

Northeast School School Improvement Plan 2019-2020



Northeast School
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NORTHEAST ELEMENTARY SCHOOL – SCHOOL IMPROVEMENT PLAN 2020-20

THE NORTHEAST SCHOOL BUILDING INSTRUCTIONAL LEADERSHIP TEAM PREPARED THIS DOCUMENT:

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INTRODUCTION

Every year, the Northeast Elementary School (NES) staff develops a new School Improvement Plan (SIP) as a “living” continuous reference for priorities, strategies, and measures that drive performance across the NES community. This plan includes the mission statement and goals of the Vernon Board of Education, as well as the individual school improvement initiatives that are aligned to the district mission and goals. The goals and priorities at Northeast are developed to increase student achievement while improving the environment in which all students learn.

DISTRICT MISSION AND PHILOSOPHY

Vernon Board of Education Mission Statement

The Vernon Public Schools, in partnership with family and community, is committed to provide a quality education, with high expectations, in a safe environment, where all students become independent learners and productive contributors to society.

Vernon Board of Core Beliefs

1. Build and improve relationships and partnerships with family and community.
2. Increase the achievement of every student through high quality curriculum, instruction and assessment.
3. Promote safe environments that are socially, emotionally, and physically conducive to learning.

SCHOOL VISION AND MISSION

Northeast Elementary School Vision

Northeast Elementary School promotes a positive, structured learning environment where research-based and targeted instructional strategies are used to meet the individual needs of all students – bringing out the best of adults and children, and promoting high levels of learning.

Northeast School Mission

The Northeast Elementary School community – embracing students, teachers, staff, and families – is passionately committed to continuous improvement and excellence. Northeast students feel safe, supported, and a sense of affiliation and family, at a high-performing school where everyone learns how to do be their best.

SCHOOL GOALS AND PROGRAMS, 2019-20

School Year: 2019-2020			Blueprint for Success Focus Areas: Student Interventions, Professional Learning, Learning Task	
Goal 1: All students in Grades 1-5 students will reach their growth target in Reading and Math on the spring 2020 i-Ready assessment.				
Theory of Action: If we train instructional staff on the use of assessments for instructional decision-making, and empower the interventionists to deliver Tier 2 support, then the number of students who meet grade level mastery in Math and Reading will increase, as measured by SBAC, District assessments, and i-Ready.				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources and Learning Needed	Timeline (Indicate staff mtg time set for professional learning)	Intended Outcomes (Early evidence, short term impact, longer term outcomes)
Math interventionist and Reading teachers will use i-Ready and unit assessment results to implement Tier II instruction for students during intensive support.	Math Interventionist, Reading teachers all classroom teachers.	Intervention Programs, training on the i-Ready assessment	<u>Trainings</u> - TBD <u>Testing</u> - progress monitor on a 6 week cycle	By the end of May, Tier II students will exit from intensive support, to strategic support. April-May (with ongoing progress monitoring)
To increase academic rigor, teachers will guide students to take ownership of their own learning, use the math “productive struggle” strategy to equip students with tools to work collaboratively in groups, and then explicitly teach vocabulary and apply reading and math skills to solve complex real-world problems.	Math Interventionist, Reading teachers and all classroom teachers.	Complex math problems and structure for introducing vocabulary in all grades	<u>Staff Meetings:</u> Ongoing – once a month.	By the end of May 2020, students will be exposed to higher level learning tasks demonstrated by an increase in number of students achieving mastery on unit assessments and i-Ready.
Provide daily opportunities for explaining thinking in writing across the content areas, with a focus on using academic and domain specific vocabulary	All staff	Journals and two bulletin boards dedicated to vocabulary	<u>Ongoing</u>	By the end of May 2020, students will be exposed to increase of vocabulary words (school wide) demonstrated by an increase in number of students achieving mastery on unit assessments and i-Ready.
Incorporate Number Talks in the K-2 classrooms to foster a deeper understanding of number sense and math computation in the early grades	Math Interventionist, K-2 classroom teachers.	Number Talks resources	<u>PD days</u> with Melissa Howey.	By the end of May 2020, students will be exposed to number talks that foster a deeper understanding of math computations which will lead to an increase in number of students achieving mastery on unit assessments, fluency assessments and meeting their target growth rate on i-Ready.

Goal 2: To increase the percentage of favorable responses to target questions on the 2020 Student, Teacher, and Support Staff Survey; and to increase the percentage of students who attend school at least 90% of the time to = or > 90%.

