

NORTHEASTERN
MIDDLE SCHOOL



School Improvement Plan
Fall 2021

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**Indicates a Title I Schoolwide Requirement*

Foreword

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

Vision

At Northeastern Middle School, every student is inspired to learn and empowered to excel.

Mission

We commit to cultivate a learning community that is purposefully engaged in excellence.

SCHOOL & COMMUNITY PROFILE

Northeastern Middle School (NMS) proudly serves the students and families of Northeastern Wayne Schools, focusing our educational efforts for students in grades 6-8. Prior to the 2014-2015 school year we were structured as a junior/senior high, which included grades 7-12. Our reorganization allows us to concentrate on our middle school students.

Fountain City, Whitewater, Williamsburg, and Webster originally had their own schools. Northeastern Jr. Sr. High School opened its doors in the fall of 1967. The last consolidation took place in 1983 when Northeastern Elementary School opened in August of that year. As of the 2014-2015 school year, all educational services are provided on the same campus organized by an Elementary School (K-5), a Middle School (6-8), and a High School (9-12). The Middle School and High School occupy the same building and share facilities and staff members. Northeastern Wayne Schools also operates an Early Childhood Learning Center to accommodate preschool students ages 3-5.

The Northeastern Wayne School Corporation is located in the northeastern sector of Wayne County. Our region is known primarily as a farming and agricultural community, but we also enjoy numerous small businesses. The school district, located six miles north of Richmond on U.S. 27, encompasses approximately seventy square miles and has a population of approximately 5,800.

Northeastern Middle School is located in the northeast sector of Wayne County in Indiana, five miles north of Richmond. It is an agricultural area comprised of five small communities-Fountain City, Williamsburg, Whitewater, Bethel, and Webster-with approximately 5,800 total residents. The school enrolls approximately 300 students in Grades 6 through 8. Average class size at Northeastern Middle School is approximately 25 students per classroom teacher.

Students at Northeastern Middle School follow a seven-period day for students. School achievement is supported by the following certified staff: 1 administrator, 15 general education teachers, and 2 special education teachers. The support staff includes 1 special education assistant, 2 Title I assistants, 1 secretary, 1 guidance counselor, and 1 dean of students. The following staff members are shared with Northeastern High School: 1 athletic director, 1 school psychologist, 1 nurse, 1 treasurer, 1 special education teachers, rotation teachers, music teachers, custodians, cafeteria workers, and bus drivers.

COMPREHENSIVE NEEDS ASSESSMENT*

Our school conducted a comprehensive needs assessment in spring 2021, led by our school leadership team. Information considered in the review included student demographic and achievement data,

educator data, surveys from staff, parents, and students, attendance, and behavior. From the review of data presented in the following pages, root causes and a gap analysis were conducted to narrow in on the needs of our school community and inform the goals and action steps. Additional data from the comprehensive needs assessment is found in Appendix A.

ETHNICITY

Of 320 students in 2021-2022, 93.1% are Caucasian, .3% Hispanic, 1% African American, and 5.7% are Multiracial. (October 2020 count from IDOE).

ENROLLMENT

The total student population for Northeastern Middle School for 2021-2022 school year is 320 students, which is a decrease of approximately 10 students from the previous year. The grade level cap is approximately 110 students per grade level. Several out of district students were turned away at the beginning of the year due to missing the out of district transfer deadline and NMS is over capacity in 8th grade.

Grade	2014-15	2015-16	2016-17	2017-18	18-19	19-20	20-21	21-22
Grade 6	80	101	99	96	127	109	96	111
Grade 7	86	86	101	103	103	132	109	96
Grade 8	103	96	91	101	108	106	127	110

ATTENDANCE

Using figures from the Indiana Department of Education, the average attendance rates are consistently in the 97-98% range. Efforts are made to focus on the individual students who are at-risk due to poor or abused school attendance. *The significant decline in attendance in the 20-21 school year can be attributed to the pandemic during the school year. The schooling options included hybrid, virtual, and in-person schooling.

Grade	13-14	14-15	15-16	16-17	17-18	18-19	19-20
Grade 6	96.7%	97.9%	97.6%	96.8%	97.7%	97.7%	95.0%
Grade 7	96.9%	97.2%	97.6%	96.4%	96.6%	97.5%	96.1%
Grade 8	96.2%	96.7%	96.2%	96.8%	96.4%	98.1%	94.8%
School	96.6%	97.3%	97.1%	96.7%	96.9%	97.8%	95.3%

FREE & REDUCED

Of 333 students in 2020-2021, 162 (49%) of our students are economically disadvantaged. 171 (51%) is paid, 135 (41%) is free, and 27 (8%) is reduced. Increased free and reduced populations make Northeastern Middle School eligible for Title I funding.

ASSESSMENTS (2018-2019)

NWEA spring 2019 benchmarks predicted the percentage in each of the following categories: did not pass, pass, and pass+.

Reading	Did Not Pass	Pass	Pass+
Grade 6	37%	56%	7%
Grade 7	35%	51%	13%

Grade 8	22%	57%	21%
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Math	Did Not Pass	Pass	Pass+
Grade 6	56%	33%	11%
Grade 7	64%	27%	9%
Grade 8	42%	40%	18%

Overall, reading NWEA scores were higher than math in all three grade levels. The ELA data shows that in all grades the predicted percentage pass and pass+ were above 60%, with 8th grade being the highest with a total of 78%. Math scores are more varied. They reveal that the highest percentage of students predicted to pass were in the 8th grade with 58% predicted to pass ISTEP. This data is correlated to the Spring 2018 ISTEP test, however there is no correlation data between NWEA and Spring 2019 ILEARN test.

The following is the percentage of students who met or exceeded their RIT goal on NWEA during the 2018-2019 school year. Highlighted boxes are those that met 50% or greater growth. Overall, NWEA advises that classes with over 50% of their students meeting or exceeding their growth goals are a growing norm.

Growth

Math	Fall to Winter	Winter to Spring
Grade 6	49.16%	42.93%
Grade 7	47.0%	47.75%
Grade 8	55.1%	52.03%
ELA	Fall to Winter	Winter to Spring
Grade 6	55.56%	52.96%
Grade 7	48.40%	48.30%
Grade 8	56.73%	56.95%

iReady (2020 to 2021)

iReady ELA

Overall 6th Grade - ELA 2020-2021	BOY	MOY	Growth BOY - MOY	EOY	Growth MOY - EOY	Growth BOY - EOY
On/Above Grade Level	16%	31%	+15%	45%	+14%	+29%
One Level Below	25%	29%	+4%	26%	-3%	+1%
Two or More Levels Below	58%	40%	-18%	30%	-10%	-18%

Overall 7th Grade - ELA 2020-2021	BOY	MOY	Growth BOY - MOY	EOY	Growth MOY - EOY	Growth BOY - EOY
On/Above Grade Level	38%	37%	-1%	50%	+13%	+12%
One Level Below	20%	27%	+7%	27%	0%	+7%

Two or More Levels Below	42%	36%	-6%	23%	-13%	-19%
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Overall 8th Grade - ELA 2020-2021	BOY	MOY	Growth BOY - MOY	EOY	Growth MOY - EOY	Growth BOY - EOY
On/Above Grade Level	39%	40%	+1%	49%	+9%	+10%
One Level Below	22%	26%	+4%	18%	-8%	-4%
Two or More Levels Below	39%	34%	-5%	33%	-1%	-6%

Our fall data for the 2020-21 school year is reported in three levels: on grade level, one grade level below, or two or more levels below grade level. Our data shows that 6th and 7th grade ended the year with similar results. The majority of the students fell one grade level below, with about 50% performing on or above grade level. These numbers are very similar to how students performed on ILEARN in Spring 2021, revealing that iReady EOY and ILEARN correlate for ELA.

Vocabulary 2020-2021	6th BOY	6th MOY	6th EOY	7th BOY	7th MOY	7th EOY	8th BOY	8th MOY	8th EOY
On/Above Grade Level	18%	31%	36%	37%	39%	47%	33%	38%	40%
One Level Below	31%	29%	34%	19%	19%	23%	24%	26%	25%
Two or More Levels Below	52%	40%	30%	44%	43%	30%	43%	36%	35%

Comprehension: Literature 2020-2021	6th BOY	6th MOY	6th EOY	7th BOY	7th MOY	7th EOY	8th BOY	8th MOY	8th EOY
On/Above Grade Level	16%	35%	51%	39%	44%	57%	38%	43%	45%
One Level Below	31%	28%	21%	20%	20%	22%	23%	23%	20%
Two or More Levels Below	53%	37%	28%	41%	35%	21%	39%	33%	35%

Comprehension: Informational Text 2020-2021	6th BOY	6th MOY	6th EOY	7th BOY	7th MOY	7th EOY	8th BOY	8th MOY	8th EOY
On/Above Grade Level	16%	31%	45%	36%	38%	51%	44%	42%	51%
One Level Below	23%	23%	20%	23%	26%	22%	15%	19%	16%
Two or More Levels Below	60%	46%	35%	40%	36%	27%	41%	39%	34%

Our spring 2021 data for the ELA strands shows similar strengths and weaknesses for each grade level. In all three grades, the strongest strands were comprehension of literature and comprehension of informational texts. 6th and 7th grade had a slightly higher proficiency in comprehension of literature, whereas 8th grade had a slightly higher proficiency in comprehension of informational texts. The weakest strand for all three grades was vocabulary, revealing our school improvement goal.

Math

Overall 6th Grade - Math 2020-2021	BOY	MOY	Growth BOY - MOY	EOY	Growth MOY - EOY	Growth BOY - EOY
On/Above Grade Level	18%	26%	+8%	41%	+15%	+23%
One Level Below	35%	44%	+9%	38%	-6%	+3%
Two or More Levels Below	46%	30%	-16%	20%	-10%	-26%

Overall 7th Grade - Math 2020-2021	BOY	MOY	Growth BOY - MOY	EOY	Growth MOY - EOY	Growth BOY - EOY
On/Above Grade Level	20%	36%	+16%	40%	+4%	+20%
One Level Below	41%	41%	0%	36%	-5%	-5%
Two or More Levels Below	39%	23%	-16%	24%	+1%	-15%

Overall 8th Grade 2020-2021	BOY	MOY	Growth BOY - MOY	EOY	Growth MOY - EOY	Growth BOY - EOY
On/Above Grade Level	22%	28%	+6%	37%	+9%	+15%
One Level Below	38%	38%	0%	34%	-4%	-4%
Two or More Levels Below	40%	33%	-7%	29%	-4%	-11%

Overall, the 6th, 7th, and 8th grade math students performed fairly similarly in terms of placement in the three iReady bands. All grade levels showed double digit growth in students being on or above grade level over the course of the year. 6th grade showed the biggest increase with 41% of students being at or above grade level by the end of the school year, a 23% increase from the beginning of the year. All grade levels also showed a decrease in students two or more grade levels below.

Number and Operations 2020-2021	6th BOY	6th MOY	6th EOY	7th BOY	7th MOY	7th EOY	8th BOY	8th MOY	8th EOY
On/Above Grade Level	15%	34%	39%	22%	44%	45%	25%	35%	42%
One Level Below	45%	38%	43%	37%	31%	31%	38%	29%	27%
Two or More Levels Below	40%	28%	18%	40%	25%	25%	37%	36%	31%

Algebra & Algebra Thinking 2020-2021	6th BOY	6th MOY	6th EOY	7th BOY	7th MOY	7th EOY	8th BOY	8th MOY	8th EOY
On/Above Grade Level	18%	26%	43%	16%	36%	35%	23%	37%	38%
One Level Below	37%	45%	36%	42%	35%	40%	37%	27%	30%
Two or More Levels Below	45%	29%	21%	42%	29%	25%	41%	36%	32%

Measurement & Data FALL 2020	6th BOY	6th MOY	6th EOY	7th BOY	7th MOY	7th EOY	8th BOY	8th MOY	8th EOY
On/Above Grade Level	30%	37%	49%	41%	51%	51%	40%	48%	53%
One Level Below	37%	42%	32%	24%	23%	27%	21%	25%	25%
Two or More Levels Below	33%	22%	19%	35%	26%	22%	39%	27%	22%

Geometry FALL 2020	6th BOY	6th MOY	6th EOY	7th BOY	7th MOY	7th EOY	8th BOY	8th MOY	8th EOY
On/Above Grade Level	27%	27%	36%	21%	35%	44%	25%	21%	39%
One Level Below	39%	41%	45%	43%	41%	33%	37%	44%	37%
Two or More Levels Below	34%	32%	19%	36%	24%	24%	38%	35%	25%

Our fall math data shows similar strengths and weaknesses across all three grade levels. The strongest strand across all three was Measurement and Data. Algebra and Algebra Thinking was a weakness in both 7th and 8th grade. However, Geometry is now a weakness in 6th grade. Even with these strands being weaknesses, growth was still shown over the course of the school year.

