

School Improvement

External Team

Visitation Report

For

Nebraska Framework

Schools

Southern School District

Wymore, Nebraska

April 2nd and 3rd, 2019

# Table of Contents

Mission Statement	Page 3
Visitation Team	Page 4
Agenda	Page 5
Introduction/ Purpose of Visit	Page 6
Continuous Improvement Process	Page 9
School Improvement Goal	Page 11

# **Southern Public Schools**

## **Mission Statement**

The Southern School District, in cooperation with families and communities, prepares students through educational experiences, to be responsible, respectful, and safe citizens in our continually changing world.

# **Southern School District Goals**

All students will improve their reading comprehension.

Measurable Objective - By the spring of 2019, 75% of students in grades 2-10 will increase their MAP Reading RIT scores by 4 points or maintain their MAP Reading RIT scores if they are at or above grade level.

All students will improve their math skills.

Measurable Objective - By the spring of 2019, 75% of students in grades 2-10 will increase their MAP Math RIT scores by 4 points or maintain their MAP Math RIT scores if they are at or above grade level.

Southern Public Schools will improve the culture of the district.

## **Southern Schools External Visitation Team Members**

**Dr. Joey Lefdal, Director of Student Services, Chair**  
Schuyler Community Schools  
410 Adam St.  
Schuyler, NE 68661

**Mr. Jeff Messersmith, Superintendent**  
Wynot Public Schools  
709 St. James Ave. Wynot, NE  
68792

**Mr. Kevin Finkey, Superintendent**  
SEM Schools  
205 E. 5th St.  
Sumner, NE 68878

## Southern External Visitation Agenda

**Tuesday, April 2nd**

Time	Event	Where	Who
5:45 p.m. – 6:00 p.m.	External Visitation Team Arrives	Jr./Sr. High School Commons 115 South 11 <sup>th</sup> Street Wymore, NE 68466	External Visitation Team
6:00 p.m. – 6:45 p.m.	Dinner	Jr./Sr. High School Commons	Administration, Board Members, External Visitation Team, & School Improvement Team
6:45 p.m. – 7:30 p.m.	School Improvement Journey Presentation	Jr./Sr. High School Commons	Superintendent/School Improvement Team
7:30 p.m. – 8:00 p.m.	Interviews with Board Members	Jr./Sr. High School Library	Board Members & External Visitation Team (6 Board Members)
8:00 p.m. – 8:30 p.m.	Team Debriefing & Review of Schedule	Jr./Sr. High School Library	External Visitation Team

**Wednesday, April 3rd**

Time	Event	Where	Who
7:20 a.m. – 7:45 a.m.	Light Breakfast	Jr./Sr. High School Library 115 South 11 <sup>th</sup> Street Wymore, NE 68466	Administration & External Visitation Team
7:45 a.m. – 8:30 a.m.	Tour of Buildings	Preschools, Elementary School, & Jr./Sr. High School	Principals & External Visitation Team
8:30 a.m. – 9:00 a.m.	Interviews with District Leadership Team	Jr./Sr. High School Library	Administration, Counselors, & External Visitation Team (5 Staff Total)
9:05 a.m. – 9:35 a.m.	Interviews with Certified Staff	Jr./Sr. High School Library	Certified Staff & External Visitation Team (7 Staff Total)

9:40 a.m. – 10:10 a.m.	Interviews with Classified Staff	Jr./Sr. High School Library	Classified Staff & External Visitation Team (8 Staff Total)
10:10 a.m. – 10:40 a.m.	Break, Classroom Observations, Other Needed Items, & Team Artifact Review	Jr./Sr. High School Library	External Visitation Team & TBD
10:40 a.m. – 11:10 a.m.	Interviews with Community Members	Jr./Sr. High School Library	External Visitation Team & Community Members (8 Community Members Total)
11:15 a.m. – 11:45 a.m.	Interviews with Students	Jr./Sr. High School Library	External Visitation Team & Students (14 Students Total)
11:45 a.m. – 12:30 p.m.	Lunch	Jr./Sr. High School Library	External Visitation Team
12:30 p.m. – 3:00 p.m.	Team Artifact Review & Discussion/Draft Commendations & Recommendations	Jr./Sr. High School Library	External Visitation Team
3:00 p.m. – 3:30 p.m.	Preliminary Findings Presentation	Jr./Sr. High School Library	District Leadership Team & External Visitation Team
3:45 p.m.	Oral Report	Jr./Sr. High School Auditorium	All Certificated Staff & External Visitation Team



