

**School Grade**

Year	Grade
2015-2016	D
2016-2017	C
2017-2018	A
2018-2019	Hold Harmless
2019-2020	Hold Harmless

**ILEARN Spring 2020 was cancelled due to COVID, so no new data or analysis is available.**

**ILEARN Spring 2019**

	Reading	Math	SS	Science
3rd	31% proficient	53.7% proficient		
4th	44.7% proficient	40.4% proficient		50% proficient
5th	40.6% proficient	39.6% proficient	41.5% proficient	
Overall	38.6% proficient	44.8% proficient		

**ILEARN Spring 2019 Analysis**

2019 brought about a new test for Indiana. This year, students took ILEARN. In 4 out of 7 subject areas and grade levels, Northeastern Middle School students score higher than the state average. In 6th grade, students scored higher than the state average in both ELA and Science. In 8th grade, students score higher than the state average in ELA and math. 8th grade math students were the only group of students to score higher than the state average, whereas 6th and 8th grade ELA students both scored higher than the state

average. 8th grade experienced the highest percentages about state average in both ELA and math.

### **DISCIPLINE**

Northeastern Elementary School included data for referrals and suspensions. NES has worked to decrease the number of students who were suspended, both in school and out of school. The goal is to use more interventions with our support system to help students not reach the point in behavior where suspensions are needed.

Year	ISS	OSS	Expulsions
17-18	64	27	0
18-19	42	9	0
19-20	21	24	0

### **CURRICULUM**

Teachers use the Indiana State Academic Standards to guide instruction. The state identified critical standards are a focal point of instruction.

Each teacher plans a reading block that includes whole group instruction and small group instruction, where students are grouped by reading level and activities are differentiated to support the student where they are. Math blocks are also utilized and most teachers implement small group teaching in that time as well. Teachers plan activities that incorporate a variety of learning styles and modalities.

- **More Than Words**

More Than Words is the time where we instruct our “whole” student. Each month we discuss a monthly character trait. We recognize a student of the week from each classroom, who frequently exhibits these character traits, and a student of the month from one grade level is honored at a school board meeting. All More Than Words activities in a month focuses on a specific value, provided by Core Essential Values. Our Student Support Specialist also plans and teaches classroom lessons that enforce these important traits and values.

### **SPECIAL EDUCATION**

Special Education at Northeastern Elementary School consists of a pull-out program where special education students are taken individually or in small groups to a separate area to work toward their IEP goals or receive additional support in academic skills that are being covered in the general education classroom.

Prior to a student being placed in special education the student, parents, and school all work together to help the student reach their full potential academically by first trying a

variety of interventions (RTI). This may include, but not limited to the following strategies:

1. Reading Recovery services are offered to struggling readers in first grade.
2. Reading intervention services are offered to students primarily in grades K-3 through our Title I program.
3. Students in all grades can receive reading intervention through our LLI program.

A final attempt to assist a student before classifying them as special needs may be to place them on a 504 Plan. A committee made up of an administrator, teachers, parents and school guidance counselor meet, discuss the student's needs and determine possible accommodations that could be implemented in the classroom. These accommodations would assist the student but not enable them to need support indefinitely.

### **GRADING PRACTICES**

Teachers, administrators, and the school board determine the grading policies at Northeastern Middle School. Teachers use a variety of formative and summative assessments to determine each quarter's grades. Daily work consists of teacher created assignments, worksheets, technology-enhanced projects, journal writing, group projects, class participation, and homework. Mid and/or end-of-unit assessments are calculated with the daily work. Teachers frequently discuss grading practices within their grade level teams as well as during vertical alignment to encourage uniformity and consistency in the grading process. However, teachers have the flexibility to work within a framework of corporation policies to cater teaching and learning to their content areas and to differentiate to meet the academic needs of all students. Administrators monitor teacher grade books, and the school board approves grading policies as they appear in the student handbook.