ISTEP+ ELA (ILEARN started in 2019)

Grade	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
4	81	84	69	67	54	70
5	91	86	65	67	63	59
6	79	85	53	70	70	73
7	65	76	74	68	70	74
8	66	68	53	72	67	80

ISTEP+ Math (ILEARN started in 2019)

Grade	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
4	82	79	33	38	44	61
5	96	88	53	43	55	57
6	88	94	43	60	56	57
7	78	80	50	46	41	43
8	82	82	52	68	58	70

ISTEP+ (Discontinued in 2018)

Overall Proficiency

Year	ELA	Math
2012	64.5	77.5
2013	65.5	80
2014	72	81
2015	60	48
2016	70.4	58.6
2017	69.9	52
2018	75.6	56.1

ISTEP+ / ILEARN State Averages

*Above state average

ISTEP+ ELA	Spring 2015	State 2015	Spring 2016	State 2016	Spring 2017	State 2017	Spring 2018	Spring 2019 ILEARN	Spring 2021 ILEARN
6	53	65	70*	66	70*	64	73*	50%*	43%*
7	74*	65	68*	67	70*	63	74*	46%	54%*
8	53	63	72*	61	67*	59	80*	66%*	53%*

ISTEP+ Math	Spring 2015	State 2015	Spring 2016	State 2016	Spring 2017	State 2017	Spring 2018	Spring 2019 ILEARN	Spring 2021 ILEARN
6	43	61	60*	59	56	58	57	33%	22%
7	50	54	46	52	41	49	43	28%	29%
8	52	54	68*	53	58*	53	70*	48%*	30%*

State School Grade

Year	Grade
2013-2014	D
2014-2015	C
2015-2016	A
2016-2017	A
2017-2018	A
2018-2019 *ILEARN	Hold Harmless
2019-2020 *COVid	Hold Harmless
2020-2021 *COVid	Hold Harmless

Special Education Subgroup

ISTEP+	ELA Proficiency	Math Proficiency
2013-14	25%	57.1%
2014-15	15.8%	20.6%
2015-16	19%	16.7%
2016-17	23.3%	13.3%
2017-18	31.3%	25%
2018-19 *ILEARN	12.3%	7%
2019-20 *COVid	N/A	N/A
2020-21 *COVid	6%	4%

Free and Reduced Subgroup

ISTEP+	ELA Proficiency	Math Proficiency
2013-14	64.8%	72.7%
2014-15	57.4%	45.8%
2015-16	65.3%	53.7%
2016-17	54.7%	44.7%
2017-18	68.6%	43.3%
2018-19 *ILEARN	37.3%	25.3%
2019-20 *COVid	N/A	N/A
2020-21 *COVid	41%	16.1%

ILEARN Spring 2021 (*Above state average)

	ELA	Math	Science
Grade 6	43%*	22%	37%
Grade 7	54%*	29%	N/A
Grade 8	53%*	30%*	N/A
School	50%	27%	37%

ILEARN Spring 2021 Overall Analysis

2021 brought many new challenges to learning. The data shows that ELA 6-8th grade showed a passing score above the state average, with our highest passing percentage in 7th grade at 54%, 13% above the state average. Our math scores were more closely aligned with the state averages, with 6th and 7th grade falling below and 8th grade slightly above by 2%. Learning loss is being addressed through remediation programs, at the Tier 2 and Tier 3 level. Our science score for the 6th grade is also below state average by 2%, which is on trend with the math scores, revealing a need to focus on those content areas.

Mathematics - Standards Analysis

Algebra & Functions

	Above Proficiency	Borderline	Below Proficiency	Insufficient Information
6th Grade	0% 0/10	30% 3/10	70% 7/10	- 0/10
7th Grade	0 % 0/9	33% 3/9	67% 6/9	- 0/9
8th Grade	0% 0/8	0% 0/8	100% 8/8	- 0/8
Total	0% 0/27	22% 6/27	78% 21/27	- 0/27

Data Analysis, and Statistics, & Probability

	Above Proficiency	Borderline	Below Proficiency	Insufficient Information
6th Grade	25% 1/4	75% 3/4	0% 0/4	- 0/4
7th Grade	0% 0/7	0% 0/7	100% 7/7	- 0/7
8th Grade	0% 0/6	50% 3/6	50% 3/6	- 0/6
Total	6% 1/17	35% 6/17	59% 10/17	- 0/17

Geometry & Measurement

	Above Proficiency	Borderline	Below Proficiency	Insufficient Information
6th Grade	0% 0/6	0% 0/6	100% 6/6	- 0/6
7th Grade	0% 0/7	14% 1/7	86% 6/7	- 0/7
8th Grade	0% 0/9	33% 3/9	56% 5/9	11% 1/9
Total	0% 0/22	18% 4/22	77% 17/22	5% 1/22

Number Sense & Computation

	Above Proficiency	Borderline	Below Proficiency	Insufficient Information
6th Grade	0% 0/16	6% 1/16	94% 15/16	- 0/16
7th Grade	0% 0/11	27% 3/11	73% 8/11	- 0/11
8th Grade	17% 1/6	33% 2/6	50% 3/6	- 0/6
Total	3% 1/33	18% 6/33	79% 26/33	- 0/33

Others - Performance Standards

	Above Proficiency	Borderline	Below Proficiency	Insufficient Information
6th Grade	0% 0/8	25% 2/8	75% 6/8	- 0/8
7th Grade	0% 0/8	12.5% 1/8	37.5% 3/8	50% 4/8
8th Grade	25% 2/8	25% 2/8	37.5% 3/8	12.5% 1/8
Total	8% 2/24	21% 5/24	50% 12/24	21% 5/24

6th grade standard reporting categories are different from 7th and 8th grade reporting categories. We combined and separated some 6th grade categories to help fit the 7th and 8th grade reporting categories.

When analyzing the data, we took out the insufficient information in the reporting standards to find the percentage for Above, Borderline, and Below Proficiency. The highest school total standards category was Data Analysis, Statistics, and Probability with 41% at Borderline/Above Proficiency. The lowest school total standards category was Number Sense and Computation with 79% at Below Proficiency.

ELA - Standards Analysis

Key Ideas & Textual Support/Vocabulary

	Above Proficiency	Borderline	Below Proficiency	Insufficient Information
6th Grade	0% 0/22	36% 8/22	5% 1/22	59% 13/22
7th Grade	16% 4/22	22% 5/22	14% 3/22	45% 10/22
8th Grade	14% 3/21	24% 5/21	10% 2/21	52% 11/21
Total	11% 7/65	28% 18/65	9% 6/65	52% 34/65

Structural Elements & Organization/Synthesis & Connection of Ideas/Media Literacy

	Above Proficiency	Borderline	Below Proficiency	Insufficient Information
6th Grade	5% 1/21	29% 6/21	10% 2/21	57% 12/21
7th Grade	0% 0/21	33% 7/21	5% 1/21	62% 13/21
8th Grade	0% 0/21	14% 3/21	14% 3/21	71% 15/21
Total	2% 1/63	25% 16/63	10% 6/63	63% 40/63

Writing

	Above Proficiency	Borderline	Below Proficiency	Insufficient Information
6th Grade	5% 1/20	5% 1/20	25% 5/20	65% 13/20

7th Grade	5% 1/21	24% 5/21	14% 3/21	57% 12/21
8th Grade	5% 1/19	16% 3/19	16% 3/19	75% 12/19
Total	5% 3/60	15% 9/60	18% 11/60	62% 37/60

Speaking and Listening

	Above Proficiency	Borderline	Below Proficiency	Insufficient Information
6th Grade	0% 0/2	0% 0/2	0% 0/2	100% 2/2
7th Grade	0% 0/2	100% 2/2	0% 0/2	0% 0/2
8th Grade	0% 0/2	0% 0/2	100% 2/2	0% 0/2
Total	0% 0/6	33% 2/6	33% 2/6	33% 2/6

With the amount of insufficient information provided by iReady based on individual standards, no conclusions can be drawn from the data above. Writing standards were an overall weakness for ELA students across all three grades. Individual ILEARN data of each student also revealed that the most students performed below proficiency on the writing reporting category (reporting category 3).

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

ILEARN Spring 2019 (*Above state average)

	ELA	Math	Science
Grade 6	50%*	33%	55%*
Grade 7	46%	28%	N/A
Grade 8	66%*	48%*	N/A
School	53.9%*	36.4%	55%

ILEARN Spring 2019 Analysis

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

than the state average in ELA and math. 8th grade math students were the only group of students to score higher than the state average, whereas 6th and 8th grade ELA students both scored higher than the state average. 8th grade experienced the highest percentages about state average in both ELA and math.

Math

6th grade standard reporting categories are different than 7th and 8th grade reporting categories. We combined and separated some 6th grade categories to help fit the 7th and 8th grade reporting categories.

When analyzing the data, we took out the insufficient information in the reporting standards to find the percentage for Above, Borderline, and Below Proficiency. The highest school total standards category was Data Analysis, Statistics, and Probability with 87.5% at Borderline/Above Proficiency. The lowest school total standards category was Number Sense and Computation with 73.3% at Below Proficiency.

ELA

When analyzing the data, we took out the insufficient information in the reporting standards because well over 50% of the standards had insufficient data to report proficiency levels. The two areas in which students performed below the proficiency most often were writing and speaking and listening. Across all three grade levels, 95% of students performed above proficiency or borderline proficiency in structural elements and organization/synthesis and connection of ideas/media literacy.

ISTEP+ Spring 2018 Disaggregated Data

Grade 6, 7, and 8 ELA had consistent Pass+ with 6th and 8th grade at 18% and 7th at 19%. 8th grade math had the highest percentages of students score Pass+ with 22%. There is a consistent increase with students scoring Pass+ with math from 6th to 7th grade and from 7th to 8th grade. Grade 8 ELA and math had the greatest percentage of Pass in all three grades with a Pass rate of 80% and 70% respectively.

GENDER SUBGROUP

In an analysis of ISTEP+ data based on gender, in ELA there is a clear discrepancy between male students and female students, with female students outperforming their male peers in all three grade levels. The greatest difference being in 8th grade, where there is a 22% difference between male and female students passing. In math, there is an interesting pattern where male students outperformed females in 6th grade with an 8% difference, in 7th grade the genders are exactly even, and in the 8th the female students outperform the males with an 11% difference.

FREE AND REDUCED SUBGROUP

The data presented above allows for comparison and contrast between students in differing socioeconomic groups. There was a gap where the paid status students outperformed the free/reduced status in all three grade levels in both math and ELA. The smallest gap was in ELA 8th grade, with 8% less students passing who were free/reduced. The largest gap was in 8th grade math, with a 29% discrepancy. Despite the difference in 8th grade math, these students outperformed both the 7th and 6th grade free/reduced status students. The average difference between the paid status students and the free/reduced status students in math is about 23%. The average difference between the paid status students and the free/reduced status students in ELA is 13%.

SPECIAL EDUCATION SUBGROUP

The data gathered about the special education population at Northeastern Middle School proves valuable in goal setting. Generally, the general education students outperform the special education students in all

areas and grades. The special education students perform better in ELA than math at the 6th and 7th grade level, with 36% passing in 6th grade and 25% passing in 7th grade. In the 8th grade ELA and math special education students passed at the same rate of 33%. 7th grade had the smallest percentage of special education students passing with 13% in math and 25% in English. The 6th grade students have the highest percentage of special education students passing with 36% in ELA.

