



Indiana School Improvement Plan

Northeastern Elementary

Northeastern Wayne Schools

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TABLE OF CONTENTS

| | |
|---|----|
| Introduction..... | 1 |
| Executive Summary | |
| Introduction..... | 3 |
| Description of the School..... | 4 |
| School's Purpose..... | 5 |
| Notable Achievements and Areas of Improvement..... | 6 |
| Additional Information..... | 7 |
| Improvement Plan Stakeholder Involvement | |
| Introduction..... | 10 |
| Improvement Planning Process..... | 11 |
| Self Assessment | |
| Introduction..... | 13 |
| Standard 1: Purpose and Direction..... | 14 |
| Standard 2: Governance and Leadership..... | 16 |
| Standard 3: Teaching and Assessing for Learning..... | 19 |
| Standard 4: Resources and Support Systems..... | 25 |
| Standard 5: Using Results for Continuous Improvement..... | 28 |
| Report Summary..... | 31 |

Student Performance Diagnostic

Introduction 33

Student Performance Data 34

Evaluative Criteria and Rubrics 35

Areas of Notable Achievement 36

Areas in Need of Improvement 38

Report Summary 40

Stakeholder Feedback Diagnostic

Introduction 42

Stakeholder Feedback Data 43

Evaluative Criteria and Rubrics 44

Areas of Notable Achievement 45

Areas in Need of Improvement 46

Report Summary 47

2017-18 SIP Goals

Overview 49

Goals Summary 50

 Goal 1: Students at Northeastern Elementary School will improve their reading comprehension and vocabulary across the curriculum. 51

 Goal 2: Students at Northeastern Elementary School will be proficient math problem solvers. 55

 Goal 3: Northeastern Elementary School staff will develop and implement a written reading and math curriculum for all teachers to guide student learning. 57

Activity Summary by Funding Source..... 59

Conclusion..... 61

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 a little over 600 students from Preschool through Grade 5. School personnel include 2 administrators, 25 general education teachers, 4 special area teachers, 3 special needs teachers, 2 Reading Recovery teachers, 2 preschool 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-five of 25 classroom teachers work with students with special needs. The support staff includes 18 teaching assistants (three designated as special education aids and two 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 while our general education preschool serves 18 students annually. Volunteers--students, parents, and community members--are present regularly with approximately 200 active volunteers throughout the 2016-2017 school year. Factors determining socio-economic status include a 47% rate of students who receive free or reduced lunch in the 2016-17 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, 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 and 74% in 2015. 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. Our pass rate for ISTEP+ in 2016 was 61.3% in ELA and 40.2% in Math. In 2017 our pass rate for ELA was 60.1%, down 1.2% from 2016. Pass rates in Math rose to 51% in 2017, up 11% from 2016. The pass rates for both Math and ELA are well below the state average for elementary students. Northeastern Elementary School received an overall rating of a "D" in 2016. That overall rating rose to a "C" in 2017.

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 10% 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 held 30 student computers, updated in 2011 with thin clients being served through a "virtual" server. In the fall of 2016, the computer lab was transformed into a learning space monitored after the Maker Space concept. Students work in groups accessing the new Computer Science Standards adopted by Indiana through a set of desktop computers, laptop computers, iPads, and a Smart Board. Students attend computer classes once per week. 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 and the newly adopted Computer Science Standards adopted by the Indiana Dept. of Education in 2016. Assessment is monitored through individual accountability sheets completed by each student in Grades 3 - 5. 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 through the use of an Apple TV 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. Project Lead The Way was also added to the elementary curriculum in 2016. This STEM initiative uses the Canvas student management system and student iPads for delivery of content. A Robotics Club has been formed based on the Computer Science module of Project Lead The Way. Students will design and compete at the state and district level with robots they construct.