A standard grading scale is used across the grade levels where at 90-100% constitutes an A, 80-89% is a B, 70-79% is a C, 60-69% is a D, and a 50% and below constitutes and F. Teachers update grades weekly in Harmony, our online computerized grading system. Parents have online access to their children's grades. Progress reports are given at the mid-point of the quarter and report cards are sent home every nine weeks.

Parent-teacher conferences are scheduled at the end of the first quarter. Beginning of the year assessment data is discussed, along with grades, attendance, any behavior concerns, etc.

### **SCHOOL SAFETY**

Northeastern prides itself on providing a safe learning environment. Northeastern Elementary School operates under the school safety plan updated annually. Elements of this program include the following:

- All exterior doors, except the front door, are locked limiting outside access to the school. Visitors can only enter the front door by being admitted through the remote door opener in the office.
- Signs direct visitors to the office.
- Visitors must sign in, wear visitor tags, and sign out.
- All volunteers and employees must complete a criminal background check.
- Instruction in student safety is provided as part of the curriculum.
- Emergency drills are practiced regularly as outlined in the Crisis Plan.
- A team of teachers has been trained in Crisis Prevention Intervention.
- A school resource officer works in the building.

### **ALICE**

Northeastern Wayne Schools recently adopted the ALICE program to support school safety initiatives. The ALICE program empowers individuals to participate in their own survival using proactive response strategies in the face of violence. The program is designed to ensure anybody can employ the strategies. Administrators, teachers, staff, and students will be trained and conversations and practice drills will be implemented throughout the year in each classroom.

### **CHARACTER EDUCATION**

Each month our staff focuses on a different character trait based on the “More Than Words” character campaign supported by the United Way and Wayne County businesses, schools, and churches in an effort to promote good citizenship. Each month has a different value (for example respect, gratitude, generosity, etc.) and a student at each grade level is recognized who exemplifies that trait. This recognition is shared with the student body and community through bulletin boards, announcements, newsletters, tweets, marquee, award presentation in SRT, and school board recognition. The big three ideas are to treat others right, make smart decisions, and maximize your potential.

### **EMPLOYABILITY SKILLS**

Northeastern Elementary School works to help students grow in the four key employability skill areas: Mindsets (M), Work Ethic (WE), Learning Strategies (LS), and Social and Emotional Skills (SE). Currently, our new Student Support Specialist is working to formulate lessons based on the Employability Skills assigned to each grade level.

### **BULLY PREVENTION**

With the addition of our new Student Support Specialist, a plan has been formulated to concentrate on anti-bullying. The counselor has classroom lessons with each grade level discussing different kinds of bullying, how to respond to being bullied, and what to do if you witness someone being bullied. This can include videos, classroom discussion, role playing, and concludes with each student taking an individual survey to collect data on school climate and culture.

## **SUPPORT SERVICES**

The NES Student Support Specialist is responsible for: \*highlighted items were added this school year

- conducting lessons monthly in classrooms to help students improve their social/emotional skills.
- aiding students in resolving conflict among their peers in small group and individual counseling.
- developing a rapport by communicating with parents pertaining to student behavior, attendance, and academics.
- planning and facilitating various convocations, community service projects, and the Advisor/Advisee programs such as anti-bullying and the More Than Words/WhyTry program.
- facilitating a social skills group to aid students in learning how to create positive relationships.
- complete needs assessment with families to help direct needs for future grant opportunities.

We are currently partnering with Centerstone, Meridian Health Services, and Communities in Schools as additional support for our students. Centerstone provides all kinds of services for the families. Currently, the families receive therapy if needed, life skills training (social, organization, emotion regulation, focus skills, parenting skills), case management (meet with students, school staff, etc.), med services, and wrap around services. Services are all based on what level of need the family requires.