- Target survey questions:
 - Student: *Overall, how much do you feel like you belong at your school? And How well do people at your school understand you as a person?*
 - Teacher: *How respectful is your school leader towards you?*

Theory of Action: *If* I/we effectively train teachers, support staff, and other school personnel on social and emotional learning, and how to value the related behavior and contributions of parents and students, **then** staff will feel included, empowered, appreciated, and supported, while understanding expectations and how they can best contribute to their individual child’s achievement and the overall success of NES.

Strategies	Action Plan to Accomplish Goal			
	Staff Responsible	Resources and Learning Needed	Timeline (Indicate staff mtg time set for professional learning)	Intended Outcomes (Early evidence, short term impact, longer term outcomes)
Throughout the year, staff will identify 1-2 strategies to create a systematic approach to assist student in developing coping strategies, that enable children who have experienced trauma to calm themselves when feeling anxious.	Social Worker, School Psychologist, all Teachers	Social/Emotional resources targeting coping strategies in strategies to understand anxiety and trauma.	Trauma Sensitive Schools facilitator (Kathleen Guarino)	On the 2020 Student Survey, the percentage of students completing the survey will increase, and the percentage of students who respond favorably to belonging at NES will increase.
A check-in and check-out with students each day, to establish relationships and build a sense of community within NES and decrease excessive absences.	Nurse, Social Work and School Psychologist	None	<u>Monthly</u> – Sharing of ideas	On the 2020 School Climate Survey, the number of students taking the survey will increase, and the percentage of students who respond favorably to a sense of belonging at NES will increase and truancy rate will decrease.
Instructional leadership team members will conduct weekly meetings with teachers to discuss student progress on behavioral and academic interventions.	ILT Members, Teachers	None	<u>Weekly</u>	On the 2020 Staff Climate Survey, the percentage of teachers who respond favorably to <i>School Climate questions</i> will be 90% or above.
The NES special education teaching staff will meet with Para Educators bi-monthly to review support expectations, and present updated information to assist Para Educators in supporting students with academic and/or behavioral needs.	Special Education staff, Para Educators		<u>Bi-Monthly</u>	On the 2020 School Climate Survey, the number of support staff who respond favorably to School Climate questions will be 90% or above.

Goal 3: To build and improve relationships and partnerships with family and community as measured by the spring 2020 Family School Relationship Survey, where NES will maintain 90% or more of parents who respond favorably to the statements: “How welcoming is your child’s school,” and “Are you regularly informed about your child's progress?”

Theory of Action: *If* I/we effectively train teachers and school personnel to value the contributions of parents and how to work with parents as partners, and build ties between parents and the school, *then* parents/guardians will feel welcomed, included, appreciated, and supported, while understanding mutual expectations and how they can best contribute to their individual child’s achievement and the overall success of NES.

Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources and Learning Needed	Timeline (Indicate staff mtg time set for professional learning)	Intended Outcomes (Early evidence, short term impact, longer term outcomes)
Throughout the year, staff will arrange periodic celebrations – i.e. fun and informal mechanisms – to recognize student successes, and to encourage positive relationships with the community. All classroom teachers will continue to use a social media system (app) to communicate with families, and add monthly updates on academic progress demonstrated on assessments.	Principal, Teachers	None	<u>NES Family Engagement Committee</u> will present updates at staff meeting and/or via emails	On the 2020 School Climate Survey, the number of parents taking the survey will increase, and the percentage of parents who strongly agree or agree that they feel welcomed, and the percentage of parents who indicate that they are regularly informed either monthly or weekly about their child's progress, will increase.
Staff and students will publish a monthly Video Newsletter for parents, to share school-wide information about Northeast, as well as resources for learning at home.	Principal, Teachers and Students	Teachers will use Seesaw to provide learning-at-home activities for families	<u>Monthly</u> – ongoing.	On the 2020 School Climate Survey, the number of parents taking the survey will increase, and the percentage of parents who agree that NES has an excellent learning environment will increase.
The NES School Family Engagement Committee will work with the district, SGC, and NES community to increase parent engagement and learning at home; and ensure that Family events center on learning, and promote social relationships and interactions between NES families.	SGC, Principal, NES and District Family Engagement Committee	Professional Development on Family Engagement / Karen Mapp Parent Engagement Process Conditions	<u>Staff Meetings:</u> Ongoing	By the end of May 2020, the percentage of families who attend family “learning events” at NES will increase.
NES staff will conduct home visits throughout the year.	Social Worker, Teachers, Principal, School Psychologist	Home Visit Protocol	<u>Central Office:</u> Ongoing	By the end of May 2020, the NES trained team will conduct at least 10 home visits to establish a connection with families.

