



North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

## Standards Assessment Report

### Banner County School

200 School Street, Box 5 Harrisburg, Nebraska 69345

Prepared for the AdvancED Quality Assurance Review

Report Status : Accepted

Report Open Date : August 12, 2009

Report Due Date : Unknown

Report Submitted Date : January 28, 2010

Report Accepted Date : February 1, 2010

# Standards Assessment Report

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# Introduction & Purpose of the Report

## Introduction

### Purpose of the Report

The Standards Assessment Report is designed to serve as a valuable self-assessment and as a tool to help schools prepare for their Quality Assurance Review (QAR). The report is based on the AdvancED standards, which serve as the foundation of the accreditation process. In order to earn and maintain accreditation, schools must meet the AdvancED standards, engage in a process of continuous improvement, and host a Quality Assurance Review at least once every five years.

The Standards Assessment Report engages the school community in an in-depth assessment of each of the seven AdvancED standards. In completing the report, the school identifies the data, information, evidence, and documented results that validate that it is meeting each standard. This self assessment helps the school identify areas of strength and opportunities for improvement.

The Standards Assessment Report also serves as the primary resource for the Quality Assurance Review Team, which uses the report to prepare for the visit to the school. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school and to make an accreditation recommendation.

### Structure of the Report

The Standards Assessment Report is organized by the AdvancED standards. For each standard, the report includes four sections: 1) Indicators rubric; 2) Indicators evidence; 3) focus questions; and 4) overall assessment. Each section reinforces the other sections by asking a question that builds on the prior section.

The Indicators rubric enables the school to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and Indicators. For each Indicator, the school may check if the practices and/or processes are highly functional in the school, operational, emerging, or not evident. The school should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

The Indicators evidence allows school personnel to think about the practices and/or processes being implemented and identify evidence that will support its responses to the Indicators rubric and focus questions. This section helps school stakeholders engage in a discussion about how it knows it is adhering to the standards. The section asks, "What practices/processes are being implemented, and are they effective?" or said another way, "How do we know we are doing what we say we are doing?"

The focus questions allow the school to expand on and think more deeply about the responses to the Indicators rubric. The focus questions provide an opportunity for the school to describe the systematic and systemic processes that are in place to support its ability to meet the Indicators. The section asks, "How are the

practices/processes implemented?"

The overall assessment describes how well schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps schools judge where they are in relation to each standard. The "operational" level is required in order to demonstrate meeting the standard. The section asks, "How well are we meeting the standard overall?"

Together, the Indicators rubric, Indicators evidence, focus questions, and overall assessment provide a comprehensive view of how schools address each of the standards.

## Demographics

Public/Non-public:	<b>Public</b>
School Type:	<b>Unit</b>
Charter School:	
Enrollment:	<b>180</b>
Gender at School:	
Grade(s):	<b>K,1,2,3,4,5,6,7,8,9,10,11,12</b>
Location Type:	

# Standard 1. Vision and Purpose

**STANDARD:** The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

**Impact Statement:** A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

**Indicators Rubric:** Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

## Definitions of Indicators Rubric:

<b>Not Evident</b>	Little or no evidence exists
<b>Emerging</b>	Evidence indicates early or preliminary stages of implementation of practice
<b>Operational</b>	Evidence indicates practices and procedures are actively implemented
<b>Highly Functional</b>	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**INDICATORS:** In fulfillment of this standard, the school:

### 1.1 Establishes a vision for the school in collaboration with its stakeholders:

*Operational*

#### Evidence Provided:

Leadership demonstrates stakeholder support

Mission Statement visible throughout school and/or district

Policies/Procedures manuals/handbooks demonstrating stakeholder involvement in development of mission

Stakeholders are knowledgeable about vision, mission

Strategic Plans include mission

Vision, mission statements include all elements of stakeholder inclusion

**1.2 Communicates the vision and purpose to build stakeholder understanding and support:**

*Highly Functional*

Evidence Provided:

Handbooks include vision, mission

Meetings incorporate elements of vision, mission

Newsletters include vision, mission

Signage includes vision, mission

Stakeholders are knowledgeable about vision, mission

Website/page includes vision, mission

**1.3 Identifies goals to advance the vision:**

*Operational*

Evidence Provided:

Goals distributed through publications and communication

Goals that are data-driven and measurable

School improvement plan includes vision, mission

School improvement planning incorporates vision, mission

Stakeholders demonstrate involvement in and knowledge of goal setting

Strategic Plan includes vision, mission

Strategic planning incorporates vision, mission

**1.4 Develops and continuously maintains a profile of the school, its students, and the community:**

*Highly Functional*

Evidence Provided:

Annual Report

Newsletters, articles

Publications, brochures, handbooks

School Improvement Plan

School/district profile is used during staff meetings

Stakeholders demonstrate knowledge of school/district profile

**1.5 Ensures that the school's vision and purpose guide the teaching and learning process:**

*Highly Functional*

Evidence Provided:

Curriculum demonstrates alignment with vision, mission

Extra -curricular activities incorporate vision, mission

Instructional practices demonstrate alignment with vision, mission

Lesson plans demonstrate alignment with vision, mission

School Improvement Plan demonstrates alignment of vision, mission with teaching and learning

School improvement planning demonstrates alignment with vision, mission

Staff and Parent Handbooks demonstrate alignment of vision, mission with teaching and learning

Strategic Plan demonstrates alignment of vision, mission and teaching and learning

**1.6 Reviews its vision and purpose systematically and revises them when appropriate:**

*Highly Functional*

Evidence Provided:

Agendas, minutes for strategic planning demonstrate review

Strategic planning process demonstrates review by stakeholders

**Focus Questions:**

***1. What is the process for establishing and building understanding of and commitment to the vision statement among stakeholders?***

The vision/mission statement was developed by the Board of Education, with input from school staff members. The Board revisits the statement yearly at the board retreat. The vision/mission statement guides administrators, teachers, and staff in planning staff in-services, when writing curriculum, and delivering curriculum to students. Our vision/mission statement is used on all correspondence through school letterhead, the school website, student/parent handbooks, Board of Education minutes, and the school newspaper, The Scratching Post. The vision/mission statement banners, found throughout the school building, were designed by staff and students.

