AdvancED Standards for Quality Schools

Standard 1: Purpose and Direction
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

What we currently do to support this standard...	What we could do to better support this standard...
Power school enhances communication	Consistency on WEBBS
After School room 5th-HS	Quantity vs Quality-mastery!
Essential Learnings = Growth	BYOC-parent friendly?
Documented 5-year plan	All levels of communication to parents
WEBBS	Curriculum night BEFORE conferences – informational meeting to give parents the same message regarding procedures. This would save time at conferences and create more time to focus on students.
Homework Club-Elementary	Extensions for students vs. BUSY WORK. Enforce 10 minutes of study hall per class. (stated by many students)
Mission Statement	Yearly Focus above and beyond Mission
Consequences for "Downs" list	No Permission to Forget
Wall of Fame/End of Year Awards/Incentive Trips	Does 80/20 grading work? Does it promote gaining knowledge or memorization? (stated by students)
1.1 I-Pad/ Current Texts and Resources	Trophy Cases @ Elem level- (stated by parent)
NeSa Goal Setting-90%/Truck Pull	Recognize Academic success each quarter at Elementary
Ability Grouping	HAL Restructure-Are we doing enough?
Summative/Formative Assessment	Communicate higher expectations for students (stated by students)
Web Site is Awesome!	Document problem solving (PS) the same at all levels!
Career Readiness-4 year plan	Projection beyond 5 years
Galen communicates well to all stake holders	How can we communicate opportunities for student financial support for clubs fees etc.? Student financial needs discourage them from joining? (stated by students)
Positive Culture/teamwork	Make Mission more visible-signs, t-shirts, pencils, notebooks and how can we communicate better?
PTO promotes strong relationships	Monthly meetings to communicate opportunities at the HS level to students-more then daily or weekly-written announcements. Kids want to hear information first hand/face to face! (stated by students)
Many groups and clubs are available for students	More opportunities for Ag students. FFA! We are a rural community!
A balance of sports and academic opportunities	Scheduling conflicts with Distance Learning

PLC/ Team Meetings and collaboration	

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Standard 2: Governance and Leadership
The school operates under governance and leadership that promote and support student performance and school effectiveness.

What we currently do to support this standard…	What we could do to better support this standard…
School runs well	Communication about policies Easier access, post on the website, Policy brought to attention to those affected
Handbooks-student/teacher/parent	What is the school's purpose and direction? Is that the school's mission statement?
Activities are evenly distributed, students are able to participate in more than one activity	Informing students why there are core classes
School website show a variety of strengths of the school	Engage stakeholders for support
Schools purpose for the students to thrive post high school – there are goals and directions – students feel respected	When are School board meetings Agenda/date/time Website/all call/email to the staff as a reminder Elementary newsletter/lunch menu
Sports handbooks are detailed	Have these meetings more than once a year involving stakeholders Student involvement (more variety)
Willingness of administration to be flexible with rules (backpacks)	Administration meeting agenda
School board is getting informed about school curriculum- helps them feel connected to the school/students	It is very crucial for school board to know what the school needs in a new superintendent
Principal leadership- provide what the teachers need without micromanaging (teachers feel trusted), have great relationships with "all" students	Informing and getting input from student stakeholders *starting a student leader group with the principal
Principals talk to a diverse group – interact and show that they care – principals aren't seen as "scary" but are still respected **students feel the same way about teachers (but you need to know your limits)	Evaluation process- bottom up
Administration more inclusive	If a staff member is new to the district and hired after the first day—review the mission and handbook with them
Staff has been employed at school for a long time-they enjoy Wahoo	
Great secretaries and Vicki	
Superintendent report is great	
Evaluation tool is meaningful and useful toward your teacher Feedback from principals give a more realistic view Helps teachers do better in the classroom	

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Standard 3: Teaching and Assessing for Learning
The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

What we currently do to support this standard…	What we could do to better support this standard…
Aca Deca	Elem (x3) and HS (x1) needs more options for High Achieving learners
MS/HS leveled classes to meet different ability levels	Too much test prep (student, teacher, and parent frustration)
Music department – good instructional strategies	80/20 more teacher training on what this means. (ie: What is summative – just tests, also projects? How often to give summative…etc.) (x4)
80/20 shows what they know (x5)	80/20 very difficult for students if teachers give just a few summative grades (x4)
Homework is practice, not graded (x4)	Grading scale needs to be adjusted to 90-100% being an "A" due to the added difficulty of 80/20 (x4)
Powerschool for communication (x5)	Powerschool training for teachers and parents for communication
Emails from teachers (x3)	How do we reach families with no tech.?
WEBSS (x2)	Over access of teacher to parent communication leads to no student responsibility
Remind App	More available course choices for English at the HS level
Twitter for classroom updates/information	What is our process for choosing new teaching tools? How often? How do we decide who is involved? Etc.
MS/HS flexibility in choosing own curriculum (?)	Ag. Ed and FFA (x4)
Department autonomy	Transition from 5th to 6th grade math too difficult, also MS to HS
MS/HS many good options for classes (lots of choices)	80/20 needs more communication to teachers and parents as to why we made this switch (from parents and kids who thought it made sense while listening to staff explain why – but felt that it was not explained when it was implemented (x3)
Elementary PLC (x2)	Parents need resources to help students with homework
Curriculum consistency at the Elem K-5	With HS dual credit, can we reach more students with this? (rather than a select few?)
80/20 prepares students for college level learning (x3)	Students feeling like missing opportunities to take certain classes due to classes being cancelled (because of small #s)
MS provides retake options to better assess what students have learned	80/20 consistency between teachers…how many points for summative tests? How are they weighted?
80/20 – as a teacher, has reflected on	80/20 benefits college bound students – but