ISTEP+ Spring 2018 Analysis

In reviewing academic standards summaries in math for spring 2018, currently grade 6/formerly grade 5 is weakest in computation. Currently grade 7/formerly grade 6 noted a weakness in mathematical processes. Currently grade 8/formerly grade 7 showed a weakness in algebra and functions. Overall, a relative strength in current 6th and 7th grade students is data analysis.

In reviewing academic standards summaries in ELA for spring 2018, all current grades are weakest in literature and vocabulary. The strengths for the ELA students are in writing: genres, writing process, research process and in reading non-fiction, vocabulary, and reading nonfiction. Staff professional development focused on implementing nonfiction reading strategies in all content areas.

ISTEP+ Spring 2017 Analysis

In reviewing ISTEP+ scores from spring 2017, Northeastern Middle School for the second year in a row scored above the state average in ELA in all three grades. Grade 8 math also scored above the state average.

In reviewing academic standards summaries in math for spring 2017, currently grade 6/formerly grade 5 is weakest in computation. Both spring 2017 ISTEP+ and NWEA noted a weakness in algebra and functions as well as geometry and measurement in current grade 7/formerly grade 6. Geometry and measurement continued to be a weakness for current grade 8/formerly grade 7 students documented by both ISTEP+ and NWEA.

In reviewing academic standards summaries in ELA for spring 2017, current grade 6/formerly grade 5 is weakest in literature and vocabulary according to ISTEP+. Current grade 7/formerly grade 6 was weak in non-fiction and vocabulary. Current grade 8/formerly grade 7 was weak in literature according to both ISTEP+ and NWEA. In addition, ISTEP+ results noted a weakness in vocabulary for this group of students.

ISTEP+ Spring 2016 Analysis

After close consideration of the data created by ISTEP+ scores from spring 2016, it is clear that Northeastern Middle School students are learning and growing academically. All grade levels scored at or above the state average in both ELA and math.

In math, grade six students scored 10% above the state average. Seventh grade was at the state average, and eighth grade scored 22% above the state average. NMS students do well with Number Sense across grades six, seven, and eight. Students in grades six and eight need to improve most in Algebra-Functions, while seventh grade students need improvement in Geometry-Measurement.

ISTEP+ results for English Language Arts in 2016 show that sixth grade students scored 16% above the state average. Both seventh and eighth grade students scored 12% above the state average. Reading Nonfiction Vocabulary and Media Literacy and Reading Literature Vocabulary are weak areas for grade

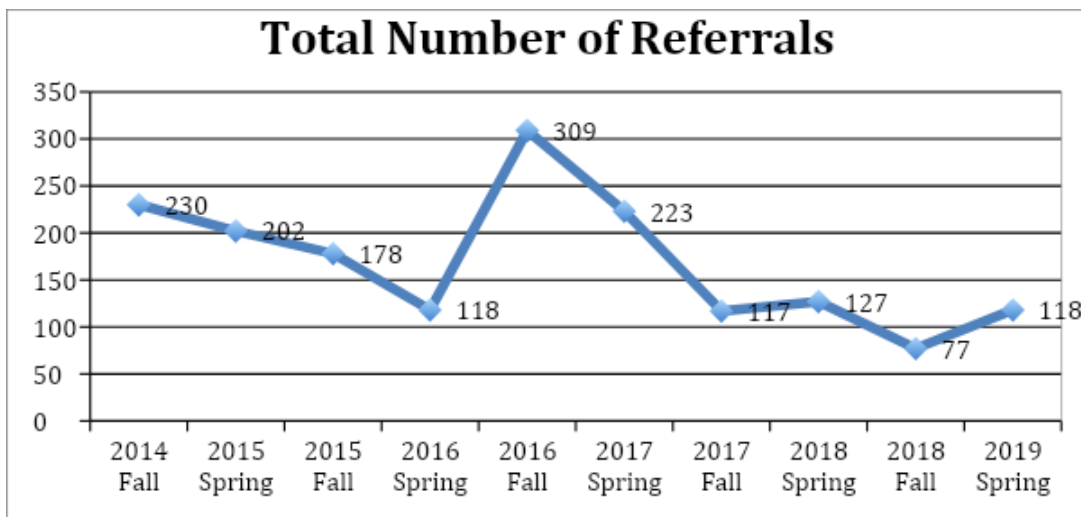
eight. Grade six will need to focus on Reading Nonfiction Vocabulary and Media Literacy, and grade seven will need to focus on Reading Literature Vocabulary. Writing proved to be a strength across all three grade levels.

ISTEP+ Spring 2015 Analysis

After close consideration of the data created by ISTEP+ scores from 2014-15, it is clear that Northeastern Middle School students have both strengths and weaknesses in math. For students who are currently in grade six, Computation is an area in need of reinforcement. Students who are in seventh grade need focused instruction in Algebra and Functions. Those students who are currently in eighth grade also need more focus on Algebra and Functions. Northeastern Middle School math students tested well in the areas of Algebraic Thinking and Number Sense/Computation.

ISTEP+ results for English Language Arts in 2014-15 show that NMS students have specific strengths in Writing Conventions and Writing Genres. The current sixth grade students will work to improve the Reading Literature score. Students who are in seventh grade this year scored in a consistent manner across all ELA areas, as a result instruction will focus on overall improvement. Our current eighth grade students need to specifically focus on Writing Conventions in preparation for 2015-16 ISTEP+ testing.

DISCIPLINE



Northeastern Middle School worked diligently to decrease disciplinary office referrals by 54% from 2016-17 to 2017-18 and 20% from 2017-18 to 2018-19. Second semester referrals decreased 43% from 2017 to 2018 and 7% from 2018 to 2019. Administrators, counselors, teachers, teaching assistants, students, and parents came together with an understanding that the expectation is for students to remain in class as much as possible. The Northeastern Middle School's administration, counselor, and teachers reached out to parents consistently throughout the year to explain student conduct issues. With teachers only sending students out of class for major infractions, redirecting student behavior in the classroom, informing parents of classroom issues, the administration being consistent with the student handbook concerning student discipline. Our dean of students is using monthly behavior snapshots to inform teachers of total number of lunch detentions and referrals by teacher. Another goal that we have is to be more progressive with discipline to eliminate repeat offenders.

We adjusted some of our action titles to be more detailed in what was the cause for the referral. During 2019-20, we identified one behavior as the reason for the referral to continue to get a better scope on behavior. There were a total of 101 referrals recorded in the school information system.

In 2020-21, Northeastern Middle School continued to identify one major area to focus on for discipline coding purposes. There was a total of 169 office referrals. 215 referrals in total but the difference was handled in the classroom as opposed to the office with lunch detentions or warnings.

Referrals and Lunch Detention Slips

Infraction	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Alcohol	0	0	1	0	1
Cafeteria Disruption	0	16	0	0	0
Cheating	13	15	3	0	13
Detention Disruption	0	1	0	0	0
Did not show up to the Learning Lab	0	0	0	0	0
Dishonesty	8	19	3	0	1
Disrespectful to Administrator	13	9	0	0	0
Disrespectful to Student	0	25	24	0	19
Disrespectful to Substitute	2	16	0	0	0
Disrespectful to Teacher	8	47	0	N/A	N/A
Disrespectful to Staff	23	72	55	0	35
Disrupting Class	21	101	0	N/A	N/A
Disruption	n/a	n/a	12	0	0
Dress Code Violation	5	2	3	0	3
Fighting	2	4	1	120	17
Habitual Tardiness	12	50	48	0	0
Horseplay	33	79	38	0	6
Illegal Drugs	0	0	0	0	0
Unauthorized Area	1	11	6	0	0
Inappropriate Behavior	139	82	25	0	6
Inappropriate Gesture	2	9	4	0	3
Inappropriate Language	19	30	15	5	8
Indecent Conduct	0	0	3	0	0
Insubordination	8	41	31	1	4
Missing Assignment Sheet	0	3	0	N/A	N/A
Missing Detention	0	8	0	N/A	N/A
Misuse of Computer/Technology	30	23	46	4	2
Offensive Conduct	0	1	5	0	1
Parent Shadow	n/a	n/a	4	0	0
PE Dress Code Violation	0	95	34	N/A	N/A
Prescription Medication	0	1	0	0	0
Physical Aggression	22	24	22	0	7
Plagiarism	0	2	5	0	2
Possession of Tobacco/Related Items	0	1	1	0	1

Public Display of Affection	0	1	1	0	0
Rough Play	0	4	1	0	0
School Bus Violation	20	9	4	0	1
Sexual Harassment	0	0	1	1	0
Skipping Class	1	0	0	N/A	N/A
Threatening Other Students	1	9	5	5	11
Truancy	0	1	4	0	8
Vandalism	2	0	0	2	9
Violation of Behavior Contract			1	0	0
Violation of Attendance Contract			35	1	0
Weapons	0	2	3	0	0
Theft	2	0	2	1	2
Not Following Classroom Procedures	87	0	0	0	1
Cell Phone	2	0	0	4	8
Multiple reasons for referral	n/a	n/a	48	65	N/A
TOTAL	453	741	494	101	169

During the past two school years, Northeastern Middle School has noted a significant increase in three types of infractions: disrupting class, horseplay, and P.E. dress code violations. Teaching behaviors is an expectation for all teachers. Video scenarios have been shared with students to reteach behaviors and expectations in the classroom. In 2019-20, NMS staff are focusing on the effects of social-emotional learning and revamping the PBIS model to be consistent and effective across grades 6-8.

CURRICULUM*

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

There are four core classes within the 7th and 8th grade schedule: English Language Arts, Math, Social Studies, and Science. These classes meet daily and are year-round. Additionally, these students are offered many elective enrichment opportunities. These include: ELA and Math Labs, Wellness (Physical Education & Health), Body in Motion, Health Careers and Skills, Lifetime Fitness, Outdoor Sports & Recreation, Agriculture, Preparing for College and Careers, Band, Choir, Geometric Art, Makerspace, Color Guard, Project Lead the Way: Medical Detectives, Project Lead the Way: Design and Modeling, Project Lead the Way: App Creators and Innovators and Makers, Project Lead the Way: Flight and Space, Creative Writing for Publications, Genius Hour, and World Music. These courses are offered on a semester or year-long basis.

Sixth grade also has five core classes: Reading, Writing, Math, Social Studies, and Science. These classes meet daily and are year-round. Additionally, these students are offered many elective enrichment opportunities. These include: Band, Digital Citizenship, Wellness (Physical Education & Health), Math Lab, Agriculture, Project Lead the Way: Innovators and Makers, Genius Hour, and Makerspace. Students rotate through these classes on a semester basis.

Edgenuity classes are offered to students who would like to take classes that are not otherwise offered in person at NMS. These classes include World Language, Keyboarding and Computer Applications, Spanish and other foreign languages. Some of these classes can be used to earn high school credits if the student's wish to do so.

Student Resource Time (SRT) occurs every midday for 24 minutes. Each teacher is assigned between 25-30 students depending on the class size. Students watch a student-produced announcement or hear announcements to start every SRT. Students are also able to clean out their lockers each year.

The week of SRT consists of these activities in no particular order:

- Weekly Grade Check (Advisor/Advisee)

Students have their grades checked weekly and are held accountable for missing work or low grades.

- More Than Words

More Than Words is the time where we get to know our “whole” student. Each month we discuss a monthly character trait, do a WhyTry activity, watch Employability videos produced by the Chamber of Commerce, do Teach the Brain activities, discuss dance etiquette, find our own learning style, and set goals for students. All More Than Words activities in a month focuses on a specific value, provided by Core Essential Values.

- Homework

We encourage students to work on homework and send them to teachers to receive individual help. Students also work on missing assignments, tests, and quizzes. If all work is completed, we encourage silent sustained reading, IXL, i-Ready, or self-driven studying.

- Clubs

There are a variety of clubs students can be involved in. These include: Student Council, National Junior Honor Society, Spell Bowl, Academic Teams, FFA, Drama, Gay-Straight Alliance, and Robotics Club.