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: 3.0

| 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) •Minutes from meetings related to development of the school's purpose •Purpose statements - past and present •A parent survey was given to parents in November of 2016. 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. | Level 4 |

| 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 evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share 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 •We have partnered with Communities in Schools and Centerstone to provide for our students and families. We offer Reading Recovery and Response to Instruction programs for academically struggling students. | Level 3 |

Indiana School Improvement Plan

Northeastern Elementary

| 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. We have developed a partnership with Communities in Schools and Centerstone to help us meet those needs. Our school improvement process lacks some structure. Parents need to be more involved in the school improvement process. Changes in local assessments has led to missing trend data. We are now trying to meet once a month on an early release Wednesday to continue revisiting the school improvement process. Our corporation has now committed to utilizing NWEA through the State Assessment Assistance Grant to help us compile and maintain assessment trend data.

Standard 2: Governance and Leadership

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

Overall Rating: 2.5

| 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 generally support the school's purpose and direction and the effective operation of the school. Most 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 staff. Policies and practices provide requirements 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 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|--|---|---|---------|
| 2.2 | The governing body operates responsibly and functions effectively. | The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations. | <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 •School Board members attend State Board of Education workshops and trainings. Board policy and staff policy are available to stakeholders. | Level 2 |

| 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 available to staff. | Level 2 |

Indiana School Improvement Plan

Northeastern Elementary

| 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 and Communities in Schools as well as an additional part time school nurse hired to help meet the health, 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. Monthly data meetings are held with each grade level to analyze and compile student assessment data. | 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 •Copies of surveys or screen shots from online surveys •Involvement of stakeholders in a school improvement plan •A bi-weekly newsletter is sent to parents. Staff receive a weekly calendar and attend weekly PD sessions. All staff are members of a school improvement committee. | Level 3 |

Indiana School Improvement Plan

Northeastern Elementary

| 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 •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. | 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. | School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose 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 PD and 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 within and across grade levels. | Level 2 |

Indiana School Improvement Plan

Northeastern Elementary

| 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 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 all 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 with meetings occurring bi-weekly for the fall semester and monthly during the spring semester. | Level 3 |

Indiana School Improvement Plan

Northeastern Elementary

| 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 regularly to review student performance. | 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. | 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 all school personnel and include measures of performance. | <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 meeting bi-weekly during the fall semester and monthly during the spring semester. | Level 3 |

Indiana School Improvement Plan

Northeastern Elementary

| 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"> •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 Family Math night and a Family Literacy Night were held in the fall of 2017. Our first Family Literacy Night was held in the fall of 2016. Our PTO hosts several family activities throughout the year. Staff conducts Memories with Mom, Dialogue with Dad, Bingo for Books, Grandparent Days, holiday programs, a talent show, Art Extravaganza and end of the 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"> •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures •Classroom teachers are the main point of contact for students to have an adult "advocate" in the building. We have a school social worker that works with struggling students and their families. Title 1 funds are used to meet academic and cultural needs of students. | Level 3 |

Indiana School Improvement Plan

Northeastern Elementary

| 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"> •Sample report cards for each grade level and for all courses •Policies, processes, and procedures on grading and reporting •Report cards are not currently standards or skill based. Grade levels are autonomous in their grading practices. More consistency from classroom to classroom and teacher to teacher is needed. | 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 |

Indiana School Improvement Plan

Northeastern Elementary

| 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 to struggling students. Grade level teams meet with administration monthly to review student data and performance. Trainings for staff include: autism, ADHD, OHI, TBI, Reading instruction, math instruction, and G/T. | 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.

Development and monitoring of new curriculum maps will need implemented in both Reading and Math. A weakness is grade level standards for report cards and grading. Communication to families has improved. The teacher mentor program was revised and improved. Meeting individual student needs is a strength of our school.