teaching, and feels (she) is a better teacher because of it	what about those who are not?
Sr. level College and Career readiness class	More communication to stress the "why" and the "how" of assignment notebooks
Book studies and trainings to help teachers	Teachers need more opportunities for input and feedback
K-3 Proficiency scales (x2)	80/20 is tough for kids who do not test well
K-5 Saxon Math (x3)	80/20 students think homework is not important – teachers need to stress why it is
K-5 new Science Fusion (x2)	80/20 students can be on downs list for a very long time if teachers do not give many summative assignments
HS dual credit	Inconsistent grading at all levels 4-12 (some teachers taking many more grades than others)
Ability for teachers to visit other schools/teachers to watch curriculum in action	Give students more opportunities to receive extra credit (but was noted that this is grade inflation)
Tech. Ed. Working on career options (not just preparing students for college)	
Curriculum has become more consistent district wide	
Elem writing curriculum	
Provide lots of support for struggling students	
Assignment notebooks Gr. 3-6	
Curriculum being constantly reviewed	
Teachers doing well at building on to student's learning from year to year	

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Standard 4: Resources and Support Systems
The school has resources and provides services that support its purpose and direction to ensure success for all students.

What we currently do to support this standard…	What we could do to better support this standard…
4.1 (sufficient professional and support staff)	4.1 (sufficient professional and support staff)
- Current staff manages multiple duties/preps well. - Support staff steps up to handle multiple duties. - Staff communication is positive and productive. - Professional staff values and relies on the support staff. - Teachers are grateful for having the amount of support staff we do have.	- Would like to see additional training opportunities for Paras working in the classroom (classroom management techniques, specific intervention training, etc. - Middle school student/teacher ratio is too high-possible additional staff needed. - Adding additional staff at HS would allow students more choices in taking classes, specifically in the areas of English, Art, PE, Music, and computer programming. Student and teachers both noted lack of choices in these curriculum areas. - Inconsistent class sizes at HS- could possibly be resolved by utilizing current staff differently or better scheduling. - Would like to see a dedicated counselor for emotional health concerns (HS)
4.2 (sufficient time and resources)	4.2 (sufficient time and resources)
- Staff and students feel that we are adequately provided most if not all classroom resources we need to be successful. - If we he have a reasonable need, administration finds a way to provide it. - Common plan time at Elem. Allows teams to communicate - Staff values classroom work time during development days.	- Possible common plan time for teams to communicate or staff development time to work as a team at MS/HS. - Parents open to discussing the format of Conferences (possibly using the WEBSS process to meet only with students as needed rather than a dedicated conference night.
4.3 (adequate facilities and equipment)	4.3 (adequate facilities and equipment)
- Custodial staff takes pride in the school and facilities. - Doors locked/buzzer - Students and teachers express pride in our facilities and how well they are maintained. - Students feel safe and comfortable in the buildings - Addition of new PLC was a huge	- Heating/cooling at both buildings is inconsistent - HS-Resource classroom needs better access to bathroom facilities - Classroom size is getting overcrowded at MS. - Gym space is hard to book due to so many activities needing the space.