- Awards

Once a semester, we hold an awards program for academics, athletics, and perfect attendance.

- Other Activities

If students have no D's or F's and have all assignments for each class turned in, the student may participate in a physical activity on Fridays. Various convocations will be held in the gymnasium. Additional special education resource time will also be utilized. Service projects are also promoted through SRTs (i.e., food drives, fundraisers for charity, etc.).

SPECIAL EDUCATION*

The Special Education Program at Northeastern Middle school provides a mix of both inclusion and pull-out services. It is the philosophy of NMS that to truly help students reach their full potential academically, emotionally, and socially, there needs to be a balanced program not an either or. In an inclusion class, curriculum is taught on grade level. The special education students receive the same instruction and assignments as the general education students. To best serve special education students in inclusion classes, an additional teacher or paraprofessional in the classroom to assist the students and/or co-teacher with the general education teacher. The general education teacher and special education teacher work together to scaffold instruction, assignments, and assessments to meet the individual students' needs.

If a student receives pull out services, they work with a resource teacher in a small group setting. There, they are assisted with their general education classwork. Additionally, the resource room is designed to work on deficit skills, primarily in reading and math. Remediation is done by having the students use two different computer programs: Language Live and Number World. The lessons in these programs can be adjusted to individualize each student's area of concern. In the Middle School there are two special education teachers and three paraprofessionals to support and assist students to learn and mature, where personal growth is the number one priority.

The middle school resource program also offers a directed study hall. This form of study hall lends more support and a smaller teacher-student ratio. During the student's directed study hall, they work on homework, missing assignments, projects, and/or the completion of tests. The combination of the inclusion program, coupled with the directed study hall in the resource room, provide special needs students with ample support to be successful in their academic endeavors.

Prior to a student being placed in special education the student, parents, and school all work together to help the student reach their full potential academically by first trying a variety of interventions (RTI). This may include, but not limited to the following strategies:

1. Behavior, academic, and/or attendance contracts.
2. The student may also be assigned to a Math or English remediation class, as well as be referred to CIS (Communities In Schools) for after-school tutoring.
3. Students who need further support may receive a behavior and/or assignment sheet so that students and teachers can target specific behaviors of concern and track their progress.

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

REMEDIATION PROCESS*

In the Spring semester of 2021, NMS started a class called Skill Development Lab. There are 6 classes throughout the day and are primarily focused on the Tier 3 supports needed for our students who meet the Tier 3 criteria of two grade levels below in math as well as reading according to student's iReady scores. In this particular semester, 95 students qualified to be in this class: 74 in reading, 48 in math, and 27 in both.

Once placed in reading, a teacher's aid benchmarks every student to assess current reading level. The students are assigned independent reading books at or below their levels, placed in small groups, and then instructed above their level. Weekly comprehension checks are performed, and monthly running records are kept monitoring progress. When students are not working in a small group with the teacher's aid, they are expected to be reading and writing about what they read.

Once placed for math, students are given an account in ALEKS. ALEKS is a research based, self-paced, and self-guided intervention. All students are placed in middle school level Tier 3 math course where they then take an initial assessment. The course places them where they need to be, and they begin working through math topics. The requirement is for students to complete 10 math topics per week. After 20 topics, the students are reassessed. Data is monitored weekly for compliance and growth.

Students take iReady to determine their Tier 3 status BOY, MOY, and EOY. Students can "graduate" out of Skill Development Lab at the semester. This class is based on student participation and is graded as so on a Pass or Fail basis.

GRADING PRACTICES

Teachers, administrators, and the school board determine the grading policies at Northeastern Middle School. Teachers use a variety of formative and summative assessments to determine each quarter's grades. Daily work consists of teacher created assignments, worksheets, technology-enhanced projects,

journal writing, group projects, class participation, and homework. Mid and/or end-of-unit assessments are calculated with the daily work. Teachers frequently discuss grading practices within their grade level teams as well as during vertical alignment to encourage uniformity and consistency in the grading process. However, teachers have the flexibility to work within a framework of corporation policies to cater teaching and learning to their content areas and to differentiate to meet the academic needs of all students. Administrators monitor teacher grade books, and the school board approves grading policies as they appear in the student handbook.

A standard grading scale is used across the grade levels where at 90-100% constitutes an A, 80-89% is a B, 70-79% is a C, 60-69% is a D, and a 50% and below constitutes and F. Teachers update grades weekly in Harmony, our online computerized grading system. Parents of students in grades 6-8 have online access to their children's grades. Students are also responsible for checking their grades during SRT on Monday of each week. Progress reports are given at the mid-point of the quarter and report cards are sent home every nine weeks.

Parent-teacher conferences are scheduled at the end of the first quarter. Generally, each grade level team meets with any parent who requests a conference and parents whose students are struggling in academic areas. Teachers monitor student grades with the help of Focus Lists created by the administration. Teachers also schedule conferences with parents and guardians throughout the year as needed.

Northeastern Middle School teachers completed a grading study based on the educational research by Ken O'Conner and Rick Wormeli during the 2016-2017 school year. We recognize the need to meet the individual needs of our students and that "fair doesn't always mean equal." We believe grades should be accurate reflections of student achievement, communicate meaningful information to students and families, be consistent across teachers, and support learning. Our philosophy is reflected in the following five best practices. Our teachers are encouraged to create their own classroom policies that reflect these best practices.

1. Student Behaviors

We believe that student behaviors should not be calculated in a grade. Teachers will communicate behaviors separately through phone calls, emails, and parent meetings. These behaviors also will be documented on quarterly report cards.

Respect:

- 1-Outstanding Character
- 2-Cooperative & Courteous with Peers & Staff
- 3-Excessive Talking
- 4-Fails to Follow Expectations & Rules

Responsibility:

- 5-Brings Materials & Completes Assignments/Homework
- 6-Tries Hard/Genuine Effort
- 7-Fails to Complete Homework Regularly
- 8-Fails to Use Class Time Effectively
- 9-Fails to Take Advantage of Opportunity to Redo Work

Ready to Learn:

- 10-Fails to Bring iPad and/or iPad Charged
- 11-Submits Low Quality Work
- 12-Organized & Uses Class Time Effectively
- 13-Consistently Completes High Quality Work

14-Participates Well in Class/Group Activities

*Students in a study hall will not earn a grade, but behaviors will be communicated.

2. Late Work

We believe the appropriate consequence for failing to complete an assignment is completing the assignment. We don't allow students to "opt out" of learning. Students may complete missing assignments for full credit throughout the first eight weeks of each quarter. When missing three or more assignments, students will be given a written notice that must be signed by a parent and returned to the school. If missing assignments are not completed by 3:30 on Tuesday of that week, parents are contacted, and the student will serve an after-school detention on Thursday of the same week. Additional interventions will be utilized to support the student including increased teacher communication with the family, a working lunch, structured SRT, and/or withdrawal from co-curricular commitments until the work is completed. The behavior of turning in late work will be addressed, but it will not be reflected in the student's grade. We feel great satisfaction as teachers in being able to work with students to complete the work and demonstrate learning.

*All grades recorded will refer to a skill in the assignment title. At least one grade will be entered per week for each class. This grade will be recorded by points earned.

3. Bonus Points/Extra Credit

We believe students should, of course, be able to provide additional evidence of their understanding, knowledge, and/or skill. However, we want to discourage students from the belief that learning is about doing the work and accumulating points rather than about achieving higher levels of learning. Teachers will not reward students with bonus points and/or extra credit. Students who go above and beyond will be recognized for their efforts through PBIS Rewards.

4. Academic Dishonesty

We believe in clearly communicating our expectations regarding cheating, plagiarism, and sharing work. We will explicitly teach academic integrity and help students understand why it is so important. Academic dishonesty is unacceptable and will not be tolerated. When academic dishonesty is suspected, it will be addressed as a behavior infraction first by the classroom teacher and communicated directly to the parents. To emphasize that the learning is most important, the student will be required to redo the assignment/assessment that involved academic dishonesty without cheating or plagiarizing before/after school or during SRT. Additional offenses will be handled in the office with progressive discipline. Offenses accumulate per school year and across all classes.

5. Retake:

We believe that the consequence for a student who fails to meet a standard is not a low grade, but rather the opportunity to resubmit his/her work. This applies to class work, homework, and assessments (quiz, test, project, etc.). Individual teachers are encouraged to use an agreement to ensure the student has prepared for the retake. Teacher discretion may influence whether an assignment is eligible for retake. Remediation may be required prior to a redo, but will not count in place of the assessment. When a student has demonstrated improvement in terms of mastery, the more recent evidence will be emphasized in the determination of the grade.

*A grade will be the average of the work submitted in the nine-week quarter.

SCHOOL SAFETY

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

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

ALICE

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

STUDENT LIFE

Northeastern Middle School has a vibrant and diverse student life, which affords students numerous opportunities to experience school through a variety of avenues. The numerous extracurricular and athletic activities and clubs offered are designed to give students a sense of belonging and enhance the academic experiences offered as a part of the curriculum of Northeastern Middle School. A list of student activities can be found below. In addition to these activities, students are recognized for academic and extra-curricular activities and are able to participate in pep sessions, attend school dances, and attend other experiences designed to enrich the student experience at Northeastern Middle School.

- | | | |
|--|-------------------------------------|--|
| • Student Council | • Football (7/8 th) | • Academic Teams |
| • Band | • Volleyball (7/8 th) | • Spell Bowl |
| • Choir | • Cross Country | • FFA (Agriculture) |
| • Color Guard (7/8 th) | • Cheerleading (7/8 th) | • FCA (Fellowship of Christian Athletes) |
| • Drama | • Basketball | • GSA (Gay Straight Alliance) |
| • NJHS (National Junior Honor Society) | • Wrestling | • Bowling |
| • Tennis | • Track | • Golf |
| • Recycling | • Volleyball (7/8 th) | • Robotics |
| | • Archery | |

PARENTAL INVOLVEMENT

Northeastern Middle School values parent involvement and participation. Parental feedback is regularly sought, and opportunities are offered to encourage a higher level of participation by parents. The school calendar reflects numerous opportunities that are available:

- Parent/Teacher Conferences
- Athletic Competitions
- School Activities and Events
- School Improvement Team/Stakeholders Group
- Surveys

PBIS - Positive Behavior Intervention Supports

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day.

Northeastern participates in PBIS systemically and philosophically to create student success and incentivize expected student behavior. This is done by teaching expectations early and often, being consistent, intervening early, teaching appropriate behaviors when inappropriate behaviors persist, incentivizing good behavior, creating relationships with students and families, and using data to guide our behavior related decisions.

NMS uses the PBIS Rewards application to award points to students. Students are awarded points based on the behavior categories that we target school-wide: Respect, Responsibility, and Ready to Learn. Students are able to redeem points for rewards such as candy, technology items, free time, friend time, etc. In 2021-2022, a student led PBIS advisory team will exist to inform decisions made in regard to expectations and rewards.

CHARACTER EDUCATION

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

TEACHING THE TEEN BRAIN

A majority of teachers at Northeastern Middle School have completed “Teaching the Teen Brain” training developed by Dr. Brandie Oliver of Butler University. This training focuses on teaching educators about adolescent brain development, the impact of trauma in the school environment, and classroom management strategies to increase compliance and decrease disruptions during the school day. In addition, students are taught about their brain development in wellness classes.

EMPLOYABILITY SKILLS

Northeastern Middle School received an Indiana Career Explorer Pilot Program Grant from the Indiana Department of Education for July 2018 to June 2019. The purpose of this grant was to provide training and curriculum to allow students to explore pathways in preparation for high school graduation. The Wayne County Chamber Business Education Committee identifies employability skills that employees are lacking. Currently, monthly activities such as videos, class discussions, and journal prompts are planned to teach students about employability skills. Field trips to college campuses and a local business to learn about entrepreneurship are planned for students.

BULLY PREVENTION

At the beginning of each school year, the guidance department spends a week with a concentrated focus on anti-bullying. The counselor has classroom workshops with each grade level discussing different kinds of bullying, how to respond to being bullied, and what to do if you witness someone being bullied. This week includes videos, classroom discussion, role playing, and concludes with each student taking an individual survey to collect data on school climate and culture.