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. The number of instructional aids has remained consistent. Title 1 funding has been reduced in recent years effecting the number of staff paid through that funding source. | 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, new cafeteria tables, and new ceiling and lighting. | 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 social media, apps, and various other forms of paper and electronic communication. We have a computer class for student as well as corporation and building level tech support staff and committees. | 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 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 •Social classes and services, e.g., bullying, character education •List of support services available to students •We have a dedicated school social worker. We have also partnered with Communities in Schools and Centerstone to provide social and emotional support. We also offer D.A.R.E to our 5th grade students. | 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"> •List of services available related to counseling, assessment, referral, educational, and career planning •Budget for counseling, assessment, referral, educational and career planning •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 is very personable with staff in understanding their needs. We have a digital "helpdesk" system for technology and maintenance requests. We conduct food drives, Christmas donation program, and partnerships with outside services to support our students and their families 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 the F&P benchmarking system as a local reading assessment. We also give the NWEA test 3 times per year in both reading and math. Students in Kindergarten, grade 2, and grade 5 take the CoGAT achievement test for placement in our high ability clusters. | 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 monthly team meetings to discuss student data and progress. Recent changes in local assessments have affected the collection of trend data. | Level 2 |

Indiana School Improvement Plan

Northeastern Elementary

| 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 •Training materials specific to the evaluation, interpretation, and use of data •NWEA training was provided to limited staff who will share with the entire staff. | Level 2 |

| 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 data meetings. Vertical alignment of standards is a component of our recent curriculum mapping in reading and math. | Level 2 |

Indiana School Improvement Plan

Northeastern Elementary

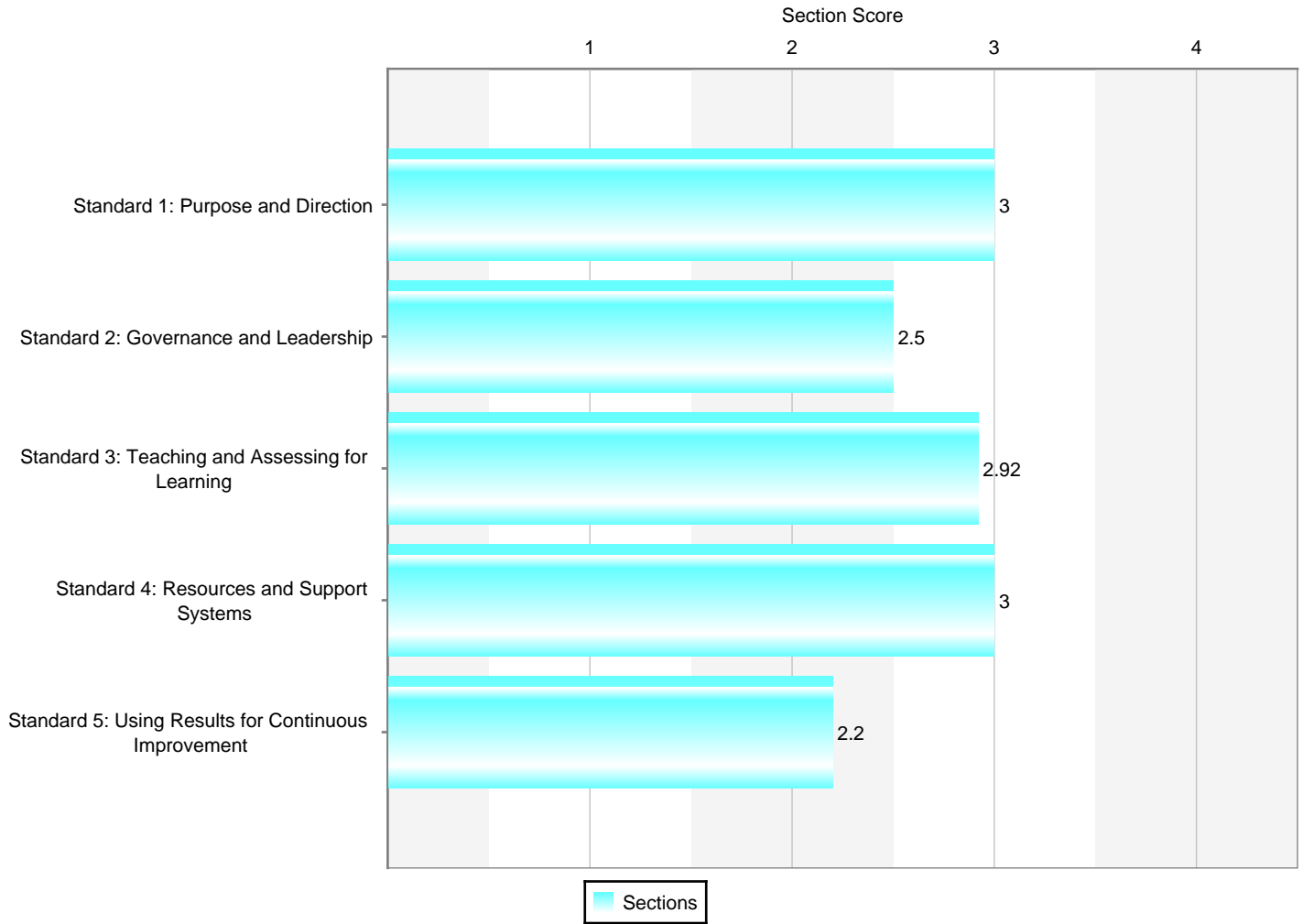
| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|---|---|--|---------|
| 5.5 | Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. | 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•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•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 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 occurs to parents 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 | | ISTEP Growth NWEA-ISTEP Comparison |