NORTHEAST SCHOOL ACADEMIC DATA

ELA Assessments											
iReady – standard view				iReady Growth Target		SBA, percent at or above proficient					
Grade	Spring 2018	Spring 2019	Spring 2020	Spring 2019	Spring 2020	Grade	2016-17	2017-18	2018-19*		2019-20
2 nd	81%	87%		86%					all students	cohort	
3 rd	71%	90%		89%		3 rd	67%	62%	68%	64%	
4 th	59%	65%		79%		4 th	58%	66%	71%	72%	
5 th	60%	59%		83%		5 th	60%	70%	70%	77%	
Total Grades 2-5	68%	75%		84%		Total Grades 3-5	62%	66%	69%	71%	

Math Assessments											
iReady – standard view				iReady Growth Target		SBA, percent at or above proficient					
Grade	Spring 2018	Spring 2019	Spring 2020	Spring 2019	Spring 2020	Grade	2016-17	2017-18	2018-19*		2019-20
2 nd	71%	83%		92%					all students	cohort	
3 rd	68%	83%		86%		3 rd	69%	66%	66%	67%	
4 th	78%	84%		82%		4 th	44%	69%	63%	66%	
5 th	71%	69%		86%		5 th	55%	56%	63%	73%	
Total Grades 2-5	72%	80%		87%		Total Grades 3-5	56%	64%	64%	69%	

* Cohort percent includes students who attended VPS in the previous school year only.

Assessments Defined:

i-Ready (Diagnostic) – This is an online, interactive learning environment designed to assess students, and then provide individualized instruction based on each student’s learning needs in reading and math. After the assessment, students can log on at school or at home to complete lessons that target concepts the student missed on the assessment.

Smarter Balanced Assessment (SBA) – The State online assessment given to students in Grades 3-8 in Reading and Math. This test will be given to students in the spring of 2020, and the individual results will be available to schools and parents in fall 2020.

NORTHEAST SCHOOL CLIMATE AND FAMILY ENGAGEMENT DATA

School Culture-Teacher Survey	2017-2018	2018-2019	2019-2020
Number of Respondents:	21	28	
<i>How respectful are the relationships between teachers and students?</i>	95% favorable	100% favorable	
School Culture-Student Survey	2017-2018	2018-2019	2019-2020
Number of Respondents:	73	106	
<i>Overall, how much do you feel like you belong at your school?</i>	71% favorable	75% favorable	

Family Engagement-Family School Relationships Survey	2017-18	2018-19	2019-20
Number of Respondents:	110	165	
<i>How welcoming is your child's school?</i>	92% favorable	96% favorable	
<i>Are you regularly informed about your child's progress?</i>	76% favorable	82% favorable	

Student Attendance (Percentage of Non-Chronic Students – Goal 96%)					
	2015-16	2016-17	2017-18	2018-19	2019-20
Percentage of Students with > 90% of days of attendance	94.2%	91.8%	96.1%	95.2%	
Percentage of Students Chronically Absent	5.8%	8.2%	3.9%	4.8	

NORTHEAST SCHOOL WIDE PROFESSIONAL LEARNING PLAN

To support our SIP goals, staff will receive professional development and training to implement a systematic approach and curriculum for social/emotional learning, and to build student and teacher skills and capacity to effectively teach vocabulary.

DATES	STAFF RESPONSIBLE	OUTCOMES
August 2019: Staff Meeting	Principal	Review goals: Increase in the number of students who enter school with social/emotional needs, and/or come from unstable home environments and these needs, must be met.
September 2019; 3rd Wednesday Staff Meeting, PLCs	Principal, Reading Teachers	Introduce article, “Teachers Guide to Anxiety in the Classroom,” and “7 Ways to Help Students Who Struggle with Anxiety - Discussion. Review: Importance of importance of vocabulary in terms of reading in terms of reading achievement and school success.
October 2019 3rd Wednesday Staff Meeting, PLCs	Principal, School Psychologist and Social Worker	With staff, review articles and Children’s book titles that can be used in the classroom that target anxiety and discuss, “Top 10 Strategies for a Stress-free Classroom.”
November 5, 2019	Kathleen Guarino	District Level PD/ Trauma Sensitive Schools training
Fall 2019 3rd Wednesday Staff Meeting, PLCs	Principal, School Psychologist and Social Worker	Review/discuss article, “6 Types of Anxiety that Can Affect Children” and “9 Strategies for Building Coping Skills in Children with Anxiety”
March 16, 2020	Kathleen Guarino	District Level PD/ Trauma Sensitive Schools training
Winter 2020: 3rd Wednesday Staff Meeting Staff Meeting, PLCs	Principal, School Psychologist and Social Worker	Review/discuss article, “How Teachers Can Help Anxious Children” Discussion/Share: Classroom strategies that have worked/not worked.
April 28, 2020	Kathleen Guarino	District Level PD/ Trauma Sensitive Schools training
Spring 2020:	Principal, School Psychologist and Social Worker	What has worked well, what we need to do differently?