SUPPORT SERVICES*

The NMS counselor is responsible for

- class scheduling for middle school students.
- meeting individually with every 8th grader and completing a four-year plan listing all high school courses to be completed before graduation.

- aiding students in resolving conflict among their peers in small group and individual counseling.
- developing a rapport by communicating with parents pertaining to student behavior, attendance, and academics.
- coordinating ILEARN testing, orientation, and various student awareness activities such as Career Week followed by Career Day where people from the community are invited into the classrooms to discuss their occupations aiding students in career exploration.
- planning and facilitating various convocations, community service projects, and the Advisor/Advisee programs such as anti-bullying and the More Than Words/WhyTry program.
- facilitating a social skills group to aid students in learning how to create positive relationships.

We are currently partnering with Centerstone, Meridian Health Services, and Communities in Schools as additional support for our students. Centerstone provides all kinds of services for the families. Currently, the Centerstone family support specialist works with 17 families in the school. The families receive therapy if needed, life skills training (social, organization, emotion regulation, focus skills, parenting skills), case management (meet with students, school staff, etc.), med services, and wrap around services. Services are all based on what level of need the family requires. The counselor works with students and families to set goals. New, attainable goals are set every 90 days.

Communities in Schools is a support system for any student who is at risk of dropping out of school. The site coordinator works with numerous students (at least 10% of total school population) on setting goals and providing services to improve attendance, behavior, and/or academics. Through partnerships, CIS helps students with any resources or assistance they might need (clothing, food, assistance with utilities, eyeglasses, mentor, mental health services, bedding, etc). The site coordinator has school supplies, clothing, and personal supplies throughout the year for any student who might need something in his/her office. The site coordinator also helps connect volunteers from the community to the school through mentoring, tutoring, and various events. At NMS, the site coordinator also sponsors and an after school tutoring program throughout the week to help students with homework.

TECHNOLOGY

Northeastern Middle school is a 1:1 digital learning environment. As a result, each student is administered an iPad for educational use throughout the school year. Students are permitted to take their iPad to and from school to use an education tool in and out of the classroom. Additionally, students have access to a Mac lab, a MacBook cart, 10 Mac desktop computers in the media center, Apple pencils, and iPad compatible keyboards. Classrooms are also equipped with Apple TV's that teachers utilize for instruction.

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

Northeastern Middle School is a certified Indiana STEM school, and those characteristics of STEM can be found across all content and grade levels. One way NMS further implements STEM is within our elective courses. We offer courses such as Makerspace Art, PLTW Design and Modeling, PLTW Medical Detectives, PLTW Makers and Innovators, PLTW App Creators, and PLTW Flight and Space. In these classes, students utilize 3D printing, LEGO robotics, Spheros, designing and coding software.

All middle school teachers utilize Canvas as a learning management tool and use it to distribute announcements, notes, and assignments to students. Northeastern Middle School is part of a Google

School Corporation. All students are assigned a school email account, which gives them access to Gmail, Google Docs, and all Google tools.

Digital Citizenship

This course utilizes digital units from Common Sense Media for grade 6. Lesson topics include Internet Safety, Privacy/Security, Self-Image/Identity, Digital Footprint/Reputation, Information Literacy, Creative Credit/Copyright, Relationships/Communication and Cyber-bullying. Parent information and tips are available also.

Digital Announcements

Digital Productions is a class that focuses on producing middle school newscasts. The class provides students with the skills that are necessary to create, edit and publish these newscasts. While creating the middle school announcements, students explore many aspects of publication such as interviewing, copyright law and photography. The class enables students the opportunity to publish to an authentic audience as they share their finished product.

COMMUNICATION

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

- Website
- Twitter
- Facebook
- Instagram
- Newsletters
 - Student Publication - Middle of the Knight
 - 5th Grade Transition Newsletters
- Harmony
- Canvas
- ParentSquare
 - Weekly Parent Post
 - Weekly Grade Level Posts
 - 1:1 Messages with Parents
- Email
- Phone Calls
- Student of the Week
- Student of the Month at School Board Meetings
- Positive Postcards from Administration and Teachers
- Parent/Teacher Conferences
- Report Cards
- Progress Reports
- Weekly Staff Agenda
- Student and Parent Surveys
- Title I Family Engagement Night

SCHOOL IMPROVEMENT PROCESS*

The Northeastern Middle School Improvement Team committees play an important role in the school improvement process. This committee is composed of the principal and the chairs of the Professional Development, Technology, School Climate and Discipline, Curriculum and Data Teams. This group takes the input from each committee and helps to guide and plan the direction the school and committees will

take in regard to professional development and the school improvement plan and goals. The chairs represent Northeastern Middle School on corporation school improvement initiatives. Input from the team allows the principal to make informed decisions.

School Improvement Leadership Team: Amber Brown (7G Parent), Katie Stephen (Community in Schools), Cynthia Hurst (Outside Contractor with Equitable Educational Solutions, Inc.), Keith Webster (School Board Member), Krista Hendrickson (Teacher), Sara Williams (Teacher), Tina Hicks (Teacher), Andrea Cole (Teacher), Matt Tucker (Guidance), Mark Hinkey (Dean of Students), and Kelly Plank (Principal)

The chairs:

- ✓ Help develop the agenda with input from staff members.
- ✓ Conduct the meeting to receive input on the items on the agenda.
- ✓ Recommend that certain topics be assigned to committees for more in-depth study.
- ✓ Help discuss topics the building principal approves to go to the School Improvement Team.
- ✓ Meet monthly and take minutes at each meeting.
- ✓ Develop a yearly schedule of regular meetings.
- ✓ Hold additional meetings as needed.

School Improvement Teams

Our school improvement efforts are grounded by the work of our leadership team and school improvement teams. The leadership team consists of the chairs of the professional development, technology, school climate and discipline, and curriculum and data teams. This group takes input from each team and helps to guide and plan the direction of the school, creating a shared vision. Input from this team allows me, the principal, to make informed decisions. These committees are cross-grade level and curricular areas to help represent each segment of our school.

Title I Schoolwide Planning Committee*	
Name	Position/Role
Kelly Plank	Principal
Matthew Hicks	Superintendent
Keith Webster	School Board Member/Community
Katie Stephen	Community in Schools/Parent
Amber Brown	Parent
Krista Hendrickson	Teacher
Tina Hicks	Special Education
Andrea Cole	Teacher
Sara Williams	Teacher
Mark Hinkey	Dean of Students
Matt Tucker	Guidance Counselor

Coordination and Integration of Funds*

Funds for instructional programming and services will be coordinated with other funds to the extent possible. Local, state, and federal funds (such as Title I, Title IIA, Title III, Title IVA, and IDEA will be considered.

Consolidated Programs*

Our district and school leaders understand the opportunity to consolidate funds and decline to do so at this time. We will ensure coordination of resources, programming, and services among local, state, and federal resources.

Attracting High-Quality Teachers*

Employment opportunities are posted on our district's website, including both certified and non-certified positions.

We have a committed team of educators in our building. According to a recent educator survey, most teachers agreed to some extent that staff express the belief that all children can learn and consistently encourage students to succeed. 100% of staff agree to some extent that Practices are in place to develop and maintain a positive school climate between staff, students, and families. In the spring of 2019, administrative staff, teachers, other professional personnel, parents/guardians, and students were asked to respond to an online survey designed to gauge our school's initial status on the first level of the High Reliability Schools (HRS) framework. Administrative staff and teachers were also asked to respond to an online survey designed to gauge our school's initial status on the second level of the High Reliability Schools (HRS) framework. On the second survey, teachers rated support for teachers to continually enhance their pedagogical skills through reflection and professional growth plans very highly. Teacher responses to different surveys provide evidence that NMS is committed to our students and contribute to a positive learning environment.

Profession Development:

The professional development team works on professional development activities outlined in our school improvement plan. This team shares ideas for weekly staff professional development aligned to school improvement goals. They also assist with monthly team building activities. In addition, they plan our annual summer teacher retreat.

Technology:

The technology team provides input into the corporation technology plan and ensures that students and teachers have the opportunity to use technology as a learning tool. The team provides training needed to keep teachers informed of the latest in technology. The team also coordinates the building technology plan.

School Culture and Discipline:

The school culture and discipline team make recommendations based upon the school learning climate and classroom environment to ensure that the school climate is safe, disciplined, and orderly. The team also fosters positive self-concepts in students and makes recommendations concerning PBIS, student incentives, extra-curricular/club activities, and awards programs. This team also is responsible for launching the schedule for the first three days of school with a focus on relationships and team building.

Curriculum and Data:

The curriculum and data team ensures that assessment results are reviewed regularly and shared with all stakeholders. This team is responsible for ensuring student data folders are used regularly for reflection by teachers and students. A large responsibility is to analyze achievement data (NWEA and ILEARN) and share the results including any trends with the staff.

The chairs collaborate with their school improvement teams and provide valuable insight to me. Our framework for school improvement has created a culture of collaboration in which staff members work together as a professional learning community to promote student learning.

ADVANCED ACCREDITATION

The External Review Team recommended to the AdvancED Accreditation Commission that Northeastern Middle School earn the distinction of accreditation by AdvancED.

Findings – Powerful Practices

- Teachers participate in collaborative learning communities to plan engaging instructional teaching strategies which are monitored by school leaders (3.3, 3.4, and 3.5).

Findings – Improvement Priorities

- Develop a systematic grading and reporting system that includes consistent, school-wide policy on missing and/or late student work (3.10)
- Communicate to all stakeholders the comprehensive approach to the school improvement process (5.5)
- Develop a school culture consistent with the school’s clearly defined purpose and direction (2.4)

Findings - Opportunity for Improvement

- Upgrade technology infrastructure to support the school’s teaching, learning, and operational needs (4.5)

PROFESSIONAL DEVELOPMENT

In general, the first Wednesday of every month includes an optional grade level team meeting. Student concerns, missing work, PBIS, and other topics are discussed. The second Wednesday focuses on an optional book study related to social-emotional learning which correlates to a school improvement goal. The third Wednesday is an optional departmental/vertical planning time. Content areas discuss curriculum mapping, instructional resources, technology integration, and assessments. The fourth Wednesday continues our optional book discussion. Upon completion of the optional book discussion, test prep, team building, and school improvement planning for the following year will be discussed.

Northeastern Middle School Professional Development Calendar 2020-21

August:

10- Back to School for 6th Graders & New Students

11-No PD - Staff Meeting

12 - No PD

19 - No PD

26 - Videos (Library) w/Melissa

September:

2 - Quizzes

9 - Videos (Library) w/Melissa

16 - Flip Your Classroom w/Melissa (Library)

23 - Apps for Engagement w/ Melissa (Library)

30 - Zoom

October:

7 - EdPuzzle

14 - Fall Break

21 - Grade Level Teams

28 - Shut Down

November:

4 - Grade Level Teams

11 - Zoom

18 - Zoom

December:

2- Grade Level Teams

9 - No PD (Virtual)

16- Christmas Celebration

January:

6 - Grade Level Teams

13 - Book talk 1 of *Maslow before Bloom*: pp. 1-29

20 - Vertical Alignment

27 - Book talk 2 of *Maslow before Bloom*: pp. 30-54

February:

3 - Grade Level Team

10 - Book talk 3 of *Maslow before Bloom*: pp. 55-77

17 - Vertical Alignment

24 - Book talk 4 of *Maslow before Bloom*: pp. 78-100

March:

3 - Grade Level Team

10 - Book talk 5 of *Maslow before Bloom*: pp. 101-134

17 - Vertical Alignment

31 - ILEARN prep materials

April:

7 - Grade Level Team

14 - Team Building

21 - Vertical Alignment (ILEARN Testing?)

28 - ILEARN Testing?