Evaluative Criteria and Rubrics

Overall Rating: 2.5

| | 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 indifferently analyzed and presented with little 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 below what would otherwise be expected. | Level 2 |

| | 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 below state averages (NES 60.1%; State Ave. 65.2%). Math scores on ISTEP+ are also below state average (NES 51.0%; State Ave. 58.5%) Reading scores for students on localized assessments, Fountas and Pinnell, are typically at or above grade level for an average of 75% of our population by the end of the year benchmark.

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

Math scores showed an increase across grade levels from 2016 to 2017: 3rd grade rose from 40.2% passing in 2016 to 53.7% in 2017. 4th grade rose from 37.9% to 44.2% during that same time period. 5th grade Math scores increased from 43.2% in 2016 to 56% in 2017. Our overall School Performance Grade increased from a "D" in 2016 to a "C" in 2017.

Which area(s) indicate the overall highest performance?

The increase in ISTEP performance in Math of 18% from 2016 to 2017 was our highest increase in student performance. The overall pass rate for 5th graders in ELA on ISTEP was the highest in our building at 63.7%.

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

In 2017 all of our grade levels showed an increase in performance in Math. Our 3rd grade population increased math scores from 41% passing in 2016 to 53% in 2017. Our 4th grade scores increased from 38% to 46% passing in 2017. And in 2016 our 5th grade population passed ISTEP Math at a rate of 43%. That percentage increased to 56% in 2017.

Our 3rd grade increased their ISTEP pass rate in ELA from 53% in 2016 to 61% in 2017.

Between which subgroups is the achievement gap closing?

In 2014, our population of female students out performed our male population in reading 88.6% to 78%. In 2017 that gap has closed to a 47% pass rate for females in ELA and a 45.6% pass rate for males. In 2014, our males outperformed females in math 86.6% for males and 72.6% for females. In 2017, that gap has closed to males passing at 41.3% and females passing at 33.3%.

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 NWEA 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%). In 2016, our math pass rate was 40.5% while the state average was 58.9%. In 2017, our pass rate in Math was still below the state average (NES 51% State Ave. 58.5%). 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%, 2017 31.3%. Recent pass rates in ELA for free and reduced students: 2013 82.7%, 2014 78.5%, 2015 65.2% and 2017 38.3%.

Which area(s) indicate the overall lowest performance?

Fourth grade students have a pass rate of 46%% in Math on the 2017 ISTEP+ assessment; still the lowest in our county. This is up from 33% in 2015; 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 5 years in ELA: 2013 65.7%, 2014 48.9%, 2015 25.7% and in 2017 only 17.6% passed. Special education pass rates in Math: 2013 77.1%, 2014 57.8%, 2015 14.3%, and up to 21.3% in 2017. Overall Math performance has dropped on ISTEP+ in 2015 & 2016 while rising in 2017 (50%, 41% and 51% respectively).

Between which subgroups is the achievement gap becoming greater?