NORTHEAST SCHOOL PRIORITIES

Following is a list of less measurable activities which are nonetheless critical to achieving the vision and mission of Northeast Elementary School, while “...bringing out the best of adults and children, and promoting high levels of learning”.

These activities are divided into three categories:

1. **Academic: Student instruction, enrichment, and education technology**

- Teachers and staff know the personalized academic and social needs of their students
- Push-in Math intervention, where Math interventionist goes into classrooms to assist students during Math instruction
- Push-in for Kindergarten Encore (extra support) time, where reading teachers, special education teachers, and classroom teachers work with small groups of students, targeting specific skills
- Second Step curriculum for social skills (Introducing the “Choosing Love” in Grades 2-5, another social/emotion program in 2020-20)
- Special student activities: Student Council, Running Club, Dance Club, Yearbook Club
- “NE News NE Time” – Monthly Video Newsletter
- Celebrations for students who complete Reading and Math activities over the summer, to help prevent academic loss
- Education technology:
 - Weekly computer time for all students, formal lab time to practice computer skills
 - Document cameras in all classrooms
 - Green Screen

2. **School Culture: Learning Environment**

- Consistent application of Northeast core values of working hard, being nice, and achieving high individual standards, with no excuses
- “Thinking Tickets” recognize students when they demonstrate good thinking and good choices regarding behavior
- NES school-wide classroom behavior system, includes consistent language and approach to student behavior
- Hallway bulletin boards outside all classroom and main office, with standards-based examples of school work, changing each month
- Recognizing student achievement, including student artwork in the library for all to see, and Artist of the Month
- All-school Spirit Day Assemblies: Welcoming new students and staff, Reviewing core values and NES community building.
- Safety patrol for 5th graders to demonstrate leadership skills and responsibility, with an active role in the dismissal process
- School Climate Specialist – monitors the safety/security of the building, welcomes parents, and provides behavior support to students

3. **Family Engagement: Parent and community involvement**

- Project-based learning, with parents attending presentations:
- 2nd grade biography reports, 3rd grade animal reports, 4th grade mythology reports, 5th grade country reports, 5th grade duck hatchlings
- Vernon Reads Program where community members come to NES to read to students weekly each week, after school
- Reading Nights and Math Nights, where parents learn with their children, and take items home to support at-home learning
- Annual Family Fun Picnic an end of year family event
- Sharing in-school and after-school events on the NES Facebook page, and Seesaw
- School Governance Council for parents and Northeast staff recognizes success and discuss improvements

- PTO events include the ice cream social, book fair, paint night, family dances, game night and movie night

Next Generation Accountability, 2017-18

Vernon School District, Northeast School (Grades: PK-5)



School Category: 1

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	75.5	75	50.0	50	100.0	67.6
	High Needs Students	68.4	75	45.6	50	91.2	57.5
Math Performance Index	All Students	73.7	75	49.1	50	98.2	62.7
	High Needs Students	68.3	75	45.5	50	91.1	52.0
ELA Academic Growth	All Students	76.4%	100%	76.4	100	76.4	60.7%
	High Needs Students	69.7%	100%	69.7	100	69.7	55.6%
Math Academic Growth	All Students	86.0%	100%	86.0	100	86.0	61.9%
	High Needs Students	83.0%	100%	83.0	100	83.0	55.4%
Chronic Absenteeism	All Students	4.2%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	3.7%	<=5%	50.0	50	100.0	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.0% 50.0%	75%	33.3	50	66.7	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				638.7	750	85.2	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	68.4	6.6	15.6	
Math Performance Index Gap	75.0	68.3	6.7	17.7	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup	Participation Rate (%) ³	
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	100.0

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

³Minimum participation standard is 95%.