Communities in Schools is a support system for any student who is in need. Currently, our site coordinator works to help families meet their basic needs. Once those needs are met, they work with families to improve attendance and academic success. Through partnerships, CIS helps students with any resources or assistance they might need (clothing, food, assistance with utilities, eye glasses, mentor, mental health services, bedding, etc). The site coordinator has school supplies, clothing, and personal supplies throughout the year for any student who might need something in his/her office. The site coordinator also helps connect volunteers from the community to the school through mentoring, tutoring, and various events.

## **TECHNOLOGY**

Northeastern Elementary school plans to be a 1:1 digital learning environment by the end of the 2020-2021 school year. Currently, each student in grades 3-5 are administered an iPad for educational use throughout the school year. Students are not permitted to take their iPad, but this is also a goal for the 2020-2021 school year for students 3-5. Classrooms are also equipped with Apple TV's that teachers utilize for instruction.

The student iPads are used in all classes in a variety of ways: to take notes, to research, to highlight evidence in text, to take pictures of science experiments and demonstrations, to record learning evidence, etc. The iPads also provide an abundance of apps that used to enhance student learning. Common apps that are used across grade levels are Notability, Canvas, Khan Academy, IXL, iReady, NWEA, and Google Drive.

All elementary school teachers have begun to utilize Canvas as a learning management tool and use it to distribute announcements, notes, and assignments to students. Northeastern Elementary School is part of a Google School Corporation. All students are assigned a school email account, which gives them access to Gmail, Google Docs, and all Google tools.

## **COMMUNICATION**

The following are current methods of communication that staff uses to communicate with the Northeastern Middle School community.

- Website
- Twitter
- Newsletters
  - Knightline Biweekly Newsletter
- Harmony
- Canvas
- ParentSquare
  - Weekly Grade Level Posts
  - 1:1 Messages with Parents
- Email
- Phone Calls
- Student of the Week
- Parent/Teacher Conferences
- Report Cards
- Progress Reports

## **SCHOOL IMPROVEMENT PROCESS**

The Northeastern Elementary School Improvement Team committees play an important role in the school improvement process. This committee is composed of the principal, assistant principal, teachers from multiple grade levels, the student support specialist, and PTO president. This group takes the input from groups to helps to guide and plan the direction the school will take in regards to professional development and the school improvement plan and goals. Input from the team allows the principal to make informed decisions.

School Improvement Leadership Team: Laura VanPelt, Sara Mayo, Katy McNamara, Sara Mastin, Angie Goble, and Jamie Harshman. The goal is to grow this team for next school year. Due to COVID and new administration, the team was smaller than the typical school year.

The team:

- ✓ Helps develop the agenda with input from staff members.
- ✓ Conduct the meeting to receive input on the items on the agenda.
- ✓ Help discuss topics the building principal approves to go to the School Improvement Team.
- ✓ Meet monthly
- ✓ Hold additional meetings as needed.

### **Profession Development:**

The professional development team works on professional development activities outlined in our school improvement plan. This team shares ideas for weekly staff professional development aligned to school improvement goals. For the 2020-2021 school year, these meetings are optional due to the COVID-19 outbreak. They also assist with monthly team building activities. In addition, they plan our annual two-day summer teacher retreat.

### **PROFESSIONAL DEVELOPMENT**

Due to COVID-19, teachers are given a delayed schedule to prep and plan for virtual instruction. There is optional professional development time offered on Wednesday mornings during this time. Each month, a building wide staff meeting is conducted. To begin the school year, professional development has been scarce due to COVID. The administration has developed a Canvas course to provide professional development to teachers while allowing them to social distance. Grade level meetings have been added to the schedule bi-weekly to allow teams to meet with administrators based on their needs.

### **OVERALL GOALS**

NES is working towards improving in the following areas:

- Character Education Goal
  - Social/Emotional and Employability Skill growth with the addition of lessons prepared by Student Support Specialist.
- Math Goal
  - Unifying the use of iReady as the focused Math curriculum K-5
- Technology Goal
  - Becoming 1:1 by the end of the 2020-2021 school year
- Reading Goal
  - Improving writing skills by focusing professional development in this area