## INTRODUCTION

### Purpose of the Visit

Southern School District hosted a Nebraska Frameworks External Visitation on April 2nd and 3rd, 2019. The External Visitation team was hosted to validate the efforts of their school improvement program and their intervention strategies. The External Team reviewed the data compiled by the respective local committees and the rubric developed as a result of the data. Southern School District had the school improvement team information to the reviewers in early fall of 2018.

The External Visitation Team members further reviewed information and supplemental data and results provided the day of the visit. Written materials provided by the local Steering Committee included but were not limited to information as follows: the School Improvement Goal, the Mission Statement for Southern Public Schools, data reviewing student achievement, data supplied by the State Report Card, classrooms, and previewing pertinent demographics unique to the Southern School District.

The External Team also conducted interviews with the board members, select staff members, select students from 7th through 12th grade, administration, as well as parents and community members.

External Team focus was centered on data interpretation and celebrations. The incorporation of staff awareness and development in the instructional strategies to be implemented with regard to improved student achievement was reviewed. The attitude of the improvement process for the administration was enthusiastic yet frustration of the process was apparent due to the fact that not much had been done prior to the new superintendent, two years ago. Since that time, the team has done a nice job of collecting data and prioritizing continuous

improvement. Creating teacher leaders to drive and lead this process will provide the forward motion as the district continues to improve their school improvement process.

During the interviews many student strengths were highlighted. It was obvious that the students are the center of what is happening at Southern Public Schools, and these students will be the change agents needed to continue this process. Students are excited to improve their school and district and believe they are in a safe and nurturing environment. The students of Southern are willing to seek additional educational opportunities and participate in school and extracurricular activities. In addition, the sense of school pride was evident, students eagerly shared enthusiasm for their teachers, their administration and for the relationships that the staff has built with the students.

The students agreed that teachers genuinely care about them. They feel comfortable approaching their teachers and administration for support or additional academic assistance. When asked about the procedures that teachers use in the classroom, students noted the need for more technology, a larger variety of classes including food sciences, and agricultural related courses. The students also would like welding and AP courses to be offered. The students felt like they were treated fair and appreciated the IAP time where you could receive extra help, but if you were passing all of your classes, you could leave.

Interviews with the teachers revealed that Southern Public Schools teachers are supporting the changes that are taking place, but are asking for stronger professional development to support them in the changes. The teachers and students believe that the "Growth Mindset" model is the right direction, but the

student group feel it is not being utilized by all teachers. The staff also thought there was good communication, but that it “could always get better,” especially from the principals to the teachers. The idea of culture was a discussion point in all interviews. As an external team we discussed what culture is and what it looks like for each person. We also stated that it is important for the district to find a common vision of what they want their culture to look like and spend time becoming the school they want to be.

It does appear that the teachers share a common goal of being there to provide good opportunities for their students. They have high expectations for their students and many openly model enthusiasm, respect, and flexibility on a daily basis. Led by a strong administrative team, the staff provides supports for their students, but creating and supporting an environment that models peer support will be vital to the success of the district.

The MTSS group is a new and developing group. This is a program that needs renewed energy and should be a high priority for the school. Continue meeting for monthly school improvement meetings to evaluate data and touch base on the school improvement goals. The administration is currently working on a plan for the following years.

The divide or “Grand Canyon” as they call the distance between the elementary and high school is shrinking and the staff believes that is due to the communication of the new superintendent. Professional development is needed to consistently work with staff on areas of school improvement. A strong point to note is that the “growth mindset” model is present in both buildings and seems to be having success with students.

