

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Daniel Clark
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Northeast Elementary School
(As it should appear in the official records)

School Mailing Address 11001 Forest Avenue NE
(If address is P.O. Box, also include street address.)

City Cumberland State MD Zip Code+4 (9 digits total) 21502-8152

County Allegany County

Telephone (301) 724-3285 Fax (301) 724-7308

Web site/URL <https://www.acpsmd.org/ne> E-mail daniel.clark@acpsmd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Jeffrey Blank E-mail jeffrey.s.blank@acpsmd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Allegany County Public Schools Tel. (301) 759-2000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Robert Farrell
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 14 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 21 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☐ Urban (city or town)
☐ Suburban
☒ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	24
K	41
1	48
2	38
3	42
4	41
5	39
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	273

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 4.4 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 86.4 % White
 - 9.2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 9%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	25
(4) Total number of students in the school as of October 1, 2021	278
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

6. Specify each non-English language represented in the school (separate languages by commas):

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 66 %

Total number students who qualify: 181

8. Students receiving special education services with an IEP: 15 %
Total number of students served 42

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>1</u> Autism	<u>1</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>4</u> Other Health Impaired
<u>7</u> Developmental Delay	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 1 %
Total number of students served: 3

10. Number of years the principal has been in the position at this school: 10

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	14
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	92%	94%	94%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

To engage and challenge students academically in preparation for college and career readiness. Through collaboration and mutual respect with students, colleagues, families, and community members, we strive to help every child grow socially and academically in order to achieve his/her greatest potential.

17. Provide a URL link to the school's nondiscrimination policy.

<https://tinyurl.com/3eh32d6h>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Northeast Elementary School is a little school by the woods. Located just over a mile from Cumberland city limits on Forest Avenue, it is nestled at the base of Wills Mountain off of a winding country road. Before the common use of the Global Positioning System in vehicles, guests found it difficult to find. As employees, buses and families drive to and from school each day on Valley Road, they pass cattle farms in either direction. Due to its location in the country and so close to town, our school's district includes urban, suburban and rural communities. Surprisingly, this combination comes together to form a special bond where everyone feels welcome.

Built in 1957 housing only 8 classrooms, a main office area, and a multi-purpose room, Northeast Elementary School required renovations in 1994 to accommodate the county's redistricting plans. Additional classrooms, and a remarkable media center containing two glass walls from floor to ceiling were added. The serene view of a field and the forest from inside the media center captures students' attention when wildlife pays a visit. Turkeys are common visitors to the field, and local farm pets show up on occasion. A peacock once proved to be quite a distraction. On rare instances, black bears have been spotted. Considering our school's proximity to local wildlife, the roadrunner bird seems to be an odd choice for the school mascot.

The selection of the Northeast mascot is fundamental in understanding the unique characteristics of the Northeast Elementary School district. Our school feeds into both high schools in the city of Cumberland. Fort Hill and Allegany High Schools have a notorious 86-year sports rivalry. Deeply rooted sports traditions permeate the town with fans either true to "the red" or "the blue." Fort Hill fans display red, Allegany fans display blue. Northeast chose to have both red and blue as the school colors. The Roadrunner bird was chosen to be the mascot, because it has a blue and red patch on each side of its head.

School colors and mascots may seem insignificant, but at Northeast Elementary School it is an example of how we are vested in creating an inviting atmosphere for all. The climate at Northeast can be described as friendly and fun. Along with a devoted PTA, Northeast faculty, staff, and administrators have a reputation of providing a superb educational experience accentuated by lively school spirit. Many adults who attended Northeast as children request out-of-district permits for their children to attend. Faculty and staff turnover is low. One hundred percent of the faculty are Maryland highly qualified teachers.

Educators, administrators and team leaders at Northeast feel that it is our mission to provide a school experience that meets the academic, social, emotional, physical, and cultural needs of its members. Formal and informal data sources are taken into consideration daily for planning curricular and non curricular activities. Each grade level teacher is provided with a planning time that coordinates with the other teachers for that grade. This has built strong partnerships for creating well-developed subject units and lesson plans. Common planning time for grade levels has provided opportunities for teachers to collaborate with special education representatives. Each week, the administrators meet with the grade level teams to support their efforts. During these meetings, lesson plans are critiqued and strategies are refined.