***2. What is the school's process for developing a profile and systematically maintaining and using information that describes the school, its students, and their performance?***

The school improvement process itself helps us develop and maintain a profile of our school. We use student performance records and data to guide our curriculum development and staff in-service needs. The administration reports performance data to the Board of Education and stakeholders of the community through the school newspaper, the annual report, and the school website. The website is updated weekly and provides access to programs, the school calendar, access to contact information for teachers, and parental access to student grades. Teachers are beginning to implement the process of including student homework assignments, course outlines, classroom procedures and expectations on their web pages. The administration provides information to parents through the use of Alert Now, a reverse 911 calling system, regarding various activities at the school.



***3. How does the leadership ensure that the school's vision, purpose, and goals guide the teaching and learning process?***

The vision/mission statement is referenced at each staff development activity throughout the year. The school improvement goals serve as a guide for educators in developing and delivering a curriculum that best serves the students. Teacher evaluation processes are in place and administrators are implementing more “walk-throughs” as part of their daily routine. Written summaries and discussion of at least one evaluation is done one time per year and twice a year with non-tenured teachers. Administration offers and encourages attendance at staff development workshops and other professional development meetings, trainings and conferences that align to the Continuous Improvement goals (we have not been limited on the number of professional day granted). The School Improvement Committee is included in the planning process for Professional Development sessions.

***4. What process is used to ensure that the vision and purpose of the school remain current and aligned with the school's expectations for student learning and school effectiveness?***

Survey results are used to guide and develop course offerings. Student perceptions, from surveys, are also taken into consideration during staff discussion for choosing program implementation. The Student Assistance Team is in place and we are currently working towards the development and implementation of the Response to Intervention process. An advisory period has been added to our 7th through 12th grade schedule. Teachers/educators provide guidance to students at this time with goal setting and academic help. 40 Assets training was provided to give teachers activities that will help students and teachers make connections. A Youth Engaged in Leadership (YEL) group, a group of students that has applied and interviewed with a faculty committee, is actively involved with the advisory students. Peer mentoring, reading partners, and advisory activities are examples of how students and staff are working together to improve and engage students in their learning. Respect and Responsibility posters hang throughout the building to remind and encourage all stakeholders to actively participate in keeping the school environment positive. The Board of Education revisits the mission/vision statement annually at their retreat. Educators work with students individually to set goals for personal and academic growth and assessment-based goals throughout the school year.

**Overall Assessment:**

**Operational:** The school has committed to a shared purpose and direction. The school has clearly defined expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

## Standard 2. Governance and Leadership

**STANDARD:** The school provides governance and leadership that promote student performance and school effectiveness.

**Impact Statement:** A school is successful in meeting this standard when it has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

**Indicators Rubric:** Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

### Definitions of Indicators Rubric:

<b>Not Evident</b>	Little or no evidence exists
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**INDICATORS:** In fulfillment of this standard, the school operates under the jurisdiction of a governing board that:

### 2.1 Establishes policies and procedures that provide for the effective operation of the school:

*Operational*

#### Evidence Provided:

Agendas, minutes of governing authority meetings

Governance Policy handbook: board, district, school

Governing authority affirms understanding of their role in the operation of the school/district

Local, state, and federal policy handbooks

Organizational chart

Procedural policies: emergencies, contact information, calling tree, discipline, due process, logistics, placement and transfer

Staff and students affirm their understanding of emergency and operational procedures

Stakeholders affirm understanding of operational procedures

Students and staff affirm their understanding of discipline policies and due process

**2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school:**

*Highly Functional*

Evidence Provided:

Governing Board Policies demonstrate leadership prerogatives

Organizational chart

Policies demonstrate protocols for remediation and due process

Roles and responsibilities of governing board, advisory councils, and ad hoc committees are clearly outlined

Staff are knowledgeable about leadership prerogatives

Staff are knowledgeable about organizational chart

Staff demonstrate knowledge about due process

Succession plan demonstrates leadership transitions

**2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations:**

*Operational*

Evidence Provided:

Documentation of adherence to ethical business practices

Documentation of compliance with all regulations regarding copyright law, intellectual property, and international restrictions

Staff are knowledgeable about curriculum standards

Staff demonstrates use of curriculum standards in the teaching and learning process

Staff responsible for the implementation of state and/or federal programs are knowledgeable about compliance

**INDICATORS:** In fulfillment of this standard, the school has leadership that:

**2.4 Employs a system that provides for analysis and review of student performance and school effectiveness:**

*Operational*

Evidence Provided:

Record of student performance data analysis

Student database management system

Student performance data are used during staff meetings

Student performance data are used for extra-curricular planning

Student performance database for formative assessments

**2.5 Fosters a learning community:**

*Highly Functional*

Evidence Provided:

All stakeholders are knowledgeable about the rules of engagement and behavior

Artifacts displayed throughout the school/district demonstrate inclusion of all stakeholder communities

Professional learning plan includes all stakeholders

Rules of appropriate engagement and behavior are prominently displayed

Stakeholders affirm a sense of belonging and engagement

**2.6 Provides teachers and students opportunities to lead:**

*Highly Functional*

Evidence Provided:

Agenda and minutes of meetings demonstrate shared leadership with staff

Organizational chart demonstrates shared leadership responsibilities

Policies for staff/student leadership opportunities outside the school/district environment

Staff affirm their involvement in shared leadership opportunities

Student governance is formalized with bylaws, policies, and procedures

**2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership:**

*Operational*

Evidence Provided:

Calendar, agendas, minutes of stakeholder meetings

Stakeholders affirm their involvement in the decision-making process

**2.8 Controls curricular and extracurricular activities that are sponsored by the school:**

*Highly Functional*

Evidence Provided:

Policy demonstrates roles, responsibilities, and compensation for staff responsible for co-curricular and extra-curricular organizations, events, and activities

Record of co-curricular organizations and activities: calendars, membership, sponsors

Record of extra-curricular events and activities: calendars, rosters, chaperones

Staff and students affirm involvement in co-curricular organizations and activities