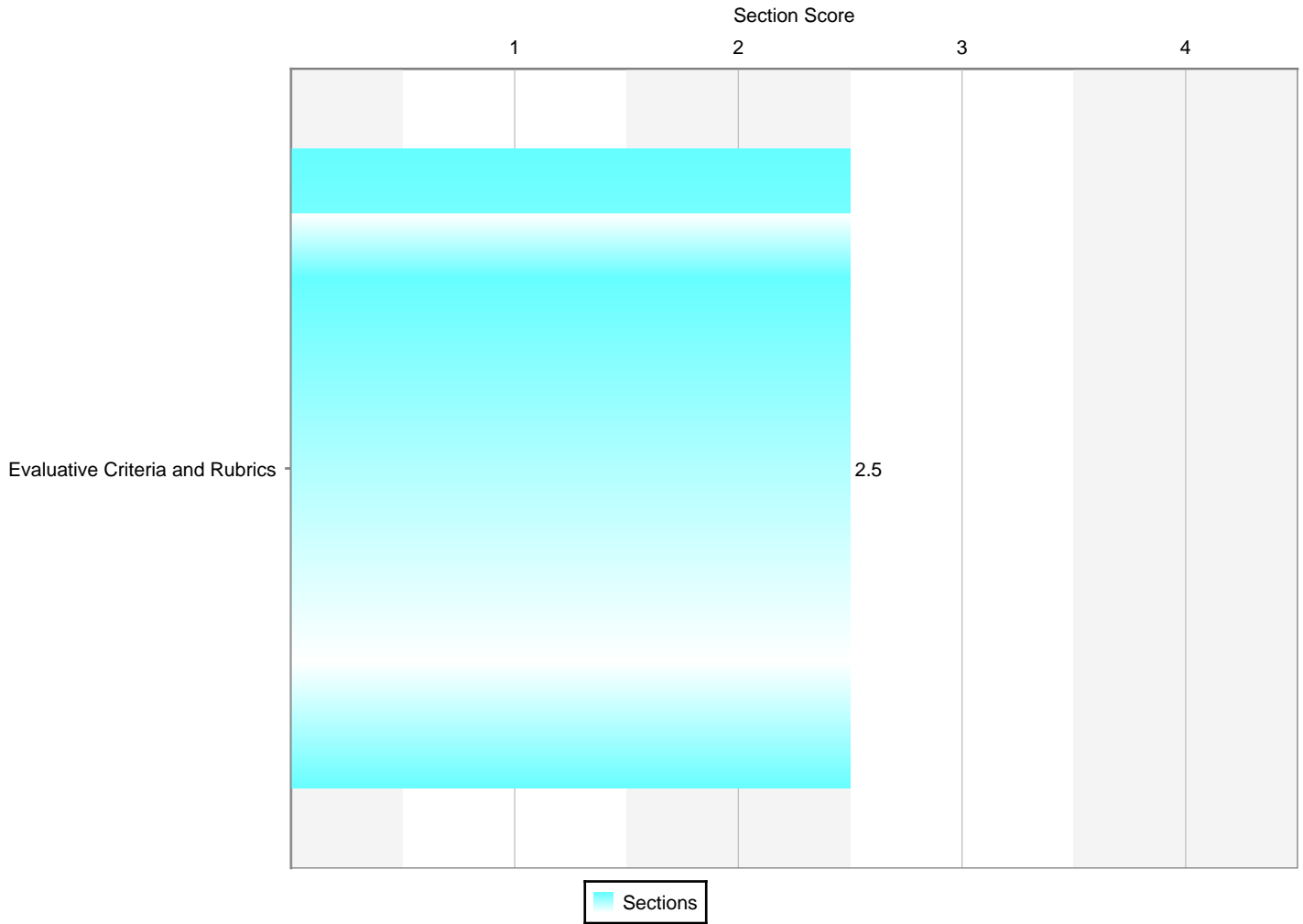
The gap between our general education population and our special education population in pass rates for both ELA and Math are widening: ELA gap in 2013 -20.3%, in 2014 -34.9%, in 2015 -44.9% and 42.4% in 2017; gap in Math for 2013 -11.6%, for 2014 -24.8%, for 2015 -37.8% and 33.4% in 2017.