The art, music, physical education, and media teachers at Northeast enhance general education lessons by coordinating themes and activities with grade level teachers. The school counselor supplements learning activities with classroom lessons for every homeroom twice a month. The counseling curriculum is based on the Maryland School Counseling Association Goals and Objectives which target the academic and personal growth of students. All educators at Northeast incorporate the principles of Universal Design for Learning (UDL), and the framework of the Gradual Release of Responsibility (GRR). These practices ensure that every student is provided with meaningful learning experiences according to their personal learning styles and that teachers structure lessons in ways that lead to students' acquisition of independent learning skills. All of these efforts are done with a framework of Multi-Tiered System of Supports (MTSS). MTSS is a framework for enhancing the implementation of evidence based practices of differentiated learning.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

At Northeast Elementary School, all Reading/English language arts instruction targets the Maryland College and Career Ready Standards (MCCRS). Students participate daily in 120 minutes of Reading/ELA learning activities which utilize explicit phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing instruction. An additional 30 minutes of targeted intervention and enrichment take place daily to enhance instruction based on students' learning requirements. Instruction is delivered using the Multi-Tiered System of Supports (MTSS).

Tier 1 instruction includes all students using the Allegany County School District's adopted Reading/Language Arts curricula entitled Superkids and Core Knowledge Language Arts (CKLA). Kindergarten, first, and second grade students are taught reading using a research-based phonics scope and sequence. Third, fourth, and fifth grade students engage in lessons which build knowledge in a language-rich, integrated manner. Tier 2 instruction is designed for students having challenges in Tier 1. These students' needs are addressed with a variety of strategies which target their learning deficits. Tier 3 instruction is offered to students who need much more frequency and intensity of skill building. Almost all of Northeast Elementary teachers are trained or currently receiving training in Language Essentials for Teachers of Reading and Spelling. (LETRS)

Writing instruction at Northeast is explicitly taught at all grade levels during the ELA block and integrated into all subject areas. Based on the Superkids and CKLA curricula, students learn the writing genres of narrative, informative, opinion, descriptive, poetry, and correspondence. Students receive direct instruction of mechanics and grammar daily. Students express their ideas in writing across all disciplines.

Teachers regularly use data from multiple sources to make decisions regarding instruction, best practices, and intervention. Teachers utilize formative assessments daily in Tier 1 instruction. For example, they use checkpoints, daily exit tickets, and observation to gauge student mastery for developing flexible groups. Teachers give summative assessments at the end of each unit or at the completion of skills content. Formal assessments are administered 3 times per school year with progress monitoring at regular intervals. Phonemic awareness, phonics, word reading fluency, and comprehension are assessed using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 8 and Reading Inventory. Teachers participate in meetings with multiple colleagues to monitor student performance and discuss potential modifications to Tier 2 and 3 instruction.

1b. Mathematics curriculum content, instruction, and assessment:

Northeast Elementary School utilizes a research-based curriculum, i-Ready Classroom Mathematics, that targets the Maryland College and Career Ready Standards (MCCRS) and is used with fidelity to enhance daily mathematical instruction in grades pre-K through 5. Our rigorous core curriculum encompasses the five mathematical domains of Counting and Cardinality, Number and Operations in Base Ten, Operations and Algebraic Thinking, Measurement and Data, and Geometry.

This content and application-centered curriculum supports the Gradual Release of Responsibility (GRR) framework, which consists of teacher/student collaboration and promotes a scaffolding approach to student independence. Students receive multi-tiered daily instruction during a 90-minute math block that includes the four steps of the GRR model: focused instruction, guided instruction, collaborative learning, and independent learning. Teachers support the development of strong mathematical foundations and conceptual understanding by modeling various strategies and utilizing manipulatives during three phases of mathematical support (concrete, representational, and abstract). In addition to these instructional methods, teachers help students build problem-solving skills by incorporating the eight Mathematical Practices into daily instruction. These practices promote modeling using manipulatives, reasoning by making sense of a

problem, and establishing the ability to respectfully critique the reasoning of themselves and others. Twenty minutes of the ninety-minute math block is dedicated to small-group instruction aimed at closing academic achievement gaps.