Staff and students affirm involvement in extra-curricular events and activities

**2.9 Responds to community expectations and stakeholder satisfaction:**

*Operational*

Evidence Provided:

Record of Advisory Committee: calendars, membership, minutes

Stakeholder survey data

Stakeholders affirm that leadership hears and acts upon their suggestions and recommendations

**2.10 Implements an evaluation system that provides for the professional growth of all personnel:**

*Highly Functional*

Evidence Provided:

Documentation of salary schedules

Handbooks demonstrate staff evaluation system

New staff orientation materials

Policies demonstrate evaluation criteria, timelines, and termination processes

Policies demonstrate professional growth opportunities

Professional development plan for all staff

Staff are engaged in professional learning opportunities

Staff are knowledgeable about opportunities for professional growth

Staff are knowledgeable about their evaluation criteria and timeline

Walk-about demonstrate review of instructional practices

**Focus Questions:**

***1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school?***

Policies and procedures, including the School Board Policy manual, are available in paper format throughout the school as well as electronically on the school website. Policies are communicated through the website, Alert Now,

Board of Education meetings, school newspaper, and professional dialogue. Policies and procedures are reviewed and revised as necessary and Student/Teacher handbooks are reviewed yearly and changed at that time. Open meetings advertisements are posted in the office, in the school entrance, and other locations in Harrisburg. Visitors to our school are required to sign in at the office and identify themselves with a nametag before visiting any area of our school. Students and parents are required to read and sign the Student Handbook; and teachers are required to read and sign the Faculty handbook to show acknowledgement of expectations, policies, and procedures of Banner County School. Teachers review the student handbook with students during the Advisory period at the beginning of the school year and discuss any changes that were included. The handbook or relevant issues are discussed as needed throughout the school year. A mentoring program has been established to support new teachers to our system. Teachers are also given the opportunity to provide input for the school calendar. A CATS program (Come after to Succeed), a cooperative effort by teachers, staff, and administration, has been implemented. It is an extension of the school day to allow students the opportunity for additional help with school work.

***2. What process does the school's leadership use to evaluate school effectiveness and student performance?***

The administration uses a well-defined process for teacher evaluation that includes formal evaluations, walk-throughs and discussions with teachers following formal evaluations and informally throughout the school year. Student performance is assessed through school wide assessment and through formal classroom assessments: including but not limited to - DIBELS, NWEA, MAPS, STARS, PSAT, ASVAB, NESA-R, and NESA-W. A Student Assistance team, Response to Intervention team, and Individual Educational Plans assist in the decision-making process to meet students' needs.

***3. In what ways are stakeholders, including staff, given opportunities to provide leadership and to contribute to the decision-making process?***

Staff members are encouraged to attend trainings and workshops to further their knowledge and share their expertise. Teachers and staff are given the opportunity for input on the school calendar; discussions take place regarding the needs of students, and programs for student success, the CATS program. A trained mentoring committee is in place to assist new staff members and to acclimate them to school policies and procedures. The Youth Engaged in Leadership group demonstrates leadership in developing activities for their peers. YEL is also implementing a peer-tutoring program weekly during Advisory Period. Leadership is demonstrated by National Honor Society through their recycling project, food baskets at holiday time, and a trash clean-up day for the community in the spring each year. The Student Council held an election to assess student ideas on graduation requirements and then sponsored a World Café community event to include students, staff, and community members in the discussion process. The installation of the Promethean (interactive white) board has given them the opportunity to assist student groups in creating positive choice messages. All teachers K-12 implement strategies related to curriculum sequence guides.

***4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?***

Staff are encouraged to use professional days and are included in all district wide professional development activities. Staff are also encouraged to share new ideas, use of technology and resources with colleagues. The addition of a portable computer lab allows more flexibility for teachers to implement technology. The installation of the Promethean board and training also allows teachers an additional tool of instruction. A process and time line for updating curriculum is in place. We offer classes through Distance Learning and the NEVA program to give students more flexibility in their course work and credit recovery. We also offer a college credit program for

dual credit through Western Nebraska Community College. Accommodations are made for students with the ELL, Title I, and Special Education programs. The AdvancEd training has provided opportunities for teachers to be involved in the accreditation process.

**Overall Assessment:**

**Operational:** The school has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation. While these processes and conditions are being implemented, the implementation is not systemic across the school, and the results are varied. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

## Standard 3. Teaching and Learning

**STANDARD:** The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

**Impact Statement:** A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

**Indicators Rubric:** Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

### Definitions of Indicators Rubric:

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<b>Highly Functional</b>	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**INDICATORS:** In fulfillment of this standard, the school:

### 3.1 Develops and implements curriculum based on clearly defined expectations for student learning: *Operational*

Evidence Provided:

Communication of NCLB performance targets

Individualized Development Plans

Lesson plans that indicate learning objectives

Master schedule

Policy on credit requirements for program completion



Policy on grading criteria

Special program promotion, completion requirements

Staff meetings highlight discussions of student learning expectations

Syllabi or course catalogues

Textbooks are aligned to learning goals, curriculum

**3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning:**

*Operational*

Evidence Provided:

Master schedule

Peer editing

Student mentoring programs

**3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices:**

*Operational*

Evidence Provided:

Assessment data

Grade reports

Staff can identify research used to align instruction

Staff meet to review current research

Surveys

Transcripts, certificates

**3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice:**

*Operational*

Evidence Provided:

Agendas, minutes of staff/grade level/department/program meetings

Lesson plans

Professional learning opportunities focus on best practice instruction

Staff meet to share best practices

Staff meetings regularly include discussions about effective instructional design and delivery

Variety of instructional design and delivery strategies

**3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity:**

*Operational*

Evidence Provided:

Graduation requirements

Master schedule

Promotion, graduation criteria

Staff are knowledgeable about state and national curriculum standards

Staff are representative of the school and community demographics

Students affirm that there are opportunities to excel

**3.6 Allocates and protects instructional time to support student learning:**

*Operational*

Evidence Provided:

Instructional calendar: days, hours

Lesson plans are followed during teacher absence

Master schedule

**3.7 Provides for articulation and alignment between and among all levels of schools:**

*Operational*

Evidence Provided:

Policies and guidelines granting dual-credit, transfer of credit

Staff are knowledgeable about student learning expectations of previous and subsequent grade levels

**3.8 Implements interventions to help students meet expectations for student learning:**

*Operational*

Evidence Provided:

After-school programs

Counseling programs: curriculum, schedules, staffing

Individualized Development/Career Plans

Online support

Staff affirm that there are multiple opportunities for students to get support

Students affirm that they have opportunities to explore their interests and career options

Students affirm that they have opportunities to get support for their school experience

**3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning:**

*Highly Functional*

Evidence Provided:

Curriculum reflects attention to issues of school climate

Database of student behavioral incidents

Parents/community indicate that the school/district focuses on positive school/district climate

Policies for student behavior, remediation, due process, appeals

Staff affirm that they are involved in promoting positive school climate

Stakeholder satisfaction survey data

**3.10 Provides comprehensive information and media services that support the curricular and instructional programs:**

*Operational*

Evidence Provided:

Budget allocating appropriate funds for media services

Media services staff demonstrate the use media resources to support student achievement

Staff affirm the use of media services in their curriculum and instructional programs

**3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program:**

*Operational*

Evidence Provided:

Budget allocating appropriate funds for technology - software, hardware, and infrastructure

Calendar and schedule of technology services to students

Staff affirm that technology supports their curriculum and instructional programs

Students and staff affirm that technology is embedded within the teaching and learning process

Technology staff/services demonstrate their involvement in support of student achievement

**Focus Questions:**

***1. How does the school ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning?***

We continually work on curriculum to ensure sound instructional strategies are being used to meet student needs

and to align our curriculum to our state standards. The elementary teachers are currently aligning the reading curriculum. All Jr. High and high school teachers are aligning two of their classes to the state standards. Our goal is to have all core subjects aligned to the standards in the next four years. Our school has adopted Saxon Math, and it is being used K-12. This program gives good strategies and builds on the skills learned from year to year. The math program is supported across all grade levels, and teachers are confident in their abilities to teach the content to the students. We see a need for time to plan and collaborate in specific areas with K-12 teachers to ensure there are no gaps in curriculum. All primary teachers, K-3 are trained in the Sonday Phonics System, and it is used in the classrooms. Kindergarten through 6th grade participates in DIBELS assessments. Our principal and several elementary teachers have been trained to administer the DIBELS assessment. Students are informally grouped following DIBELS data assessments. The advisory period protects instructional time as it allows organizations time for meetings, announcements to be read, NWEA goal setting, and any other various items to be addressed. Our para-educators provide extra support in the classrooms to meet student needs, and communication with them is essential. Career assessments are given to help students identify their strengths and interests and to help guide in choosing career paths and courses that will help them work toward their career goals. Books in the library are leveled so students and staff can easily find appropriate reading materials. A system has been established to check out computers for use in their classrooms when needed. Our CATS program on Monday and Tuesday each week allows time for teachers and students to get the necessary help needed and a process is being worked on to ensure that students have the necessary materials available to be successful in their classroom work.

***2. In what ways does the school ensure the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?***

Teachers have attended and participated in McREL vocabulary trainings. Teachers were provided with support materials and strategies to use in the classroom for teaching vocabulary. All teachers and para-educators attend the ESU training in the spring. Teachers and para-educators share experiences from this training by blogging and through sharing at school. The administration encourages teachers to attend professional trainings and workshops to enhance learning. All teachers use a common curriculum form which indicates researched-based strategies. Marzano's Instructional strategies have been a focus of teacher in-service meetings. Staff evaluations include comments on the implementation of these strategies. Additionally, the school is currently implementing development of personal learning plan materials for all students.

***3. What processes are implemented to ensure that teachers are well-prepared and effectively implementing the curriculum?***

Teachers include the standards they are teaching on their lesson plans. This helps our teaching staff to be well prepared and provides evidence that teachers are implementing the standards into their curriculum and daily lessons. Teachers are given time to work at the beginning of the year without students specifically on developing curriculum and learning how to make it a part of our daily teaching practices. K-12 teachers are using a standards-based template to document curriculum. All teachers have a copy of the state standards in a classroom Continuous Improvement Process notebook.

***4. How does the school provide every student access to comprehensive information, instructional technology, and media services?***

All students have access to computers and Internet use. There are several areas in the building where students can

access a computer to do research and study. A new mobile computer lab has been purchased and is in use by students and staff. A Promethean board has been installed for student and staff use as well. Comprehensive information comes in the form of current and quality textbooks. Textbooks are evaluated yearly and updated based on age and need. Students also spend time learning through computer programs. We have a wide variety of media services such as ordering video DVDs, learning kits through the Educational Service Unit, Nebraska Educational Virtual Academy, WNCC Dual Credit, EBSCO - electronic research databases and distance learning. Students taking DL Spanish digitally submit assignments using "Moodle" course assignment software.

### **Overall Assessment:**

**Operational:** The school implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The school demonstrates evidence of alignment between the curriculum and instructional practices with systematic implementation across the school. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

## Standard 4. Documenting and Using Results

**STANDARD:** The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

**Impact Statement:** A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

**Indicators Rubric:** Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

### Definitions of Indicators Rubric:

<b>Not Evident</b>	Little or no evidence exists
<b>Emerging</b>	Evidence indicates early or preliminary stages of implementation of practice
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<b>Highly Functional</b>	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**INDICATORS:** In fulfillment of this standard, the school:

**4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free:**

*Operational*

Evidence Provided:

All stakeholders are knowledgeable about behavioral standards

All stakeholders are knowledgeable about grading and appeals

Assessment system that records multiple assessments

Assessment system that safeguards validity, confidentiality, identification

Database that records graduation, completion, GPA, placement, retention rates

Special database for career preparation, special education, bilingual education programs

Staff affirm the use of multiple measures for student performance

**4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning:**

*Operational*

Evidence Provided:

Calendar of assessment activities

Examples of student work are prominently displayed

Online assessment system

Record of multiple assessments administered, including program-specific required assessments