When interviewing the community, one of the patrons said, “We have a self-esteem issue and we need to fix it.” Our team recommends putting together a plan for improving the image of the school and community. Utilize social media to “tell their story.” Have teachers celebrate the good things that are going on in the school and make sure that everyone is aware of their successes. We recommended talking with community leaders to build a stronger bond and collaboration between the two entities. Volunteer opportunities should be explored as well as making sure all community stakeholders speak up and speak out. We challenged the school team with, “How do we form a culture of learning and compassion with the community?” No longer is it “The Southern Kids, but rather, We Are Southern!”

We recommend that the administration continues to put teacher leaders in charge of the school improvement process and then utilize community, board and administration to help guide the process. Creating “buy-in” for staff is vital for the success of the school improvement plan.

We are going to write the remainder of the plan in a format that follows the six tenets of AQuESTT. We believe this format will not only help guide the school improvement process for the next five years, but will also allow give “real world” examples for the team to discuss and research. Our team will also keep in contact with the school for the next few years to see if there is anything that our team can help with during their CIP. We have a tentative phone call set for September 30th, 2019.



## *A. Positive Partnerships, Relationships, and Student Success*

### **Student Success and Access**

#### **Positive Partnerships, Relationships and Student Success**

Programs are implemented through a strong foundation of positive partnerships between formal and informal educators, families, community organizations, and local businesses. Through these partnerships, students are provided with hands-on, enriching learning opportunities before and after school, on non-school days, and during the summer that are aligned to, and reinforce school day learning objectives.

#### **Commendations:**

Southern Public Schools has many organizations that provide resources for the school and students. Likewise, Junior and Senior students have opportunities with Southeast Community College, Peru State, and UNL which provide College and Dual credit opportunities, enabling students to reduce costs for their pursuit of a degree. The teachers, students, and staff were very complimentary of the Booster Club, parents, and local businesses as supporters for the extra items that are provided for the school.

Your students were very friendly and outgoing. They were excited to share their school with our team.

The students spoke very highly of their school and their teachers. Students appreciated that the teachers know who they are and they are available to help them with their studies.

The students are actively involved in various extra-curricular activities within the school and within the community.

FBLA, Football, and other curricular/extra-curricular groups volunteer in the community (Tire Recycling, Flood Fundraiser, debris cleanup, etc.)

Extended learning opportunities in the elementary with the homework clinic after school Program. As well the IAP program which encourage Senior High School students (Sophomores, Juniors, and Seniors) with early dismissal when they have a "C" or better and no tardies. Junior High and Freshmen with free time. A focus on school safety is evident in the school, training as an I Love You Guys (SRP) school. Kindergarteners work with 6<sup>th</sup> Graders to build cooperative projects.

**Recommendations:**

The community support, is apparent, with many different volunteer opportunities if the school would allow for such activity.  
Need to create open house to welcome patrons and stakeholders into your school. Patrons want to feel welcome and a Southern weekly Spotlight flyer from school will inform stakeholders of what is going on each week at school.  
It is evident that the Patrons want to provide the students with significant support. Continue working on your Award nights, highlight everything that the students are accomplishing. NSCAS, ACT, Classroom projects, and extracurricular activities Celebrate with your patrons your successes through the last five years.  
Hold a fun night at school.  
Honor families by recognizing their strengths and contributions.  
Have the student lead the nights.

**External Visit Indicator:**

**Student voice and choice leads to more engagement and deeper learning:**

**Commendations:**

ILCD SAT Process in place.  
Multicultural (ELA) educational opportunities for students  
A variety of courses including dual-credit courses are available  
Recovery credit is available to help students be successful  
Local, regional, and state-wide partnerships at Southern Public Schools provide opportunities for students and families

**Recommendations:**

Continue to develop your MTSS program for the elementary.  
Offering of AP and Advanced Courses  
Use data to track student progress through transitional years

In building your positive partnerships continue to share your successes through social media, newsletters, website, etc. You have a strong administrative team, Continuous Improvement steering committee, teachers, and students, share the news! Make sure YOUR mission statement is updated and displayed, to encourage opportunities for all students to achieve their personal best. Keep the environment positive for continued growth.