Students are assessed in multiple ways, including beginning, middle, and end-of-year diagnostics, pre and post-unit assessments, lesson quizzes, comprehension checks, and formal/informal observations to monitor progress throughout the school year. Grade-level teachers, administrators, and the math specialist disaggregate grade-level data during quarterly team meetings to help drive instruction. Additionally, the school's math team, composed of nine school representatives (one teacher per grade level, administration and the math specialist) discuss schoolwide assessment data to identify strengths and areas of improvement to drive our school improvement plan.

1c. Science curriculum content, instruction, and assessment:

Science at Northeast is taught using the Next Generation Science Standards (NGSS). Every unit plan includes NGSS performance expectations, vocabulary, Science and Engineering Practices, Maryland State STEM Standards of Practice, cross-curricular, and crosscutting concepts. The four branches of physical, life, earth, and space science are taught at every grade level.

Analyzing data in grades 3-5 builds on grades K-2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. Engaging in argument from evidence in grades 3-5 builds on K-2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about natural and designed worlds. Students draw information from multiple print and digital resources and participate in hands-on activities culminating in a performance task. Students take end-of-unit tests. Grade five students participate in the Maryland Integrated Science Assessment (MISA).

Online resources including Discovery Education, Brain Pop Jr., Mystery Science, Generation Genius and Pebble Go augment classroom experiences. A visit from Ag in the Classroom Mobile Science Lab is a special feature. Field trips to the Evergreen Science Center, the Carnegie Science Center, and state parks add another dimension to Northeast students' science learning adventures. Grade five students enjoy a week-long outdoor school experience.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Social Studies instruction at Northeast Elementary School is aligned to the MCCRS. Grades K through 2 content is organized within units of study that introduce and reinforce knowledge of the Maryland State Social Studies Standards. These standards include the concepts of civics, peoples and nations of the world, geography, economics, and history. In grades 3 through 5, these standards are integrated into an overview of the history of the United States, using Maryland's key figures and events as a lens into the national story.

Teachers at Northeast create social studies experiences using a combination of text books, the DBQ Project, the National Archives, Core Knowledge Language Arts (CKLA) and other supplemental materials such as Read Works articles, Scholastic News, Discovery Education, and other online resources. Students create a variety of projects that enhance their understanding of concepts. Social Studies units for each grade level incorporate field trips to local historic sites. Students also take end-of-unit tests.

Grades 3 through 5 students are exposed to a selection of primary source documents in order to develop their knowledge, skills, and analytical abilities. Such skills are incorporated into all units of study with the expectation that the primary source analysis process will raise student achievement. Students are required to analyze a primary resource document at the end of each semester. Teachers then complete a survey reporting out on student progress.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

Northeast Elementary School offers two half-day Pre-K classes for 4-year-old children. The Pre-K program is aligned with the Maryland Early Learning Standards. Daily instruction includes the Frog Street curriculum which develops cognitive, social, emotional, and physical skills through play-based activities, hands-on learning, and meaningful experiences. Other curricular resources include Scholastic Big World, Heggerty Phonemic Awareness, and Raising A Reader.

As in grades K-3, daily lessons engage children in language and literacy development, math skills, science exploration and social-emotional learning. Learning center activities support independent learning, oral language, social, and communication skills. Small-group instruction in math and reading is based on observation, assessments, and benchmark standards. Math skills are enhanced by counting, sorting, and patterning activities.

Our Pre-K program impacts school readiness by strengthening cognitive, behavioral, emotional, cooperative abilities, and family involvement. Learning to share, take turns, and self-regulate emotions are taught with the use of books, social stories, visuals, one-to-one conferencing, breathing techniques, and a calm-down area. Parent involvement is fostered with weekly calendars that highlight academic themes and learning goals. Hands-on activity days allow family members to come to school to participate with their child. Parents have access to their child's daily progress through Class Dojo, which offers a communication component with the teacher.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

At Northeast Elementary School, all students are considered artists and are encouraged to express their individual creativity. Kindergarten through grade 5 students have 45 minutes of visual art and music class per week and extra classes on a rotating schedule. Band and orchestra is available to fourth and fifth grade students who choose to participate.