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

Special education students consistently score below grade level on the NWEA 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. | |

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?

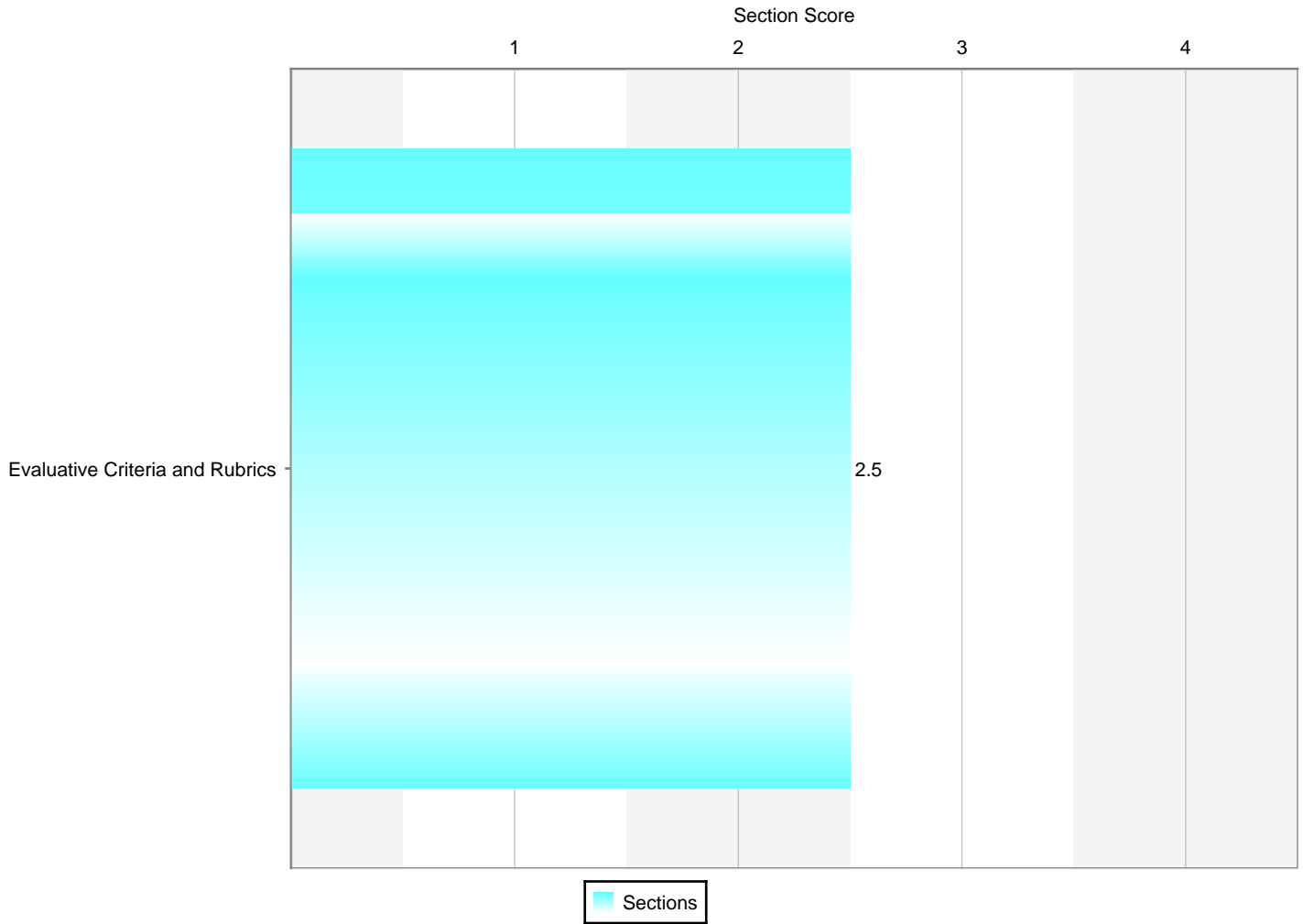
3.9 The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