May:

5 - Deliver goodies for Teacher Appreciation Week

12 - SIP Teams (prep for 2021-22 year)

19 - SIP Teams (prep for 2021-22 year)

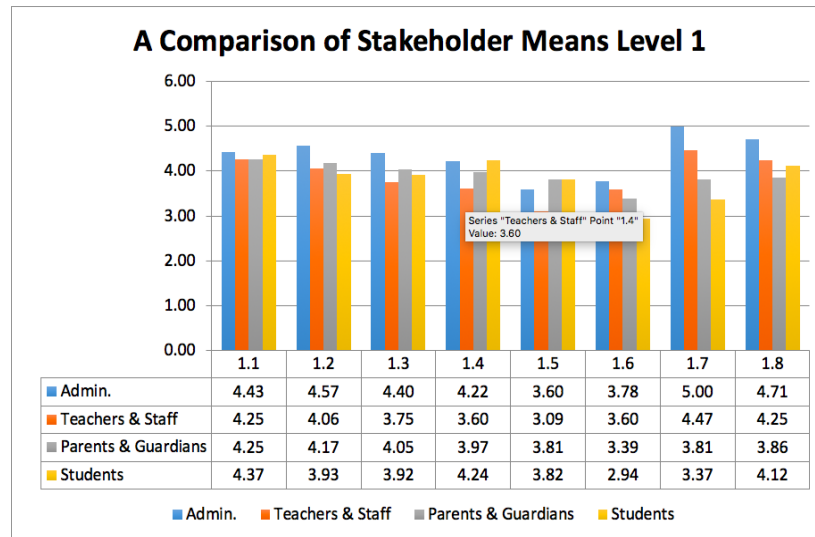
26 - End of Year Celebration!

High Reliability Schools (HRS) Framework

In the spring of 2019, administrative staff, teachers, other professional personnel, parents/guardians, and students were asked to respond to an online survey designed to gauge our school's initial status on the first level of the High Reliability Schools (HRS) framework. Level 1 has eight leading indicators, which address factors considered to be foundational to any substantive change within a school:

- *Leading Indicator 1.1: The faculty and staff perceive the school environment as safe and orderly.*
- *Leading Indicator 1.2: Students, parents, and the community perceive the school environment as safe and orderly.*
- *Leading Indicator 1.3: Teachers have formal roles in the decision-making process regarding school initiatives.*
- *Leading Indicator 1.4: Teacher teams and collaborative groups meet regularly to interact and address common issues regarding curriculum, assessment, instruction, and the achievement of all students.*

- *Leading Indicator 1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.*
- *Leading Indicator 1.6: Students, parents, and the community have formal ways to provide input regarding optimal functioning of our school.*
- *Leading Indicator 1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.*
- *Leading Indicator 1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.*

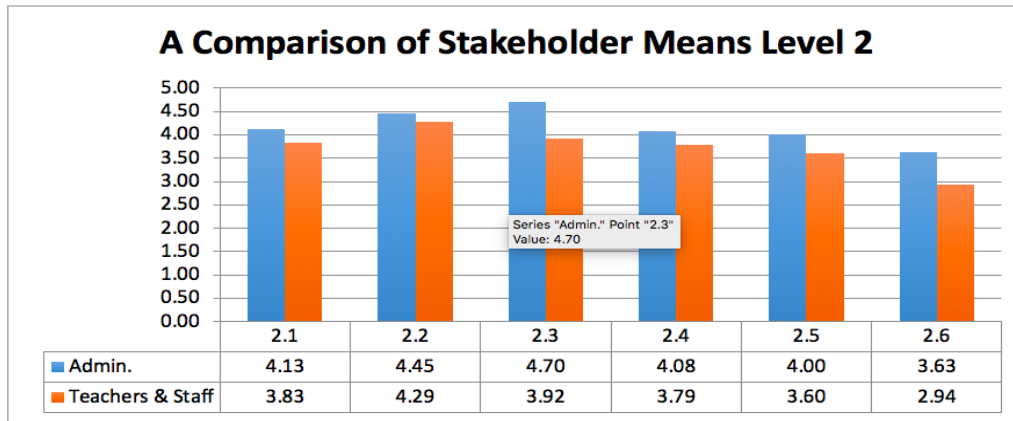


In the first level of the High Reliability School survey, one administrator, 18 teachers, 75 parents/guardians and 290 students participated. Leading Indicators that were ranked highest by all stakeholders were Leading Indicators 1.1 (teachers and staff perception of a safe and orderly school environment) and 1.2 (student, parent, and community perception of a safe orderly school environment) where the mean ranges from 4.25 - 4.43. Lowest rankings across all stakeholders were Leading Indicator 1.5 (teachers and staff have formal input regarding optimal functioning of the school) and Leading Indicator 1.6 (students, parents, and the community have formal input regarding optimal functioning of the school) with means ranging from 4.57 - 3.93. The largest discrepancy between stakeholders was Leading Indicator 1.7 (whole school and individual success acknowledgement). Administration and teachers ranked this indicator high while parents and students ranked this indicator low. The student's mean of 2.94 was the lowest score of all stockholders.

Administrative staff and teachers were asked to respond to an online survey designed to gauge our school's initial status on the second level of the High Reliability Schools (HRS) framework. Level 2 has six leading indicators, which address factors considered foundational to any substantive change within a school:

- *Leading Indicator 2.1: The school leader communicates a clear vision as to how instruction should be addressed in the school.*
- *Leading Indicator 2.2: Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.*
- *Leading Indicator 2.3: Predominant instructional practices throughout the school are known and monitored.*

- *Leading Indicator 2.4: Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.*
- *Leading Indicator 2.5: Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.*
- *Leading Indicator 2.6: Teachers have opportunities to observe and discuss effective teaching*



Overall, Administration rated every indicator higher than teachers and staff. The average difference indicator range was about 0.5. Administrators and Teachers agree that indicator 2.2 is one of the strengths of Northeastern Middle School. Indicator 2.6, opportunities to observe and discuss effective teaching, was ranked the lowest by both Administration and Teachers. This indicator was the only leading indicator that was ranked more toward disagree than agree by teachers and staff. Indicators 2.1 and 2.2 were two indicators in which admin and teachers ranked most similarly. Teachers agreed the most with leading indicator 2.2, giving it a score of slightly more than agree. Admin ranked 2.3 as the indicator they agreed the most with; they scored closest to strongly agree. Interestingly, there is a noticeable gap in how Teachers and Staff ranked indicator 2.3. Something else worth noting is that there are 3 statements within 2.3-2.6 where 50% of Teachers and Staff answered that they had “no knowledge” of Northeastern Middle School participating in that practice. These practices are aggregated data from walkthroughs, opportunities to engage in instructional rounds, and participation in virtual discussions. The survey results indicate that NMS Teachers may be unfamiliar with the practice and therefore ranked these items as having “no knowledge.”

Social-Emotional Learning Goal: All staff will work to implement a comprehensive social-emotional learning framework.					
Benchmark: Increase awareness of 7 social-emotional competencies in IDOE framework.					
2017-2018 Referral Data (244 Total): 1 st Semester: 117 Referrals 2 nd Semester: 127 Referrals		Standardized Assessments: Harmony Discipline Attendance Data WhyTry Survey PBIS		Local Assessments: Total Number of Referrals Reasons for Referrals Outcome of Referrals Attendance Rates Student Survey Results	
2018-2019 Data: (195 Total): 1 st Semester: 77 Referrals 2 nd Semester: 118 Referrals					
2019-2020 Data: (Total):					
2020-2021 Data: (169 Total):					
Intervention #1: Staff will receive training to effectively implement social-emotional competencies and work collaboratively to create a tiered system of supports.			Best Practice Research: <i>Hacking Discipline (Weinstein)</i>		
Activities to Implement Intervention: 1. Study 7 Social-Emotional Competencies in IDOE Framework. 2. Focus on relationships and team building during first three days of school utilizing WhyTry curriculum. 3. Identify tiers of support (RTI) and referral process for Communities in School (CIS) and Centerstone. 4. Identify and teach expectations in common locations of school (hallway, cafeteria, restroom, arrival, & dismissal). 5. Teach Adolescent Brain Development. 6. Establish grade level incentives through PBIS. 7. Use of assignment and/or behavior sheets to target behaviors and identify emotions using Zones of Regulation curriculum. 8. Skills reinforcement individually or in a small group.	Individual(s) Accountable Teachers Student Support Team SRT Teachers Wellness Teachers Administration Classroom Teachers Guidance Counselor	Timeline:		Resources: 1. IDOE 7 Social-Emotional Competencies 2. “More than Words” Curriculum 3. WhyTry Curriculum 4. Zones of Regulation Curriculum 5. Amygdala Reset Room 6. Student Activities Fund 7. PBIS Rewards App	Staff Development Activities: 1. Monthly Team Meetings 2. Share Monthly Behavioral Data with Teachers 3. IMLEA Conference 4. Trauma-Informed Professional Development (Dr. Lori Desautels) 5. Teaching the Teen Brain Training 6. Restorative Justice Conference (Juvenile Delinquent Alternative Initiative)
		Beginning	Ending		
		08/2021	05/2023		

Reading Goal: Students will score at or above state average on the 2021-2022 ILEARN assessment.					
Benchmark: All students will improve their vocabulary in reading a variety of texts.					
Spring 2019 Data: 6 th Grade: 50% Passing 7 th Grade: 46% Passing 8 th Grade: 66% Passing Spring 2019 Vocabulary Data: 6 th Grade: 80% At/Near or Above → Grow to 85% 7 th Grade: 76% At/Near or Above → Grow to 81% 8 th Grade: 75% At/Near or Above → Grow to 80%		Standardized Assessments: ILEARN iReady	Local Assessments: Classroom Assessments		
Intervention #1: Students will consistent and repetitive practice with vocabulary.			Best Practice Research: <i>101 Strategies to Make Academic Vocabulary Stick (Marilee Sprenger)</i> <i>Fair Isn't Always Equal (Rick Wormeli)</i> <i>Learning Station Models for Middle Grades (Nancy Kolodziej)</i>		
Activities to Implement Intervention: 1. Students will participate in independent reading and guided reading groups in ELA classes. 2. Student will participate in literature study units in ELA classes. 3. Students will record individual reading level data, set goals, and monitor progress on NWEA throughout the school year. 4. Students will receive explicit vocabulary in context instruction in all subject areas. 5. Identified students will participate in remediation (RTI Tier 2 Intervention) and receive targeted reading instruction based on assessment data. 6. Teachers will use vocabulary strategies such as types of context clues (definition/explanation, synonym/restate, antonym/contrast, punctuation, anecdotal).	Individual(s) Accountable ELA Teachers Remediation Lab Teachers All Staff	Timeline: Beginning 08/2021	Ending 05/2023	Resources: 1. School Library 2. ELA Classroom Libraries 3. Class Novel Sets 4. iReady Reports 5. ILEARN Blueprint 6. Student Data Folders 7. IDOE Website (Indiana Academic Standards Resource Guide) 8. Various Texts to Support Reading Instruction (Read Works, Tween Tribune, Time for Kids, National Geographic, newsela.com, commonlit.org, http://vms.vale.k12.or.us/articles-week , & www.k12reader.com) 9. Smekens Web PD Reading & Writing Resources 10. iPads (eBooks, Apps) 11. IXL 12. Item Specifications (IDOE) 13. ILEARN Released Items Repository 14. Language Live! 15. F&P LLI Kits in Remediation Lab	Staff Development Activities: 1. Monthly Team Meetings 2. Vertical Planning/Department Meetings (Focus on Curriculum Mapping, Complexity, Rigor, and Depth of Knowledge) 3. All-Staff Professional Development (Vocabulary Strategies) 4. ELA Professional Development/Curriculum Days 5. Smekens Professional Development 6. ILEARN Webinar & Conference

