

2021-2022 State of the School Report

Northeast Middle School



Principal Name

Leisa Christian

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP	34.1	30.9	31.0	54.2	6.9	17.9
	CCR	13.4	10.3	11.3	37.5	<5	7.1
Grade 7	GLP	33.9	31.4	32.8	40.0	9.4	5.6
	CCR	17.7	15.1	13.4	28.0	6.3	5.6
Grade 8	GLP	37.6	38.7	35.4	40.0	<5	11.5
	CCR	16.3	12.9	14.6	28.0	<5	<5
School	GLP	35.2	33.3	33.2	44.6	6.4	12.5
	CCR	15.8	13.0	13.2	31.1	<5	5.6

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
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Grade 6	GLP	14.4	9.0	11.1	34.6	6.9	14.8
	CCR	<5	<5	<5	11.5	<5	<5
Grade 7	GLP	22.6	18.0	19.7	38.5	6.1	5.3
	CCR	13.2	10.1	10.6	26.9	<5	5.3
Grade 8	GLP	24.0	22.0	22.0	32.0	<5	<5
	CCR	6.3	5.1	7.3	8.0	<5	<5
Math I	GLP	83.3		>95			
	CCR	33.3		54.5			
School	GLP	32.4	29.1	30.7	44.6	6.2	13.0
	CCR	17.4	14.9	16.3	28.6	<5	7.1

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 8	GLP	61.1	60.0	58.5	75.0	11.1	26.9
	CCR	53.1	53.3	51.2	62.5	5.6	23.1

EOG School Composite	32.4
School Letter Grade*	C

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Increase Math Composite GLP score from 20.3 to 55.0 and increase CCR from 7.5 to 38.0. Increase Math 1 GLP score from 83.3 to 100.0 and increase CCR from 33.3 to 80.0. Increase Reading Composite GLP score from 35.2 to 40.2 and increase CCR from 15.8 to 20.8. Increase Science 8 Composite GLP score from 62.0 to 67 and increase CCR from 54.4 to 59. (A2.04, A4.01, B3.03).

Improve the staff and student culture at Northeast. This will be done through building leadership capacity, intentionally seeking and utilizing staff feedback on school initiatives and decisions, increasing communication between staff and parents/guardians, utilizing teams, increasing activities to improve staff culture, and improving the student experience through PBIS, differentiated small group instruction, SEL support, and self-selected clubs. (E1.06, A4.06). Show improvement on the staff culture by showing an increase of 5% on questions involving the Learning Environment on a staff survey given in December and again in May. Increase student Panorama survey data from 42% to 49% for the Self-Efficacy category.

III. CHIEF CHALLENGES

- Staffing is a daily challenge with vacancies and lack of substitutes. Our support staff and teachers are covering classes; however, this is having an impact on staff morale, the ability to provide interventions with fidelity, and quality planning time.
- The impact of students being out of school during the pandemic has created significant social emotional challenges. A significant amount of support is needed to help students reacclimate to in-person learning and being able to appropriately interact with peers and adults on and off campus.
- Teachers are struggling to find the most appropriate and effective resources from Panorama and Caring Schools to help support the various needs of their students.
- Students arriving and departing campus late due to transportation delays result in challenges with missing core classes and afternoon student fatigue.
- It's challenging to find high quality, standards aligned resources for classes that don't have an adopted curriculum.

IV. PLANS FOR THE YEAR: SIP ACTIONS

- We will continue to provide MTSS interventions as consistently as possible.
- Work with professional learning communities to plan and consistently deliver small group instruction based on data.
- Utilize close reading strategies in Social Studies, Science, and Encore classes to support school-wide reading goals.
- Implement PBIS rewards to encourage positive behavior.