Content standards in the art curriculum focus on students' ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art. Students are encouraged to demonstrate an understanding of visual arts as an essential aspect of history and the human experience. Creative expression is integral as students learn to organize ideas and make aesthetic judgements for the production of visual art. Cross-curricular components are planned to connect elements of STEM, history, and social studies. Student artwork is displayed in multiple areas of the school building. Students who create exemplary work may submit their pieces to local student art exhibitions.

The music curriculum exposes students to rhythmic and melodic compositions using standard and iconic notation, formal elements of dynamics and tempo, opportunities for musical experiences, and performance. Music class crosses the curriculum for students as they learn the history of songs, math in composition, reading in song performance, and science in sound experimentation. Through music class, students create stories, drawings, and movements to represent genres. Students learn to listen and evaluate musical performances and apply music purposes to real-life situations.

A group of students elect to participate in band or orchestra. These students have small-group instruction for their instrument of choice twice a week during the school day. First-year students learn basic skills, while second-year students learn more complicated music. The groups come together several times per year to perform for the school. Students who show exceptional skill are invited to practice and perform with the All-County Band or Orchestra.

2b. Physical education/health/nutrition

Northeast Elementary School provides one 45-minute physical education class per week and extra classes on a rotating schedule. The course's goal is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. The objectives used to accomplish this goal are based on the Maryland Department of Physical Education Framework. Each class follows the four phases of the Gradual Release of Responsibility framework.

The Northeast Physical Education program focuses on three areas of concentration (fitness, social/emotional wellness, and nutrition). In the fitness component, students develop flexibility, muscular strength, muscular endurance, and cardiorespiratory endurance. The social/emotional wellness component emphasizes positive social/emotional health with the encouragement of self-expression, good sportsmanship, cooperation, and acceptance of differences. The first two areas are accomplished through students' participation in warm-up and stretching routines, along with circuit training, games, activities, exercises, and challenges. The third area of nutrition is taught using the MyPlate model.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

Every class at Northeast Elementary School visits the media center each week for library media instruction, and every other week for enrichment activities that align with current classroom instruction. Curriculum for media is based on the Maryland School Library Media Standards for Learners. Students in primary grades experience a wide variety of books read aloud. Stories are informational, inspirational, emotional, and sometimes comical. The children then participate in discussions and generate projects to display their ideas and opinions. Students in grades 3-5 learn to use the online catalog system to find books of interest and use the call numbers to locate the books on the shelves. Students are permitted to check out two books at a time.

All students are taught how to be good digital citizens by using technology and the internet safely, respectfully, and responsibly. They are taught to research information using trustworthy databases. By the end of 5th grade, students are able to strategize a research plan; identify, locate, and gather information from various sources; and evaluate, organize, and present information.

2e. Any other interesting or innovative curriculum programs you would like to share

3. Academic Supports

3a. Students performing below grade level:

"Intervention" is a title given to a built-in segment of each school day at Northeast Elementary School. Every classroom devotes 30 minutes to learning opportunities tailored to individual student needs. For students falling below grade level in reading, classroom teachers collaborate with a team consisting of a reading intervention teacher, a reading coach, and administrators to share observations and data to create small intervention groups. This process ensures that students performing below benchmarks are placed in the appropriate research-based program that meets their instructional needs.

Before the start of each school year, the intervention teacher prepares score reports from the previous school year to coordinate interventions for targeted populations. DIBELS 8 and the Reading Inventory are administered three times per year: beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY). Students falling below a score of 400 in September are given the Phonics Inventory to determine if System 44 is the appropriate intervention program to meet individual instructional needs. Students who are below grade level have their progress monitored every 4 weeks, in addition to the BOY, MOY, and EOY benchmark assessments for all students. Grade-level meetings are held six times per year with the reading intervention team to look at student progress and adjust instruction. Northeast uses Heggerty Phonemic

Awareness, Foundations, Geodes, Orton Gillingham, System 44, and Read Live for reading intervention group learning.