Math Goal: Students will score at or above state average on the 2021-2022 ILEARN assessment.						
Benchmark: All grade levels will move one of the mathematical process standards into the “Above” or “Borderline” from the “Below” Category.						
Spring 2019 Data: 6 th Grade: 33% Passing 7 th Grade: 28% Passing 8 th Grade: 48% Passing Spring 2019 Process Standards: 6 th Grade: Grow PS1, PS4, and/or PS 8 7 th Grade: Grow PS2 8 th Grade: Grow PS1, PS3, and/or PS6		Standardized Assessments: ILEARN iReady		Local Assessments: Classroom Assessments		
Intervention #1: Students will receive effective math instruction/reinforcement and participate in daily math activities.			Best Practice Research: Guided Math: A Framework for Mathematics Instruction (Laney Sammons) Learning Station Models for Middle Grades (Nancy Kolodziej)			
Activities to Implement Intervention: 1. Students will have opportunities to practice computation skills in Math classes. 2. Students will record individual math level data, set goals, and monitor progress on benchmark assessments throughout the school year. Grades 6 and 8 will use iReady for diagnostics and instruction. 3. Teachers will deliver math instruction in a workshop model with small group instruction. 4. Students will focus on skill building for 15 minutes per period using Mathspace/IXL/i-Ready (1-2 times per week). 5. Identified students will participate in remediation (RTI Tier 2 Intervention) and receive targeted Math instruction based on assessment data. 6. Teachers will assign more complex word problems to increase problem-solving skills. 7. Teachers will develop activities based on the DOK levels identified in the item specifications indicated by the IDOE. 8. Teachers will develop pacing guides and not deviate from them without approval from math team (grades 6-8).		Individual(s) Accountable Math Teachers Remediation Lab Teachers	Timeline: Beginning 08/2021 Ending 05/2023	Resources: 1. Online Resources (Mathspace & Math Facts Pro) 2. iReady Reports 3. ILEARN Blueprint 4. Student Data Folders 5. IDOE Website (Indiana Academic Standards Resource Guide) 6. iPads (Apps) 7. Resource Kit (Mental Math Strings, Problem of the Day, Race to the Top, Kahoot, Error Analysis Problem-Solving Graphic Organizer, Task Cards) 8. Finish Line, Indiana ELA College & Career Ready Curriculum 9. IXL 10. Item Specifications (IDOE) 11. ILEARN Released Items Repository 12. Number World 13. Ready Math Curriculum and Instruction Books		Staff Development Activities: 1. Monthly Team Meetings 2. Vertical Planning/Department Meetings (Focus on Curriculum Mapping, Formative Assessments, Complexity, Rigor, and Depth of Knowledge) 3. Math Professional Development/Curriculum Days 4. ICTM Conference 5. ILEARN Webinar & Conference 6. Ready Math and iReady Professional Development

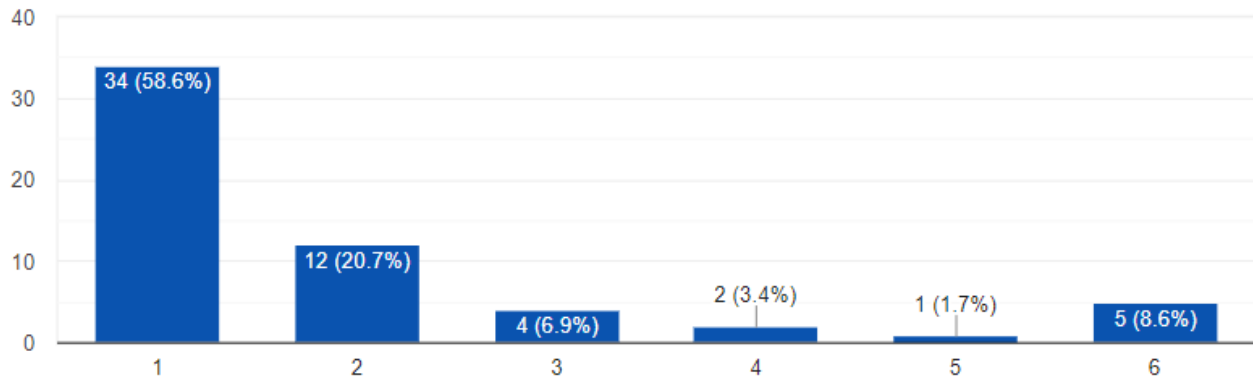
Appendix A Title I Survey

Parent Survey

A brief, 10-question, 6-point Likert survey was sent to parents in spring 2021. Responses ranged from Strongly Agree (1) to Strongly Disagree (6). There were 58 responses. Overall, parents demonstrated strong agreement to the school supporting students in valuing attendance (58.6%) and maintaining a safe, orderly, and welcoming environment for parents and students (48.3%).

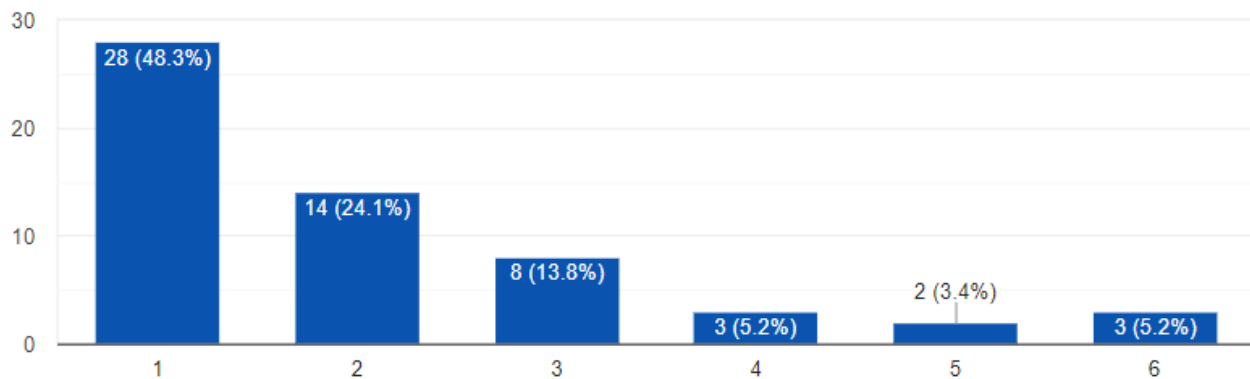
Our school supports students in valuing regular attendance.

58 responses



Our school maintains a safe, orderly, and welcoming environment for parents and students.

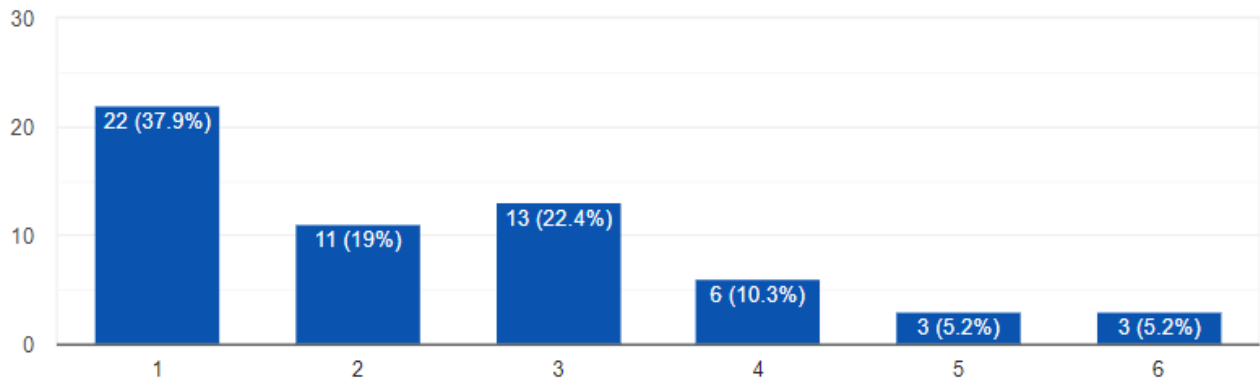
58 responses



Parents demonstrated less favorable responses, disagreeing to some extent, to teachers knowing and understanding students' personal and academic needs related to race, ethnicity, poverty, learning English, and disabilities (20.7%)

Teachers know and understand students' personal and academic needs related to race, ethnicity, poverty, learning English, and disabilities.

58 responses

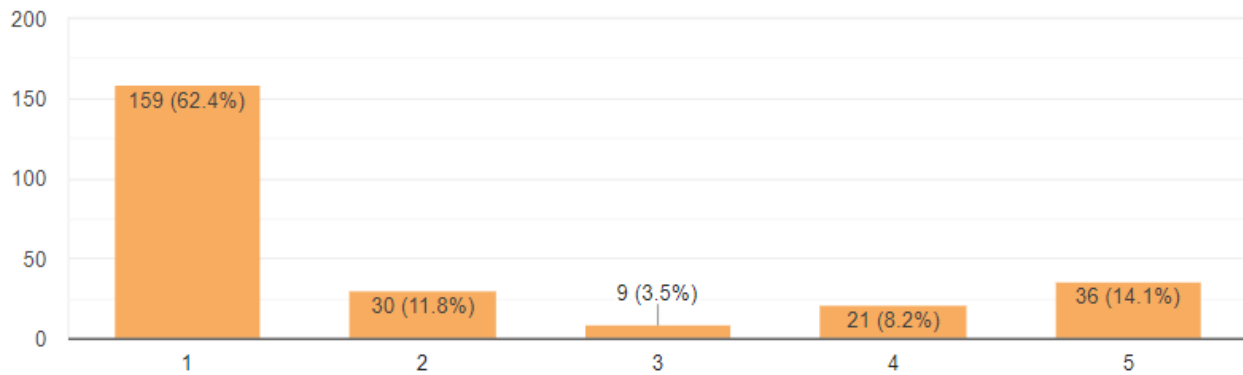


Student Survey

A brief, 10-question, 5-point Likert survey was sent to students in spring 2021. Responses ranged from Strongly Agree (1) to Strongly Disagree (5). There were 255 responses. Overall, students demonstrated strong agreement to knowing how to behave at school (62.4%) and believing the school values learning for all students (52.0%).

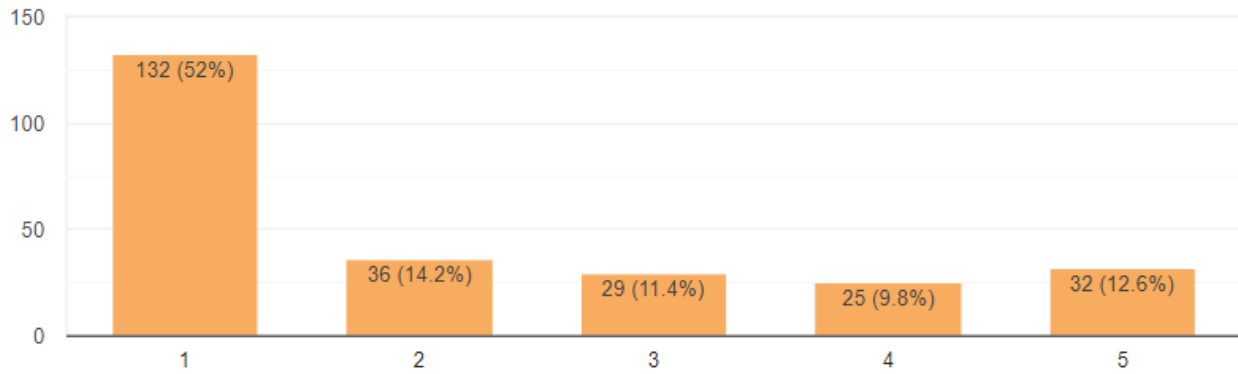
I know how I am to behave at school every day.

255 responses



My school values learning for all students.

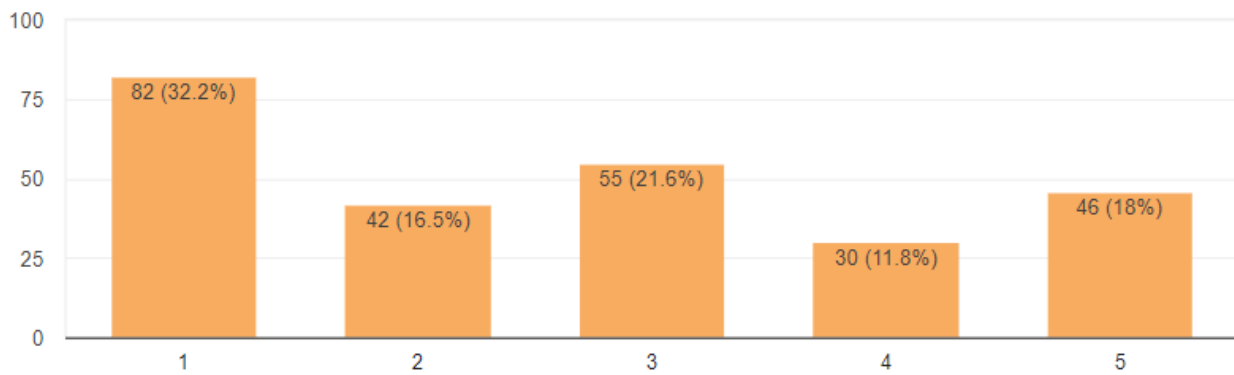
254 responses



Students demonstrated less favorable responses, disagreeing to some extent, to having their families come to school (29.8%) and telling others about their learning data (28.2%).