## **A. *Transitions***

### ***A. Transitions***

The State Board believes that quality educational opportunities focus on supports for students transitioning between grade levels, programs, schools, districts, and ultimately, college and careers.

#### **Areas of success:**

Southern School District has some transitional activities in place at the elementary from 3 year old preschool to 4 year old preschool and then basic transitioning into the kindergarten classroom. The district will be bringing the 4 year old program into their building next year, it is currently in a church basement. The district feels this is a better option for their students as well as a safer environment. Ten 3 year olds will be split into morning and afternoon programs and twenty 4 year olds are served in a full day preschool program. The teachers help transition the preschool students into kindergarten by having a kindergarten orientation day. The preschool, kindergarten, and first grade also have students eating lunch together, walking together, and spend time building relationships during the school day. The special education department works with students as they transition from grade to grade. This entails getting students prepared for the next years rigor as well as discussing with teachers how to best work with each student and their individual needs. The teachers also work together on curriculum and discuss the readiness of each child as the child makes a step into the next level.

The sixth grade students visit the high school in the spring and work on transitioning from the elementary setting to the junior high school. On this day the kids get to experience first hand what a day in seventh grade will most likely look like.

The district also offers a variety of dual credit options to help students transition from high school to college. These courses match the rigor of college courses in a

safe high school learning environment. The counselor also works with students and prepares the high school students by taking the interested students on college visits, supplying scholarship information, and arranging for college recruiters to visit the school.

The high school also utilizes a school-to-work program that allows students to have flexible scheduling options for working students. This option prepares students to make easier transitions from school to work.

Students appreciate the help and support that has been given. Staff and administration are approachable and are seen as an asset to the students. Multiple students see the relationships that they have with their teachers as the best thing about Southern School District.

#### **Areas of focus and ideas:**

1. Southern School District appears to be working on implementing and improving their current SAT and MTSS program. Creating a strong MTSS program will help strengthen the great things that Southern is already offering.
2. There appears to be a plan in place for the transitioning of students from 6th grade to 7-12. These supports currently provide a safe transition for these students, but strengthening this program and the opportunities for students will only help make this transition easier and more meaningful. This is often overlooked due to the fact that it is a small district and the transition is minimal. Possibly look at increased counseling and career type activities for these students.
3. The need for transitional opportunities for high school level students is always an area that school districts can improve. Continue looking for ways to improve these opportunities for your junior and seniors. Guest speakers, college visits, career prep planning and job shadowing are just a few ideas that many schools are using.
4. Take the time to create essential standards for every grade level. If grade level teachers are having conversations with prior and next year teachers, common language can be established and content across grade spans can be developed. When standards and expectations are known in advance, transitions between grade levels will ease the stress upon students.
5. Creating a schedule of open house times could also be beneficial for transitioning students. Often times, small schools forget how important it is to open the doors to the school and show the community all of the amazing things that are going on in the district. Having an open house the day before school starts, can allow students the opportunity to feel prepared for



the new school year. These can also take place throughout the year and include technology fairs, science fairs, reading challenges, or any other way to get the word out about your district.



## ***B. Educational Opportunities and Access***

### ***B. Educational Opportunities and Access***

The State Board believes that all students should have access to comprehensive instructional opportunities to be prepared for postsecondary education and career goals.

- Early Childhood Education
- Comprehensive Learning Opportunities
- Expanded Learning Opportunities
- Blended Learning Opportunities

Southern School District provides programs to students who may benefit from additional educational support time to learn outside the regular school day through engagement in student centered opportunities aligned to school day learning objectives. This engagement is shown through partnerships with formal educators and families, community organizations, homework support, activities that promote physical well-being, and social emotional development supports.

When conducting the interviews with the students and teachers, it is evident that everyone is very supportive and proud of their school. The enthusiasm shared by

the students was an indicator that it was important to be involved in many of the educational opportunities as well as extra-curricular events.

Southern School District uses technology in the classrooms. Many of the classrooms have a smart-board available, I-Pads, or laptops. The high school has enough computers to be a 1 to 1 district, but do not currently have the supports in place to operate as a 1 to 1 school. The elementary have I-Pad carts that they share.