A similar process exists for math instruction. Assessment data is analyzed before and throughout the school year to determine student progress. A Math Specialist assists grade-level teams in identifying student needs. Students who are below grade level in math receive intensive support with intentional skills practice within each child's individual pathway through small-group instruction based on formative and summative assessments by the classroom teacher and math coach. Additional targeted small-group support takes place twice a week with the math coach. Core math instruction in the whole group setting is tiered and scaffolded.

3b. Students performing above grade level:

Enrichment activities are offered to students performing above grade level during the intervention portion of the school day and twice a month in scheduled classes in the media center. In these classes, the media specialist provides challenges for students to use the design process with hands-on activities. Students learn to think critically, identify problems, and be innovative in finding solutions. Growth mindset is encouraged as students are asked to reflect on their creation and how they may alter a future design. Legos, magnetic building tiles, Keva planks, and snap circuits are a sample of the marker materials used by partners and small groups during this enrichment period. Nearpod, Google Slides, and Storyboard That, are a few of the many technology applications being offered.

In the classroom, students performing above grade level in math and reading receive enrichment support through intentional small-group instruction based on formative and summative assessments by the classroom teacher. Students are offered challenging and engaging activities with intentional skill practice within the child's individualized pathway.

A process to identify students performing well-above grade level takes place at the end of second grade for all students. Accelerated students are identified through the Screening Assessment for Elementary and Middle School Student 3 (SAGES 3) test and teacher recommendation. These students participate in the Acceleration and Enrichment Program (AEP) at Northeast Elementary School in grades 3 through 5. In the AEP course, students complete research projects of personal interest. At the end of the school year, the students present their projects at a community AEP showcase. Recent projects include research on endangered species, video game design, and NASA Artemis missions.

3c. Students with disabilities:

Northeast students with disabilities have either an individual education plan (IEP) or a 504 plan to address their particular learning needs. A team of professionals, which includes a special education facilitator, speech teacher, occupational and physical therapist, school psychologist, and behavior specialist, along with special and general educators, uses multiple sources of information to acquire a comprehensive understanding of student strengths and needs. Standardized assessment data, formative classroom assessments, classroom observation, and functional and health concerns are a few of the elements used to develop an IEP.

Special education teachers and assistants coordinate services with general education teachers to provide instruction and other support. Weekly collaborative team planning between special and general educators is essential in preparing program modifications to grade-level assignments and assessments at Northeast. The team determines accommodations, supplementary aids and services based on IEPs, 504s, and progress monitoring information. Specially designed instruction is provided in whole-group, small-group and one-on-one situations. Modifications can range from minimal to intensive. Breaking assignments into smaller segments or allowing a student to answer questions orally instead of written, are examples of commonly used accommodations for completion of classwork at Northeast.

3d. English Language Learners:

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Northeast School places great value in recognizing academic achievement, excellent attendance, positive character, and artistic talents. Academic and artistic achievements are displayed in every hallway. The Principal's Choice Award recognizes students each marking period for exemplary academic and behavioral achievement. Certificates and prizes are given during a schoolwide assembly each quarter. Additionally, certificates and prizes are awarded for students who have excellent attendance each quarter. Positive character is also recognized with a nominated citizen-of-the-month from every classroom. Citizen-of-the-month portraits are displayed on a central bulletin board in the cafeteria. Exceptional student art pieces are displayed at the Allegany County Student Art Showcase event every spring.

Northeast school arranges special events designed to motivate students and create a sense of school spirit. Schoolwide celebrations include a fall festival, DJ dance party, scavenger hunt, field day, and talent show. Spirit weeks with daily themes and activities are planned for special occasions such as Read Across America, Red Ribbon Week, national holidays, local events, and fundraisers.