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



2017-18 SIP Goals

Overview

Plan Name

2017-18 SIP Goals

Plan Description

2017-18 School Improvement Goals

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: 5 | Academic | \$31500 |
| 2 | Students at Northeastern Elementary School will be proficient math problem solvers. | Objectives: 3 Strategies: 2 Activities: 2 | Academic | \$4500 |
| 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 Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency by achieving grade level benchmark in Reading by 05/18/2018 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 | 08/09/2017 | 05/18/2018 | \$0 | No Funding Required | Grade level teams, School Improvement Data Committee, Administration, and RTI Team |

| Activity - NWEA Testing Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---------------------------------|
| Teachers will monitor student scores on NWEA Reading and Language tests | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 | No Funding Required | All teachers and administration |

Indiana School Improvement Plan

Northeastern Elementary

| Activity - Guided Reading | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|------------------------|
| Classroom teachers will utilize Guided Reading Groups to provide small group, targeted instruction in reading. | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 | No Funding Required | All classroom teachers |

Measurable Objective 2:

90% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency achieving a grade level passing score in Reading by 05/18/2018 as measured by the NWEA 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 - Data Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|--|
| Staff will continue to analyze NWEA results and reporting during monthly grade level data meetings. | Professional Learning | 08/09/2017 | 05/18/2018 | \$1500 | Title I Part A | SIP Technology Committee, SIP Data Committee, and classroom teachers |

| Activity - RTI | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|----------------|---------------|------------|----------|-------------------|-------------------|-------------------|

Indiana School Improvement Plan

Northeastern Elementary

| | | | | | | |
|--|--------------------------|------------|------------|---------|----------------|--|
| Students will be placed in small group remediation based on needs assessed by NWEA | Academic Support Program | 08/09/2017 | 05/18/2018 | \$30000 | Title I Part A | Classroom teachers, Reading Recovery staff, Remediation Aids |
|--|--------------------------|------------|------------|---------|----------------|--|

Measurable Objective 3:

100% of Third, Fourth and Fifth grade students will demonstrate student proficiency (pass rate) increasing ISTEP+ pass rates by 10% in English Language Arts by 05/19/2017 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 | 08/09/2017 | 05/18/2018 | \$0 | No Funding Required | Grade level teams, School Improvement Data Committee, Administration, and RTI Team |

| Activity - NWEA Testing Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---------------------------------|
| Teachers will monitor student scores on NWEA Reading and Language tests | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 | No Funding Required | All teachers and administration |

Indiana School Improvement Plan

Northeastern Elementary

| Activity - Guided Reading | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|------------------------|
| Classroom teachers will utilize Guided Reading Groups to provide small group, targeted instruction in reading. | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 | No Funding Required | All classroom teachers |

Measurable Objective 4:

90% of Third grade students will demonstrate a proficiency by passing the IREAD 3 in Reading by 05/18/2018 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

| Activity - Data Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------------|-----------------------|------------|------------|-------------------|---------------------|--|
| Staff collaboration on data analysis | Professional Learning | 08/09/2017 | 05/18/2018 | \$0 | No Funding Required | Grade level teams, School Improvement Data Committee, Administration, and RTI Team |

| Activity - NWEA Testing Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---------------------------------|
| Teachers will monitor student scores on NWEA Reading and Language tests | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 | No Funding Required | All teachers and administration |

| Activity - Guided Reading | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|------------------------|
| Classroom teachers will utilize Guided Reading Groups to provide small group, targeted instruction in reading. | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 | No Funding Required | All classroom teachers |

Goal 2: Students at Northeastern Elementary School will be proficient math problem solvers.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will increase student growth reaching proficiency on grade level math achievement tests in Mathematics by 05/18/2018 as measured by the NWEA Math assessment.

(shared) Strategy 1:

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

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

| Activity - Remediation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------------------------|---|
| Success Maker Math, IXL Math, Xtra Math | Academic Support Program | 08/09/2017 | 05/18/2018 | \$4500 | No Funding Required, District Funding | Classroom teachers and instructional assistants |

Indiana School Improvement Plan

Northeastern Elementary

Measurable Objective 2:

100% of Fourth and Fifth grade students will demonstrate student proficiency (pass rate) by increasing ISTEP+ pass rates by 10% in Mathematics by 05/18/2018 as measured by the ISTEP+ math exam.