The high school offers a variety of courses, but all groups that were interviewed requested more classes such as agriculture and food sciences, which they currently have limited or no offerings. The board of education members felt FFA was a program that was needed for the district since Wymore and its surrounding communities are agricultural areas.

Southern School District and Southeast Community College work as a partnership in providing dual credit and other trades-related courses. They have several senior high students that participate in the programs.

To measure the student's growth a quarterly report card is sent home. Parents and students have the opportunity to go online and check scores. A down-list is distributed once a week. At the junior high and high school level if a student is failing in a class. The teachers also offer students the opportunity before or after school to receive additional support.

**Areas of focus and ideas:**

1. As a small, rural school district, it is vital to reach out to surrounding districts to see if there are opportunities to share programming between the districts. This can help with costs of implementing and sustaining programs such as FFA, and FCCLA.
2. The staff interviews requested more whole group counseling for the K-6 classes. A weekly scheduled in class, group counseling program might help with the concerns of the teachers.
3. Continue with the mental health programming that is in place. Southern School District should be proud of their "forward thinking" in this area.
4. Creating a program for opportunities for students to give back to their community and for the community to volunteer in your school might be beneficial. Again, hosting an open house and finding ways for the school to give back to the community may be beneficial.

5. Finding programs that can be shared between the 6th and 7th grade students could help with increasing the program offerings, as well as helping students transitions.
6. Creating time to celebrate as a district could also be advantageous. Utilizing social media to show the world how great Southern Schools are, might help with not only morale of the community and staff, but also with your students.



### **C. *College, Career and Civic Ready***

#### **Areas of success:**

Southern Public Schools has seen an increase of dual credit opportunities in the district and the students appear to be excited for the opportunity. Continue to push forward with college preparatory programming and begin the process of looking into other programming that can strengthen college readiness for your students. Look for additional opportunities for career academies, like your work release program.

Increased technology is apparent in the school. Students would like access to the possibility of 1-1 technology in the district. Continue to earmark dollars in the budget to maximize technology purchases. Possibly look into laptops for additional support.

The course offerings in the high school appear to preparing students for a transition to college, students would like to see more AP, and advanced dual credit courses. Southern Public Schools has 72% of their 8th grade meeting or exceeding standards in Science. This is an area of strength for the district.

The district has an ILCD program in place and are using the SAT process to help develop an elementary Multi-Tiered System of Support program.

### **Areas of focus and ideas:**

Students and staff stated the need for additional training on technology. Likewise, students would like the opportunity for a 1-1 initiative. To accomplish this can you look into the Thompson Foundation to purchase your first cycle of 1-1 computers and develop a strategy to sustain the initiative. Continue to invest in technology for the district, but look at increasing instructional training that can be supported by technology. Setting a goal that every student upon completion of secondary education shall be prepared for postsecondary educational opportunities and to pursue his or her career goals, will be extremely important.

Continue investing in online, college, and dual credit preparation courses these have shown to be beneficial for your students. As more colleges move to some online programming, this will continue help make that type of programming less intimidating and continue to make your students more successful in postsecondary.



## ***D. Assessment***

The State Board believes the results of multiple assessment sources (national, state, and classroom-based) should be used to measure student achievement of college and career ready standards, and be used as an integral part of the instructional process.

- Individualized/Adaptive Assessments
  - Measurement of Academic Progress (MAP) Test
  - DIBELS (K-6)

- Classroom-Based Assessments
  -
- State Assessments
  - NSCAS (3-8)
  - Pre-ACT
  - ASVAB (Juniors)
  - ACT (Juniors)
- National/International Assessments
  - ACT (Juniors)
  - ELPA 21 (K-12)
  
  - PSAT Juniors and Seniors

#### ACT Data:

Using the most recent NCSAS Data from NDE it shows an individual score growth of 65%

Score improvement – Yes

Non-proficiency reduction – Yes

Science proficiency status – 63%

Science score improvement – No

Assessment data looks good, the numbers show that there is progress being made. However, my take on the conversations, especially with the teachers were that they did review data but feel like they have not had training or instruction on what to do next with the data, and how the data will help kids improve.