Staff utilize assessment data for the purpose of instructional and program planning

Stakeholders are familiar with the administration and purpose of multiple assessments

Stakeholders are knowledgeable about the assessment schedule

Stakeholders implement multiple assessment system

The development and administration of multiple assessments consider limited-language learners, students with disabilities, and multiple learning styles

**4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes:**

*Operational*

Evidence Provided:

Agendas, minutes from staff meetings indicate use of data to drive instructional planning discussions

Criteria for evaluation of staff performance include the use of data for instructional planning

Staff are knowledgeable about how to use student performance data for the purpose of instructional planning

Student performance data reports, charts, graphs indicate system-wide use of data for instructional planning

**4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance:**

*Emerging*

Evidence Provided:

Staff utilize perception data from surveys to guide program planning

**4.5 Communicates the results of student performance and school effectiveness to all stakeholders:**

*Highly Functional*

Evidence Provided:

Agendas, minutes from meetings where student performance and school effectiveness were highlighted

Criteria that establishes student performance data as a component of parent-teacher conferences

Newsletters demonstrate communication of student performance and school effectiveness

Stakeholders affirm their familiarity with student performance and organizational effectiveness

**4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness:**

*Emerging*

Evidence Provided:

Reports that outline comparable data analysis - across schools, districts, states, nationally

Staff affirm their involvement in meetings in which comparative data were highlighted

**4.7 Demonstrates verifiable growth in student performance:**

*Operational*

Evidence Provided:

Data reports disaggregate student performance growth

Data reports utilize identified growth model that is valid, reliable, and psychometrically appropriate

Data reports verify growth in student performance

Staff can identify strategies for increasing student performance

**4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations:**

*Highly Functional*

Evidence Provided:

Policies that outline the conditions for safeguarding and transferring transcripts

Policies that safeguard accuracy and security of all data

Reports that satisfy local, state, and national requirements

Staff affirm their comfort with the level of data accuracy and security

Stakeholders indicate that they have seen reports that satisfy local, state, and national requirements

**Focus Questions:**

*1. How is the assessment system currently used in your school to analyze changes in student performance?*

Assessment data is used to monitor student growth and to aid in determining learning goals, along with curriculum



and instructional decisions. Teachers of classes 2-12 use NWEA data to determine student goals and achievement. DIBELS progress monitoring helps determine gaps in student performance at elementary grade levels. Each spring teachers engage in a data discussion to evaluate effectiveness and to plan for instruction the following year.

***2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by teachers, students, parents, and external stakeholders to aid the performance of individual students?***

Administrators, teachers and Para-educators monitor student progress through a variety of assessments. NWEA, PLAN, EXPLORE, DIBELS are assessments used to track and monitor student progress. Classroom assessments and teacher interaction and observation are also indicators of student learning. Assessment results are communicated through local news media, school website, the Annual Report to patrons, the Nebraska Department of Education website and directly to parents at parent-teacher conferences.

***3. How are data used to understand and improve overall school effectiveness?***

The administration and staff monitor overall trends of individual and class achievement over an extended period of time and look for trends that would indicate strengths and areas of improvement. The data trends drive decisions for curriculum, school improvement goals, instructional strategies and meeting individual student needs.

***4. How are teachers trained to understand and use data in the classroom?***

Teachers are trained to use data during school in-service, professional growth opportunities, regional workshops and ESU programs. Research-based resources are available in the building and on-line. Teacher collaboration to read, understand and interpret data for improved classroom instruction is done both informally and formally during in-services.

**Overall Assessment:**

**Operational:** The school uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

## Standard 5. Resource and Support Systems

**STANDARD:** The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

**Impact Statement:** A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

**Indicators Rubric:** Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

### Definitions of Indicators Rubric:

<b>Not Evident</b>	Little or no evidence exists
<b>Emerging</b>	Evidence indicates early or preliminary stages of implementation of practice
<b>Operational</b>	Evidence indicates practices and procedures are actively implemented
<b>Highly Functional</b>	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**INDICATORS:** In fulfillment of this standard, the school:

### 5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities:

*Highly Functional*

#### Evidence Provided:

Agendas, minutes, decisions for IEP meetings

Appropriate space is provided for special need support programs

IEP: Individualized Education Plans

Personnel policies ensuring appropriate hiring practices

Personnel policies ensuring certification, licensure, evaluation, training

Professional learning opportunities

Program descriptions: Special Needs Populations

Schedules

Staff Handbook

Staff schedules and assignments

Student Handbook

**5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience):**

*Highly Functional*

Evidence Provided:

Labor agreement

Personnel policies ensuring certification, licensure, evaluation, training

Policies regarding NCLB highly qualified teachers

Professional learning opportunities

Staff can affirm that they are teaching in their major area of study

Staff Handbook

Staff schedules and assignments

Staffing of both administrative and teaching positions is appropriate and adequate

**5.3 Ensures that all staff participate in a continuous program of professional development:**

*Highly Functional*

Evidence Provided:

Budget demonstrates appropriate allocation for PD

Calendar, agenda, summaries of PD opportunities

Evaluation of PD data

Professional development plan

Staff are actively engaged in discussions that have resulted from their professional development experience

Staff are aware of the requirements for continuous learning

Staff can affirm their involvement in professional learning opportunities

Staff implement effective strategies based on their professional development experience

**5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school:**

*Operational*

Evidence Provided:

Budget demonstrates appropriate allocation for staffing

Class size indicates appropriate and effective support of student learning

Master schedule

Personnel policies and practices

**5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement:**

*Highly Functional*

Evidence Provided:

Annual budget

Consolidated Application (federal)

Facilities protection documentation: insurance, amortization

Fiscal policies: use of all funding, including donations, reserves, discretionary

Practices that support appropriate use of allocated funds

Space is adequate and appropriate to support student learning

State and Federal program budgets for targeted support

**5.6 Monitors all financial transactions through a recognized, regularly audited accounting system:**

*Highly Functional*

Evidence Provided:

Audit reports

Fiscal protection plans: insurance

Organizational oversight of fiscal authority

Payroll and purchasing policies and processes

Practices that support appropriate use of fiscal resources

Secure management of all fiscal processes

**5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants:**

*Highly Functional*

Evidence Provided:

All facilities on school/district property are maintained

Calendar of safety drills: fire, tornado, emergency crisis

Curriculum indicates attention to cleanliness and safety

Facilities maintenance reports and plans

Policies and processes regarding safety

Policies and processes related to student/staff injury

Policies regarding dispensing prescription medications

School/District environment is clean and safe

Staff are involved in developing and implementing safety policies

Stakeholder survey data supporting safety

Support staff are knowledgeable about safety policies

**5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders:**

*Operational*

Evidence Provided:

Crisis intervention committee

Crisis intervention plan

Emergency procedures

Health support staff are available

Secure record system

Staff and students are knowledgeable about emergency procedures

Staff are involved in the crisis intervention team

Staff Handbook

Student Handbook

Wellness policy

**5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning:**

*Highly Functional*

Evidence Provided:

Advisory plan and program

Alternative Education Program

Curriculum for Career Preparation

Enrollment data

Guidance and Counseling Department

Individualized Development Plans

Job Placement program

Master schedule indicates availability of career preparation

Professional development: calendar, topics

Staff assigned to career preparation programs

Staffing of Counseling and Guidance programs

Students are enrolled in career preparation

Students are knowledgeable about career planning programs

**5.10 Provides appropriate support for students with special needs:**

*Operational*

Evidence Provided:

Classroom instruction demonstrates variety of instructional methodologies to support all students

IEP: committee, minutes, calendar, agenda, sign-in sheets

Master schedule demonstrating support for special needs

Policies and procedures that are ADA and IDEA compliant

Professional development calendar and topics

Staff affirm their use of instructional strategies that support special needs inclusion

Stakeholders affirm their support for the school's/district's special needs programs

Students and staff affirm their understanding of special needs populations

Teacher certification, licensure, etc. supporting special needs

Translated materials demonstrate communication to special needs population

**Focus Questions:**

*1. What is the process for recruitment, induction, placement, development, evaluation, and retention of qualified teachers, administrators, and support staff?*

Administrators offer vacancies through the district and then advertise available positions. Job openings are advertised in multiple locations across the state and region using the Internet, newspapers and our school website. The interview process is handled in a positive and inviting way; involving students, teachers, administrators and Board of Education members. Banner County School has implemented a mentoring program for new staff members. The school provides on-site and off-site training in a variety of areas that help staff accomplish school improvement goals and student achievement. The opportunity to continue to grow professionally is an asset in retaining and recruiting quality educators. Banner County School has a committee for development of Professional Growth guidelines to be set for tenured teachers. A teacher mentoring program has been implemented for new staff members. Teachers in our District have indicated a desire to see more student teachers placed in our school system.

***2. How does the leadership ensure that the allocation of financial resources is supportive of the school's vision, educational programs, and its plans for school improvement?***

There is communication between administration, Board of Education and staff to ensure financial support is given for educational programs and implementation of improvement plans. The Board of Education allocates resources to support an appropriate learning environment. The School Board has timelines, budgets, and committees established in order to help plan for school improvements. They also hold a Board Retreat annually for discussion purposes and to work on Board goals. Staff members write grants to fund various programs to enhance the learning environment. Building improvements and maintenance occurs each summer.

***3. How does the leadership ensure a safe and orderly environment for students and staff?***

The safety and crisis committees meet frequently to review and update procedures and identify areas of need. A yearly review and procedures update is done during the first staff in-service of each school year and updated procedural process handbooks are distributed. Drills are done routinely for students and staff to practice proper procedures. An anti-bullying committee has been formed to help with problems that arise and to develop a plan for trainings and procedures. In-service trainings have been provided for staff and students. The installation of handicapped parking, a bathroom and entry doors has been completed. Red emergency folders have been placed at every classroom door. A surveillance security system has been installed throughout the building both inside and outside of the building and is monitored. Playground safety rules are listed in the Student/Parent Handbook and reviewed with students yearly and as needed. The State Patrol and our local Sheriff assist with programs like the Roll-over Simulator, Drug dogs, and Internet Safety for students and patrons. A Farm Safety day and Fire Safety is held for the elementary students.

***4. What process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student?***

There is a full time guidance counselor at Banner County School who provides student services for all students. The Student Assistance Team meets upon teacher referral. The advisory period allows relationship development with students and staff which aids in identifying students with needs. The school nurse is available and provides educational programs on dental hygiene in grades 3-6, participates in CPR certification of staff members including; coaches, para-educators, teachers, administrators, support staff, and seniors in Health class. Banner County Schools provide a full-time Special Education teacher and para-educators to assist classroom teachers in meeting the needs of all students. We have a Title 1 program for K – 6 students and are in the process of school wide implementation in 2010-2011. We also have access to Speech, Occupational, and Physical Therapists, School Psychologists, and testing resources through the Educational Service Unit. The school partners with DOVES, UNL, Kimball-Banner County Extension office, local fire department, Sheriff's office, State Patrol and a variety of community members to provide health, safety, and enrichment opportunities for staff and students.

**Overall Assessment:**

**Operational:** The school has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff members who are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The school ensures compliance with applicable local, state, and federal regulations. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.