Northeast Elementary School has achieved numerous gold awards from the Positive Behavior Intervention and Support (PBIS) program. The school's PBIS expectations, referred to as the "Roadrunner Rules", are Be Respectful, Be Responsible, and Be Safe. These guidelines drive a daily philosophy that is reinforced throughout the school in many forms. With student input, each homeroom creates specific protocols for the Roadrunner Rules. Teachers often refer to the expectations as a way to encourage students to earn daily, weekly, monthly and yearly incentives for respectful, responsible and safe performance goals.

2. Engaging Families and Community:

Since its inception, Northeast Elementary School has had strong family and community involvement. PTA-sponsored skate parties and movie nights, for example, have been traditions for decades. The PTA added a swim party to kick off this school year. Another beginning-of-the year occasion is Meet-the-Teacher Night. This is an opportunity for families to become familiar with the teacher and grade-level expectations. It is a time for parents to sign up for participation in upcoming school events such as Math Day, Field Day, and the book fair. Parents are also welcome to be part of the "Roadrunner Reader" or "Helping Hands" groups. These groups involve volunteering to be guest readers and/or assist in creating classroom materials. Northeast sponsors an impressive Veteran's Day breakfast every year where attendance is at full capacity. The Grandparent's Day celebration is so popular at Northeast, it has to be divided into several sessions.

Partnering with family and community members is an integral part of student success at Northeast. Throughout the school year, our Family Engagement Team utilizes school data and parent feedback to plan and implement events that strengthen parent and student knowledge. We utilize our math specialist to enhance parent and student understanding of math curriculum by incorporating interactive learning centers. Northeast partners with the Maryland Supplemental Nutrition Assistance Program (SNAP-Ed) to create family activities that immerse students in real-world context and the benefits of a nutritious and active lifestyle. Maryland SNAP-Ed staff facilitate bi-monthly lessons in grades pre-K-1, to provide students with a better understanding of healthy habits. Northeast teachers collaborate with instructors from the Evergreen Heritage Center to facilitate lessons about how plant-based foods are grown. The Maryland Agricultural Education Foundation visits each year to teach hands-on activities. Community agencies donate school supplies, coats, and food for families in need. The local roller skating rink donates free skate tickets to reward student accomplishments. Students also earn gift cards donated by the city Chick-fil-A restaurant. Northeast students are especially delighted when local high school students visit to do guest reading in classrooms or perform plays or concerts at school assemblies. The Maryland Center for School Safety presents a substance abuse prevention program titled D.A.R.E. for all students in grade five each year.

At Northeast, communication with parents is exceptional, with access to every teacher and staff member through multiple messaging platforms. All students are given a "Roadrunner Folder" and an assignment

notebook that is required to be signed by a parent and returned each day. A school newsletter, website, and Facebook page keep parents updated on school information.

3. Creating Professional Culture:

Northeast school members strive for continuous development of professional knowledge and skills essential to student growth. Educators play an integral role in selecting professional development programs that foster skill acquisition related to their subject or grade level. When selecting new curriculum and resources, teacher feedback is honored in the decision-making process. Prior to implementing new curricula, our staff is provided in-depth training on the subject matter.

Our school system requires staff members to generate personal professional goals and a plan to reach these goals every 5 years. The administrators at Northeast school support individual and team professional development plans. Throughout the school year, educators are observed and receive guidance from the administrators and curriculum specialists. Constructive recommendations are given and accomplishments are celebrated.

With the administration's support, our PBIS team and social committee show appreciation for faculty and staff with a variety of special activities, which include before school breakfast buffets, themed lunches, and sweet treats. The "What Do You Need" incentive program chooses two winners each month to select from a prize menu, which includes prizes like a duty-free day, a VIP parking spot, a completed bulletin board, or a dessert item. All school employees receive free holiday lunches. Special meals and gifts are also provided to everyone during Teacher Appreciation Week.

4. School Leadership:

The principal and assistant principal at Northeast see themselves as partners in creating and modeling a family environment. School policies and procedures are outlined in our in-house staff handbook. The handbook showcases the shared leadership philosophy that governs Northeast Elementary School. In order to develop and promote leadership among teachers and staff, the principal has created several leadership action teams. The chairpersons of each team are members of the School Improvement Team.