Knowing your data is the first step in the process of being a data driven school. Without accurate data, the rest of the process can not move forward. The next step, in which I feel Southern is either ready for or possibly currently in, analyzing the data. It is important to understand what your data is saying, and then how to use it to make great decisions. Spend time re-evaluating your data, and your findings.



## *E. Educator Effectiveness*

### **Educator Effectiveness**

- Nebraska Teacher and Principal Performance Framework
  - The improvement plans for the 2019-2020 School year is to incorporate the Marzano frameworks into their evaluation system. The Marzano system is highly collaborative and has an emphasis on communications and teacher effectiveness. The district has already begun the process of preparing the staff for the new evaluation system. The steering committee has been in the process of reading Marzano's *"The New Art and Science of Teaching"* and will have the team read completed by the end of the 2018-2019 school year and will be purchasing books for the staff for the 2019-2020 school year. The teachers, with the help of the administration and ESU will begin to implement the selected elements.
- Professional Development
  - The district leadership has recognized the need for increased professional development. For the 2017-2018 school year the staff was provided with four (4) days of professional development. For the 2018-2019 school year the number of professional development has been increase to seven (7) days. My recommendation would be to have a specific schedule (design) for the professional development day pre-determined and an agenda development for assurance in covering objectives.
    - Additionally, once the agenda is set then a plan be put in place to make sure that teachers can successfully implement the new material/process, and the administration can follow up to ensure the success of the teacher. This should be a priority because often staff is presented with new information, changes in processes, or different programs, and it is assumed that the single day of professional development was enough to ensure the success of the training.

- In addition to instructive professional development, it is important to remember to set aside time to allow for teachers to collaborate. In the Marzano frameworks, Professional Learning Communities are very important. Allowing the teachers time to discuss, plan and prepare is valuable to the overall success of the material. As with all new initiatives there is going to be a rate of failure, especially in the beginning. It is important for staff to work together and share those struggles and well as success to help plan.
- Building Leadership Supports
  - The common theme as we talked with every group was building “team” supports. The terms, “collaboration” “communication” and “culture” were used a great deal when talking with each group. These three terms are not exclusive to the administration, but it is going to take strong leaderships supports in the district to make meaningful changes.
  - Strong leadership supports may be directed from the top down starting with the board of education, but in order for success to happen is must happen from the teacher/staff groups. The process has been put in place already during the 2018-2019 school year. Realignment of school improvement committees have happened, and from the look of the data, it has been a successful realignment.
  - Steps for Improvement
    - Collaboration – The move to seven professional day provides the opportunity for collaboration and utilizing Marzano’s approach to learning will significantly help and implementing professional learning communities will be an important leadership action. Not only providing time for PLC, but also providing training for PLC success.
    - Communication – It is important to understand that “communication” is such a general term. Anytime that communications is a concern, especially for a school district, it is vital to find out what the problem is? Communication can be the distribution of information, it could be the receiving of information, it could be the method by which the communication is taking place.
      - My recommendation for communications improvement is to identify where the problem is, and with whom the problem lies.
- Effective Local Policy Makers and Superintendents
  - This is a highly important area for all districts. Any decisions made by the leadership of the district must have policy as it’s base. Southern has completed the process, with the help of KSB School Law has completed a policy update, the first since about 2002. It should be a plan that every year the board takes on one section of policy for review and keep this as an ongoing process.
    - I applaud the board and the superintendent to the commitment they made to complete this in a single year.
  - Handbooks

- Handbooks are the next step for the Administration and Board to tackle. The handbook is highly important, where as board policy is very broad, the handbooks are more specific, and are the methods by which the policies are enforced.

## **Overview of the District Improvement Process**

### **Reviewer's Names**

Joey Lefdal  
Jeff Messersmith  
Kevin Finkey

### **I. Successful activities and Procedures in the Continuous Improvement Process**

#### **A. The SIP process is sustainable.**

- The Board and Administration are supporting the CIP efforts.
- Administrative reminders are sent to staff and regarding staff meeting to be held to reinforce effective communication.