# Standard 6. Stakeholder Communications and Relationships

**STANDARD:** The school fosters effective communications and relationships with and among its stakeholders.

**Impact Statement:** A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

**Indicators Rubric:** Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

## Definitions of Indicators Rubric:

<b>Not Evident</b>	Little or no evidence exists
<b>Emerging</b>	Evidence indicates early or preliminary stages of implementation of practice
<b>Operational</b>	Evidence indicates practices and procedures are actively implemented
<b>Highly Functional</b>	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**INDICATORS:** In fulfillment of this standard, the school:

### 6.1 Fosters collaboration with community stakeholders to support student learning:

*Operational*

Evidence Provided:

Internship/partnership agreements with community-based business and agencies

Policies regarding suggestions, grievances

Stakeholder survey data

### 6.2 Has formal channels to listen to and communicate with stakeholders:

*Highly Functional*

Evidence Provided:

Emails, phone answering system

Newsletters, brochures, letters, memos

Parent - Teacher conferences schedule

Policies regarding formal inclusion of stakeholder involvement

Web page dedicated to parents/community members

Wide variety of stakeholder communication documents/avenues

**6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school:**

*Operational*

Evidence Provided:

Policies regarding volunteer involvement

Stakeholder survey data

Stakeholders affirm that their suggestions and recommendations are acted upon

**6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders:**

*Operational*

Evidence Provided:

Newsletters about student performance

Online calendar, schedule, and news/updates

Parent -teacher conferences

Parents and students are involved in developing individualized learning plans for students

Parents and students are involved in making course selections

Regularly published newsletters to community

Student Handbook

**6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders:**

*Operational*

Evidence Provided:

Parent - Teacher Conferences

Policies regarding reporting schedule

Report cards

**Focus Questions:**

***1. How does the school's leadership ensure that the school is responsive to community expectations and stakeholder satisfaction?***

The board of education allows for public input at every board meeting and an agenda is posted prior to the meeting for the public. The board held a community input meeting for the public on the topic of service learning. The administration is available during the school day as well as to the public during school activities and events. PowerSchool is available to the parents and students and includes the ability to communicate with the teacher. The website informs the public of daily events and classroom activities and access to teacher contact information. School assemblies, Veteran's Day event, Patron's Day, Awards Program, concerts, and Honor Society Induction Ceremony, are examples of programs open to the public. Parents were invited to help tutor with the CATS program.

***2. How does the school's leadership foster a learning community?***

Our advisory period at the high school level, tutoring, small classroom size in elementary, one on one Para support, and teacher availability before and after school help foster learning community. The opportunity to earn dual credit through Western Nebraska Community College is available and offers students the opportunity to develop relationships with students in other districts. Community members are invited into the classroom to speak on curriculum related topics. Programs such as the Veteran's Day program, Fire Safety, and health programs include guest speakers to our students and community. Students are encouraged to interact with the speakers for further information. Our YEL students provide tutoring during Advisory and whenever needed as well as being invited to help tutor during the CATS program. The YEL students also presented a proposal to the Board of Education for a graduation service learning requirement which also led to a community meeting for more input.

***3. What avenues are used to communicate information to stakeholders about students, their performance, and school effectiveness?***

The school holds a yearly awards program at the elementary and secondary level and students are recognized for their achievements both academic and extracurricular at that time. Parents and community members are encouraged to attend activities at Banner County School and information about school activities is posted on the school web site. The stakeholders have access to the State of the Schools Report through the school website, Nebraska Department of Education website, and The Scratching Post. The Board of Education minutes are published in the school paper and local newspapers. The Scratching Post publishes school activities and school wide test results. Parent-teacher conferences are held once a year for stakeholder communications in both the afternoon and evening. Parents are encouraged to attend quiz bowl, spelling bee, geography bee, concerts and any other academic events. Parents are encouraged to read and sign school and classroom rules. The parents can communicate with the teachers through e-mail, phone calls, personal contact, and voicemail service is available at all times of the day. Other avenues of communication include the following: NWEA goal sheets are sent home for parent signatures, parents sign classroom expectation sheets and the Student/Parent Handbook, goals are posted in some classrooms, Elementary teachers frequently send informational notes to parents, and teacher web pages are available at all times with classroom information. Our mission statement is posted in the front entrance to the school, in classrooms, on the website, and on all correspondence from the school.

**Overall Assessment:**

**Operational:** The school has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate good participation by some stakeholder groups. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

## Standard 7. Commitment to Continuous Improvement

**STANDARD:** The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

**Impact Statement:** A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

**Indicators Rubric:** Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

### Definitions of Indicators Rubric:

<b>Not Evident</b>	Little or no evidence exists
<b>Emerging</b>	Evidence indicates early or preliminary stages of implementation of practice
<b>Operational</b>	Evidence indicates practices and procedures are actively implemented
<b>Highly Functional</b>	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**INDICATORS:** In fulfillment of this standard, the school:

**7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results):**

*Operational*

Evidence Provided:

Continuous/School/District Improvement Plan

Information/Data system

Record of student performance improvement efforts

**7.2 Engages stakeholders in the processes of continuous improvement:**

*Operational*

Evidence Provided:

Other:

**7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning:**

*Highly Functional*

Evidence Provided:

Data: student performance, stakeholder opinion are used in development of school improvement plan

School improvement plan demonstrates alignment with vision, purpose

Staff demonstrate capacity for changing methodologies to increase student performance

Student performance targets are communicated to all stakeholders

Vision, purpose posted in school/district facility

**7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals:**

*Highly Functional*

Evidence Provided:

Continuous/School/District Improvement Plan

Personnel Policies that outline staff evaluation process

Professional Development Plan: agenda, topics

Staff affirm their involvement in professional learning

**7.5 Monitors and communicates the results of improvement efforts to stakeholders:**

*Operational*

Evidence Provided:

Annual Report

Information/Data system

Newsletters, brochures

Parent-Teacher conferences

Staffing assignments support monitoring and reporting of continuous improvement efforts

**7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement:**

*Operational*

Evidence Provided:

Graduation and retention rates

Information/Data system

Postsecondary engagement: employment, college

Stakeholder survey (satisfaction) data

**Focus Questions:**

***1. What is the process for continuous improvement used by the school and what are the results that this process is delivering for student performance and school effectiveness?***

Scheduled professional development provides opportunities for staff to collaborate and communicate how students are performing and progressing. Professional development opportunities are provided at school during teacher In-service, along with the chance for staff to attend trainings offered outside of school. Teachers are highly encouraged to attend professional development that will advance their skills as educators.

Evidence of success can be found in feedback we get from our graduating students through surveys and personal contact. It is also evident in the list of student on the Honor Roll and how Banner County School compares on the state report card. Data results are viewed and analyzed by teachers throughout the year. Teachers in grades 2-12 work with individual students to set performance goals based on the results of their NWEA assessment. The goals provide opportunity for improvement and for the students to take an active role in the learning process. A team of elementary teachers along with the principal spend time reviewing DIBELS results. The results are then shared with classroom teachers so they can make the necessary changes that are needed so that all students' needs are being met.