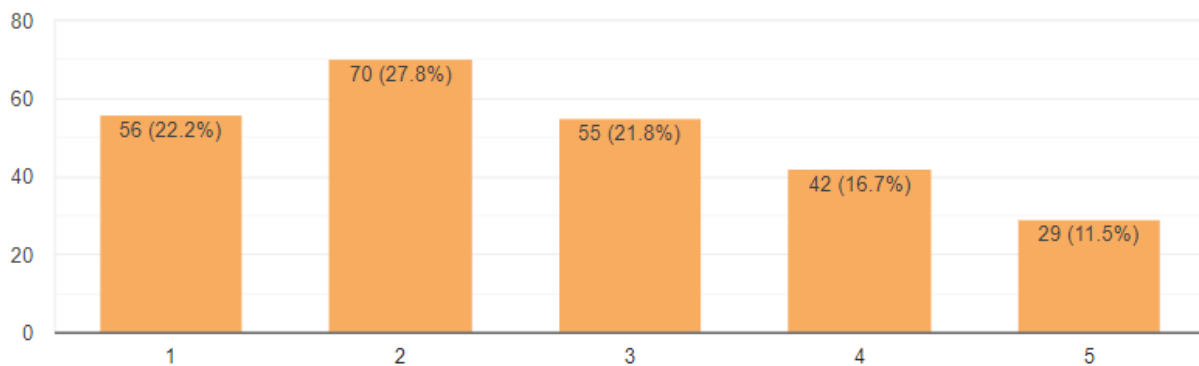
My family comes to my school to support my learning and growing.

255 responses



I can tell others about my learning data and how it helps me grow.

252 responses



Educator Survey

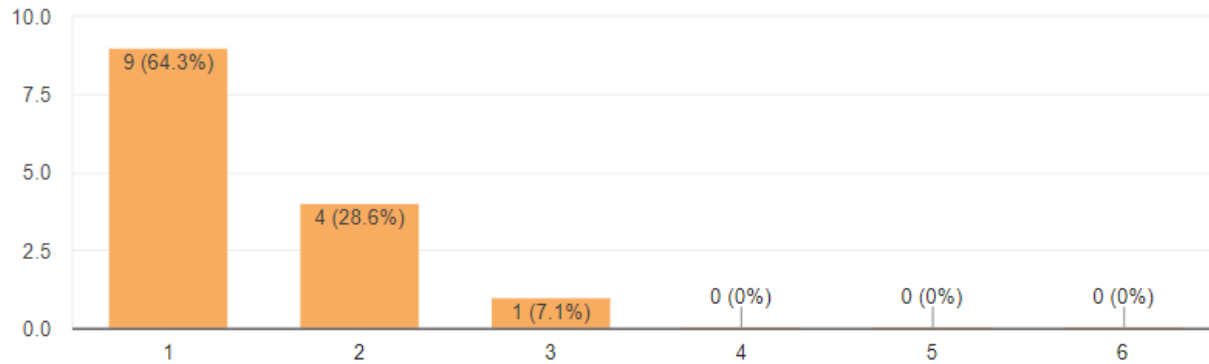
A 36-question, 6-point Likert survey was sent to educators in spring 2021. The survey covered several topics: curriculum, instructional program, assessment, integration of technology, safe and disciplined environment, and attendance. There were 13 responses.

Responses ranged from Strongly Agree (1) to Strongly Disagree (6). The most positive responses were in the area of Safe & Disciplined School Environment. For example, 100% of staff agreed to some extent that staff express belief that all children can learn and consistently encourage students to succeed.

All staff express belief that all children can learn and consistently encourage students to succeed. (Core 6)



14 responses

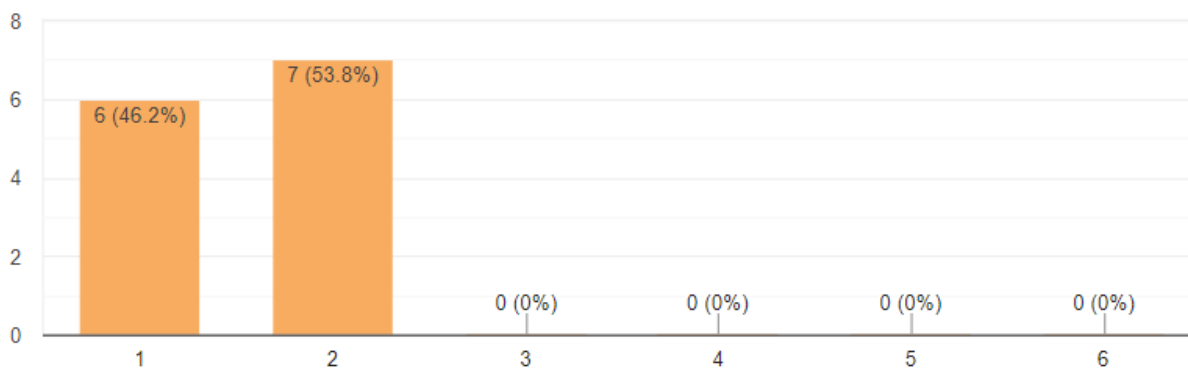


Similarly, 100% of staff agreed to some extent with the statement, “Practices are in place to develop and maintain a positive school climate between staff, students and families.”

Practices are in place to develop and maintain a positive school climate between staff, students, and families. (Core 6)



13 responses

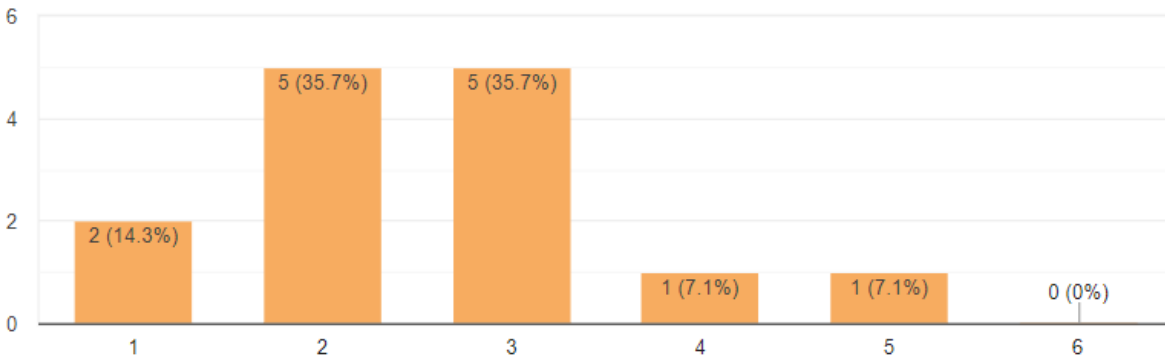


The least favorable responses were in the area of Attendance. Staff demonstrated disagreement to some extent (14.2%) that a multi-tiered system of support (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.

A multi-tiered system of support (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students. (Core 8)



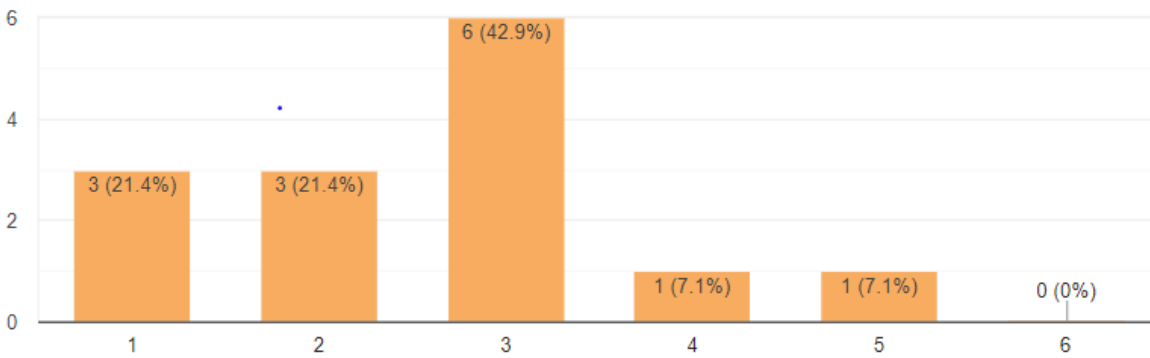
14 responses



Similarly, 14.2% of staff demonstrated some level of disagreement that the school has and follows a chronic absence reduction plan.

The school has and follows a chronic absence reduction plan. (Core 8)

14 responses



Appendix B: Staff Licensure*

Staff Licensure		
Staff Name	Licensure/Certification	Assigned Class/Subject
Avery, Al	Professional Educator License, Physical Science, Middle/Junior/High School, Rules 2002	Science - 8th Grade
Bevins, Mark	Professional Educator License, Rules 2002 (Historical Perspectives, Geographical Perspectives, Govt & Citizenship)	Social Studies - 8th Grade, College and Careers
Cole, Andrea	Professional Educator License, Mathematics, Rules 2002	Math - 8th Grade
Crist, Thom	Professional Educator License, Instrumental & General Music, Rules 2002	Music/Band, World Music
Detweiler, Olivia	Elementary Generalist K-6 & Mathematics 5-9, REPA	Social Studies - 6th Grade, PLTW
Dill, Mallorie	Professional Educator License (Mathematics 5-9 & Language Arts 5-9), REPA	Math - 6th Grade, Makerspace
Emrick, Sadie	Professional Educator License, Language Arts 5-12, REPA 3	ELA - 7th Grade, Creative Writing
Hendrickson, Krista	Standard, Physical Education K-12 & Health/Safety 5-12, Rules 46-47	Physical Education
Hinkey, Mark	Professional Educator License - Physical Education P-12, REPA 3; Mild Intervention HS, Rules 2002	Dean of Students
Kircher-Taylor, Kelli	Standard, Gen Elem (1-6; 7-8 non-dept) & Kindergarten, Rules 46-47	Science - 6th Grade, STEM
Lawson, Mitch	Standard, Library Services K-12 & Gen Elem (1-6; 7-8 non-dept), Rules 46-47	Library 6-8
McDugle, Lisa	Professional, Severe Disabilities & Physically Handicapped K-12, Rules 46-47	Special Education - Life Skills
McKinnley, Breanna	Professional Educator License, Language Arts 5-12, REPA 3	ELA - 8th Grade
Merkamp, Dan	Professional, Music: Instrumental, Rules 46-47	Music/Band
Mitchell, Carrie	Professional Educator License, Elem/Primary & Intermediate Generalist, Rules 2002	Science, PLTW
Moreland, Megan	Professional Educator License, Physical Ed & Health P-12, REPA	Physical Education
Price, Geneva	Professional Educator License, Instrumental/General Music & Vocal/General Music P-12, REPA 3	Music/Choir
Reed, Glenn Lee	Professional Educator License, World Civilization, United States History, Geography 5-12 Rules 46-47 Professional Educator License Mild Intervention K-12 Rules 2002	Special Education
Reno, Brittani	Professional Educator License, Historical Perspective 5-12, REPA 3	Social Studies - 7th Grade, College and Careers
Stull, Katie	Professional Educator License, CTE: Agriculture 5-12	Agriculture
Wetzel, Janel	Standard, Mathematics 5-12, Rules 46-47	Math, Geometric Art
Williams, Sara	Professional Educator License, Computer Science 5-12, Elem/Intermediate & Primary Generalist, Rules 2002	ELA, Digital Citizenship