#### **B. Teacher-led staff involved continuous improvement process (CIP).**

- Administration compiles the data and presents to the staff. Data analysis has been conducted and needs to be on an annual basis.
- A basic plan for data collection and analysis has been implemented.

#### **C. Noteworthy approaches include the following:**

- The AYP improvement plan provides goals, objectives, and strategies for the district to focus school improvement efforts.
- The district is currently working on updates to curriculum materials.
- Support is provided to new teachers and paraprofessionals.
- The school has a very dedicated, hard working, enthusiastic, staff and administration.
- Staff, administration, and the Board are proud of the school and want to remain a viable part of the community.
- Sufficient and on-going training provided so new curriculum are implemented effectively.

### **II. Recommendations for next steps for the overall school improvement process.**

- Analyze MAP and Dibels data after fall, winter, and spring testing to ensure students are on track to be proficient on state tests.
- Continue to work with the Board of Education, and organizations



within the community to increase school and community relations concerning the educational opportunities offered at Southern.

- Figure out a metric to measure your school culture school improvement goal.
- Continue to promote participation by students in the various extra-curricular activities to enhance an already strong sense of pride and belonging in the district.
- Find time for teacher collaboration.
- Continue to utilize your ESU as a resource to help with School Improvement, Curriculum, Data, and MTSS and build in time for professional development.
- Work on transitions between schools.
- Find ways to celebrate your students, as well as your staff, administration, and community.
- Work with the community to find ways to include them in your school as well as ways the school can support the community.
- Utilize social media to share your story. Show everyone how great things about Southern School District.
- Find ways to have built in time for “ALL” staff professional development.
- Utilize “open houses” to include and invite your parents and community.

## Student Performance Goal Reports

### Reviewer's Names

Joey Lefdal  
Jeff Messersmith  
Kevin Finkey

### State the Goals:

1. All students will improve their reading comprehension.
  - a) By the spring of 2019, 75% of students in grades 2-10 will increase their MAP reading RIT scores by 4 points or maintain their NAP reading RIT scores if they are at or above grade level.
2. All students will improve their mathematics skills.
  - a) By the spring of 2019, 75% of students in grades 2-10 will increase their MAP math RIT scores by 4 points or maintain their MAP math RIT scores if they are at or above grade level.

### I. **Comments about the Student Performance Goal**

#### B Goals

- The goal is supported by appropriate data.
- It appears that all teachers, regardless of content area or grade level, support the goal in their classrooms.

#### C Assessments

- The district has adopted the NWEA MAP assessment and Dibels and uses them consistently during the school year.
- The district is also utilizing the Pre-ACT as well as ACT data.

#### D Interventions/Strategies

- The district lists interventions and strategies within the Continuous Improvement action plans.
- The district shows a willingness to improve student performance; they need to be consistent and persistent in their attempt to reach their goal.

#### E Staff Development

- The administration is supportive of and involved in the entire continuous improvement process.
- The administration added extra days for professional development in the 2018-19 school year.

### III. **Successful Activities and Procedures**

- Students are the focus!
- The district selected their goals based upon triangulated data.

- Student performance results are showing some positive movement.
- The board members who were interviewed were very supportive of the school and its programs.
- Teachers have the autonomy to do their jobs well and to be leaders within the district.
- There is a sense of PRIDE among Faculty, Staff, and Students.
- Excellent facilities that feel warm and inviting.
- A dedicated, enthusiastic, and caring staff.
- The district has adopted assessments that will give them better instructional information.
- The district is committed to continued improvement for the sake of the students.

#### **IV. Recommendations for Next Steps**

- Continue triangulating your data with research-based best practices to impact reading comprehension and math across the curriculum.
- Continue to be systematic, systemic, and sustainable in your Continuous Improvement Process.
- Look at process for MTSS for grades K-12.
- Work with all schools and the community to create a brand for your district that all can be proud of.
- Make sure all professional development is pre-planned for the upcoming school year and is focused on your needs as a district.
- Make sure staff is assigned to committees that best use their expertise.
- Spend time with staff sharing in team-building activities to create camaraderie and celebrate.