***2. What steps are taken to ensure that the improvement goals reflect student learning needs that are aligned with the vision and purpose of the school?***

The school improvement goals along with the mission statement are reviewed and taken into consideration whenever a new program or curriculum is implemented as we are striving to align ourselves to these goals. Staff perceptions at the time the respect and responsibility goal were set indicated a need for work in this area. Additionally, reading scores indicated an improved effort was needed to increase literacy. These goals are aligned to the school vision/mission statement. These goals were established in order to help support student learning and achievement in both academic and extracurricular activities.

***3. What process is used to ensure that the school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?***

School personnel which include support staff, teachers, coaches, and administration are provided the opportunity for professional development. Scheduled in-services are built into the yearly calendar for teachers to meet to discuss school improvement goals and student interventions. Part of the staff development is training teachers in needed areas such as mentoring and anti-bullying. Staff members are encouraged to attend trainings and many have a reimbursement program with them for school substitutes or travel expenses or funding is provided for

clinics and workshops in curricular and extracurricular areas is provided. A list of professional development activities is maintained in the Principal's office.

***4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?***

Communication is on-going between staff, students, parents and Board of Education through the use of PowerSchool, Alert Now, school website, school newspaper, and classroom communication. The School Improvement goals are listed on the school web site as is the mission/vision statement. We evaluate student achievement continually and provide services where needed. We use scores to help with placement in advisories and other programs and student goal setting is a positive outcome as well. We are consistently showing improvement in the area of distance learning; also, technology is added and or updated every year and grants are applied for and have been received. Our Youth Engaged in Leadership group assists peers, Jr. High students, and elementary students in academics and activities. Informal communication occurs weekly between students, staff and administration. The YEL group, teachers, Board of Education members, and community members participated in a World Café meeting to provide information and generate ideas for a graduation service learning requirement.

**Overall Assessment:**

**Operational:** The school implements a collaborative and ongoing process for improvement that aligns most functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.



## Conclusion

The following focus questions reflect the school's overall analysis of its internal evaluation of the accreditation standards.

### Focus Questions

*As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?*

The major trend that emerged was seeing the two improvement goals being carried out throughout the different areas of the school. All staff was willing to put forth effort in their planning, teaching and guiding in order to accomplish the goals. We have a dedicated, highly-trained professional staff that took the initiative to become educated about the goals and then took opportunities in their classrooms and throughout the building to teach and demonstrate these goals.

*Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school's greatest strengths?*

Banner County School has many strengths and strong qualities. Our greatest strength is our highly-qualified and motivated staff. One of our finest qualities is that we want all students to have success. Every staff member in the building is dedicated to the success of all students. It is our highest priority to provide opportunities for all students to be successful.

*What would you consider to be your school's greatest challenges?*

One of our greatest challenges has been getting a wide spectrum of stakeholders to take a genuine, positive and active role in the education of our students.

*How will you use the insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?*

The entire staff has played a part in the writing of our SAR. We have embraced the two school improvement goals are continuing to make changes according to our students needs in these areas. When this information is combined with the feedback from the QAR our staff will engage in professional discussions to guide future improvement efforts.

# Standards Assessment Report Summary

Standards & Indicators	Not Evident	Emerging	Operational	Highly Functional
<b>1. Vision and Purpose</b>				
1.1 Establishes a vision for the school in collaboration with its stakeholders			✓	
1.2 Communicates the vision and purpose to build stakeholder understanding and support				✓
1.3 Identifies goals to advance the vision			✓	
1.4 Develops and continuously maintains a profile of the school, its students, and the community				✓
1.5 Ensures that the school's vision and purpose guide the teaching and learning process				✓
1.6 Reviews its vision and purpose systematically and revises them when appropriate				✓
<b>2. Governance and Leadership</b>				
2.1 Establishes policies and procedures that provide for the effective operation of the school			✓	
2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school				✓
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations			✓	
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness			✓	
2.5 Fosters a learning community				✓
2.6 Provides teachers and students opportunities to lead				✓
2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership			✓	
2.8 Controls curricular and extracurricular activities that are sponsored by the school				✓
2.9 Responds to community expectations and stakeholder satisfaction			✓	
2.10 Implements an evaluation system that provides for the professional growth of all personnel				✓
<b>3. Teaching and Learning</b>				
3.1 Develops and implements curriculum based on clearly defined expectations for student learning			✓	
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning			✓	
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices			✓	
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice			✓	
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity			✓	
3.6 Allocates and protects instructional time to support student learning			✓	
3.7 Provides for articulation and alignment between and among all levels of schools			✓	
3.8 Implements interventions to help students meet expectations for student learning			✓	
3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning				✓
3.10 Provides comprehensive information and media services that support the curricular and instructional programs			✓	
3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program			✓	
<b>4. Documenting and Using Results</b>				
4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free			✓	
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning			✓	
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes			✓	
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance		✓		
4.5 Communicates the results of student performance and school effectiveness to all stakeholders				✓

4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness		✓		
4.7 Demonstrates verifiable growth in student performance			✓	
4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations				✓
<b>5. Resource and Support Systems</b>				
5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities				✓
5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)				✓
5.3 Ensures that all staff participate in a continuous program of professional development				✓
5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school			✓	
5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement				✓
5.6 Monitors all financial transactions through a recognized, regularly audited accounting system				✓
5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants				✓
5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders			✓	
5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning				✓
5.10 Provides appropriate support for students with special needs			✓	
<b>6. Stakeholder Communications and Relationships</b>				
6.1 Fosters collaboration with community stakeholders to support student learning			✓	
6.2 Has formal channels to listen to and communicate with stakeholders				✓
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school			✓	
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders			✓	
6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders			✓	
<b>7. Commitment to Continuous Improvement</b>				
7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)			✓	
7.2 Engages stakeholders in the processes of continuous improvement			✓	
7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning				✓
7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals				✓
7.5 Monitors and communicates the results of improvement efforts to stakeholders			✓	
7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement			✓	