benefit for the district	
4.4 (range of media and information)	**4.4 (range of media and information)**
o Available technology is being utilized at all levels o Opportunities for integrating virtual field trips, etc.	o Additional staff training needed for ipads at ms/hs o Lockdown games on ipads during classtime.
4.5 (technology infrastructure)	**4.5 (technology infrastructure)**
o Variety of technology available: ipads, computer carts, etc. o Ipad 1-1 is very popular with teachers and students o Network is reliable and fast. o Tech support (Vicki and Dave) is outstanding!	o Computer carts at elementary are not always sufficient to meet needs of students. o Having only digital copies of textbooks available presents issues (would like paper copies for students to use as well). o New student orientation on how to use ipads would be helpful. o Students would like to discuss having laptops instead of ipads for 1-1, especially for dual credit courses or more advanced writing courses. o Would like to see a dedicated tech support person in each building during respective testing times.
4.6 (physical/social/emotional needs)	**4.6 (physical/social/emotional needs)**
o District established health goals o WEBSS system in place o Log Entries available to all teachers to help identify at-risk students o YAP program o SCIP program o Teachers develop relationships with students in which students feel comfortable discussing concerns with them. o Staff supports each other, not just students, during difficult times. o Incorporating SPED students with regular classroom as much as possible (inclusion, circle of friends, etc.	o More mental health support needed- Would like to see a dedicated counselor for emotional health. o Follow-through with students already in WEBSS is lacking at some areas-WEBSS team needs to revisit and define the process at each building. o Make teachers aware of programs available, or utilize WEBSS process more efficiently for referring students to existing programs.
4.7 (counseling/assessment/career planning)	**4.7 (counseling/assessment/career planning)**
o classroom teachers willing to give advice and career counseling outside class time o SENCAP provides opportunities for job shadowing	o Additional help for guidance needed/not enough time for students to get help for schedule planning o Lacking job shadow or real-world training for non-SENCAP students o Students would like more guidance with scholarships and college prep/planning o Students and parents express concern with lack of class scheduling help.

	o Students and parents would like more information about ACT prep and college counseling/prep courses offered during and afterschool study hall. o Provide more information about dual credit opportunities.

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Standard 5: Using Results for Continuous Improvement
The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

What we currently do to support this standard…	What we could do to better support this standard…
MAP Testing / NeSA	Are we teaching to the test?
	Amount of time spent assessing
	More accommodations for NeSA needed
	Find a better way to use MAP to identify students who may need further evaluation or support.
	Maybe MAP given too many times in a school year?
Viewpoint makes the data easily accessible	Data training and access for support staff
Viewpoint is positively useful	Data training is inconsistent - seems to be every couple of years
	It's difficult and too time-consuming to find specific data on Viewpoint
	More training on interpreting data for the target area
	Staff needs more direction on how best to utilize MAP data in the classroom
	Small group training would be good. Ex: Viewpoint
Analysis of data is used to establish SMART goals	We don't always use assessment data to improve instruction
	Look at results and follow up with a plan. Year to year nothing really changes. Use the data we have.
District utilizes Marzano, conducts PD training, and has book talks to ensure staff development	
Assessment scores are utilized to help determine enrollment in Honors Classes	Student - We take the tests and move on. We don't know what they do with the results.
	Value scores over learning
PSAT, ACT, Chapter tests, Cumulative tests, observational assessments, skills tests, projects	Do we reteach based on the results - don't always have enough time
80/20 Grading gives accurate picture of student learning	Scores vs learning. 80/20 system - how do we use daily formative assessment and then how are we expecting students to prove summative knowledge

NeSA/State of Schools Report used to direct change & improvement	Missing out on other learning experiences because we are so focused on the test
Elementary shares MAP goals and scores w/parents	When sending assessment scores home, parents don't always know what they are and how to interpret them
Middle School shares goal setting and scores with students in conjunction with MAP testing	Need a better system for using MAP scores and giving students those results
	Communication of MAP goals and scores to High School students
Utilization of Proficiency Scales	Time to support proficiency scale use and implementation
Accelerated Reading/Accelerated Math	
Middle School - Amount of Standardized testing is just right	Middle School - SPED students miss too much class/instructional time during MAP testing
	MAP takes up too much instructional time
	Elementary School - students are over tested
C4L	Students- Need NeSA Practice tests w/reviews in all four testable areas
High School - Common Assessments	
Clearly defined comprehensive assessment system	
Students - NeSA Review and Practice tests	Students - teachers say how important NeSA is but say MAP is just practice, so students don't treat it like it's anything
	Students - A lot of the NeSA review material is basically new material for a lot of students because they did not retain it from Freshman/Sophomore year.
Students - Positive display of NeSA and ACT results motivate students	Possibly more incentives for MAP testing like there is for NeSA
	In-House ACT (*not sure how this is a delta*)
Dedicated PLC time to analyze and incorporate data	Using data in PLCs - too much available
Students - teachers communicate the standards and expectations for NeSA to the students	
Math Dept uses PLC time to analyze MAP	

and Common Assessment results to see what needs to be addressed	
Variety of assessment tools available, especially in reading	
Administration sets achievement goals for the students and communicates these goals to the staff.	
Science & Math Strategies support	
SPED support	
Teachers post grades for motivation and incentive *(L to J ATB's?)*	
Progress monitoring for reading at Elementary	
Goal setting and positive assessments based on improvement	
Identification of students for SPED services and level of services provided	
4th Grade Writing Training	
MAP and NeSA dates and goals are well structured and communicated	
Administration does a good job in highlighting NeSA in a positive way to both students and staff	
Student - MAP tests tell you right away if you have improved throughout the year	
NeSA allows a comparison to other schools across the state	
Student - Utilization of questions from previous chapter so we don't forget right away	