(shared) Strategy 1:

Math Curriculum - Teachers will follow the written math curriculum for their grade level focused on grade level standards.

Research Cited: Saxon Math, Go Math, Engage NY Math, IXL Math

Evidence of success: NWEA

| Activity - Guided Math | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|--|
| Teachers will utilize learning centers and guided math groups when possible to reinforce and strengthen basic math skills. | Direct Instruction | 08/09/2017 | 05/18/2018 | \$0 | No Funding Required | All classroom teachers and instructional assistants. |

Measurable Objective 3:

100% of Third, Fourth and Fifth grade students will demonstrate student proficiency (pass rate) above the state average for ISTEP+ in Math in Mathematics by 05/18/2018 as measured by ISTEP+ results.

(shared) Strategy 1:

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

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

| Activity - Remediation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------------------------|---|
| Success Maker Math, IXL Math, Xtra Math | Academic Support Program | 08/09/2017 | 05/18/2018 | \$4500 | District Funding, No Funding Required | Classroom teachers and instructional assistants |

(shared) Strategy 2:

Math Curriculum - Teachers will follow the written math curriculum for their grade level focused on grade level standards.

Research Cited: Saxon Math, Go Math, Engage NY Math, IXL Math

Evidence of success: NWEA

| Activity - Guided Math | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|--|
| Teachers will utilize learning centers and guided math groups when possible to reinforce and strengthen basic math skills. | Direct Instruction | 08/09/2017 | 05/18/2018 | \$0 | No Funding Required | All classroom teachers and instructional assistants. |

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 05/18/2018 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

Indiana School Improvement Plan

Northeastern Elementary

| Activity - Mapping | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|-------------------|-------------------|
| Develop and Implement written Reading Curriculum. | Policy and Process | 08/10/2016 | 05/19/2017 | \$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 05/18/2018 as measured by student achievement in reading and math .

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 | 08/09/2017 | 05/18/2018 | \$0 | District Funding | All staff |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------|--|--------------------------|------------|------------|-------------------|--|
| Guided Math | Teachers will utilize learning centers and guided math groups when possible to reinforce and strengthen basic math skills. | Direct Instruction | 08/09/2017 | 05/18/2018 | \$0 | All classroom teachers and instructional assistants. |
| Guided Reading | Classroom teachers will utilize Guided Reading Groups to provide small group, targeted instruction in reading. | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 | All classroom teachers |
| Data Analysis | Staff collaboration on data analysis | Professional Learning | 08/09/2017 | 05/18/2018 | \$0 | Grade level teams, School Improvement Data Committee, Administration, and RTI Team |
| NWEA Testing Analysis | Teachers will monitor student scores on NWEA Reading and Language tests | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 | All teachers and administration |
| Remediation | Success Maker Math, IXL Math, Xtra Math | Academic Support Program | 08/09/2017 | 05/18/2018 | \$0 | Classroom teachers and instructional assistants |
| Total | | | | | \$0 | |

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 | 08/10/2016 | 05/19/2017 | \$0 | All Staff |
| Mapping | Teachers will develop and implement a written math curriculum. | Policy and Process | 08/09/2017 | 05/18/2018 | \$0 | All staff |
| Remediation | Success Maker Math, IXL Math, Xtra Math | Academic Support Program | 08/09/2017 | 05/18/2018 | \$4500 | Classroom teachers and instructional assistants |

Indiana School Improvement Plan

Northeastern Elementary

Total \$4500

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 NWEA | Academic Support Program | 08/09/2017 | 05/18/2018 | \$30000 | Classroom teachers, Reading Recovery staff, Remediation Aids |
| Data Analysis | Staff will continue to analyze NWEA results and reporting during monthly grade level data meetings. | Professional Learning | 08/09/2017 | 05/18/2018 | \$1500 | SIP Technology Committee, SIP Data Committee, and classroom teachers |
| Total | | | | | \$31500 | |

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.