The Northeast School Improvement Team is co-chaired by a primary and an intermediate classroom teacher. Each grade level has a teacher representative on the team. The team also includes a special education teacher, the school counselor, administrators, parents and community members. The team meets at least once a month to focus on the goal of making continuous improvements to the school's plan for the academic success and social/emotional well-being of students.

Under the School Improvement Team's umbrella are several other teams. Chaired by classroom teachers, the reading and math teams include grade level teachers, an intervention teacher, the district specialist, and an administrator. These teams meet at least once a month to analyze collected data to make informed instructional decisions that support our School Improvement Plan. The Family Engagement Team includes teachers of various grade levels, an administrator, a special education teacher and a parent representative. This team's goal is to engage families and the community in meaningful ways that support student academic success, and social/emotional well-being. The team meets monthly and partners with community members, business partners and the University of Maryland Extension. These partnerships have created positive, productive relationships which benefit all stakeholders.

The Pupil Services Team is led by the school counselor. Other members include the principal, assistant principal, pupil personnel worker, school psychologist, special education facilitator and the mental health worker. The team meets weekly to address identified needs of students and families. Teachers submit a "Request for Assistance" form which identifies the areas in which a student is in need. A plan to assist the student is developed and feedback is provided by the administration to the referring teacher.

5. Culturally Responsive Teaching and Learning:

The Northeast Elementary School community takes into consideration the characteristics of its stakeholders and endeavors to provide a comfortable atmosphere where each person's uniqueness is valued. Every member has opportunities to express themselves through formal and informal channels. Open discussions, meetings, and surveys take place in many school forums. The administrators are visible and available throughout the building to engage with students, faculty, staff, visitors, volunteers, and parents. Faculty and staff are required to complete professional development programs on cultural diversity. They are aware of how to file a harassment report on behalf of themselves or any victim in the school setting.

Teachers at Northeast are instrumental in creating an equitable environment in the classroom. The principles of Universal Design for Learning (UDL) and culturally diverse text and digital sources are incorporated into daily instruction. Teachers facilitate class meetings to generate student input on topics relevant to their class and school experience. Teachers lead restorative circles when tension or conflicts arise. They emphasize and enforce the PBIS core rule of "Be Respectful" during every aspect of the school day.

The Northeast school counselor is a full-time staff member available to all students as a resource and advocate. Students know they can request a personal appointment with her. Small counseling groups are arranged as needed for specific concerns. The counselor facilitates whole-class meetings beyond the weekly resource class to address specific needs that emerge.

The school's Pupil Services Team made up of the school counselor, psychologist, nurse, social worker, special education facilitator, pupil service worker, and administrators meet weekly to identify and address the needs of students and their families. Almost every facet of a student's life is considered as the team identifies what may help them thrive. Team workers will offer a home visit, for example, if a family has no form of transportation.

PART VI - STRATEGY FOR EXCELLENCE

At Northeast Elementary School, we feel that our commitment to teamwork is our greatest asset. The philosophy of a shared sense of ownership is instrumental to positive student outcomes. Our teams are well-defined, well-developed, and well-executed. We accomplish this by effectively enlisting the expertise of our school members. Our teams use data collection and analysis as a key to planning and delivering the best practices and most appropriate supports. Team leaders then come together as the School Improvement Team to implement schoolwide plans.

Teamwork at Northeast nurtures an atmosphere where students encounter a sense of safety, compassion, and respect. Team collaboration provides consistent expectations across every grade level which facilitates a smooth transition for students from one year to the next. Our teams equip educators with practical tools and strategies. A strong team approach is imperative in delivering a multi-tiered educational program.

A specific example of positive teamwork is displayed through the execution of our multi-tiered emotional and behavioral teaching methods. We recognize the importance of social and emotional development as a priority for successful student outcomes, so it is integrated into classroom, small-group and one-on-one experiences with the support of our PBIS team, the behavior coach, the school counselor, and the mental health specialist.

Working in teams has empowered every member of the Northeast community to have a sense of ownership in the school's mission. Northeast team partnerships have established a child-centered model where academic achievements have become more attainable.