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Standards Assessment Report

Ord Elementary School

820 South 16th Street Ord, Nebraska 68862

Prepared for the AdvancED Quality Assurance Review

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Standards Assessment Report

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Introduction & Purpose of the Report

Introduction

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. 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) considering the evidence; 2) indicators rubric; 3) focus questions; and 4) overall assessment. Each section reinforces the other sections by asking a question that builds on the prior section.

The section entitled "considering the 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 is not intended to engage the school in a collection of evidence, but rather in thoughtful dialogue about how it can demonstrate that quality practices, conditions, and results are occurring in the school. 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 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 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?"

Demographics

| | |
|----------------------------|-----------------------|
| Public/Non-public: | Public |
| School Type: | AdvancED - Elementary |
| Charter School: | N/A |
| Enrollment: | 190 |
| Gender at School: | Co-Ed |
| Beginning Grade: | K |
| Ending Grade: | 6 |
| Alternate Beginning Grade: | |
| Alternate Ending Grade: | |
| Location Type: | Rural |
| Gender at School: | Co-Ed |

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.

Definitions of Indicators Rubric:

| | |
|--------------------------|---|
| Not Evident | Little or no evidence exists |
| Emerging | Evidence indicates early or preliminary stages of implementation of practice |
| Operational | Evidence indicates practices and procedures are actively implemented |
| Highly Functional | 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
- 1.2 Communicates the vision and purpose to build stakeholder understanding and support:
Operational
- 1.3 Identifies goals to advance the vision:
Emerging
- 1.4 Develops and continuously maintains a profile of the school, its students, and the community:
Operational
- 1.5 Ensures that the school's vision and purpose guide the teaching and learning process:
Operational
- 1.6 Reviews its vision and purpose systematically and revises them when appropriate:
Operational

Focus Questions:

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

The vision statement for Ord Elementary was developed by staff and stakeholders during a series of meetings. This process provided ownership in the product.

Addressing commitment to the vision statement is achieved through a number of avenues. There is an elementary steering committee that meets periodically for the purpose of continued school improvement. This committee is also part of a larger district steering committee. Also all of the elementary staff is assigned to a committee related to one of the district's three improvement goals: 1) improvement of reading, 2) communication, and 3) technology. These three committees also include all staff district wide.

These school improvement efforts are shared with stakeholders through various avenues. Included in this process would be the Elementary Open House, Parent/Teacher Conferences, school newsletter, newspaper articles, community volunteers in classrooms, and a monthly calendar sent home to all families of elementary 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?

Our process begins with collaboration of teachers to review student learning. In conjunction with this is the formation of our steering committee and subcommittees to review and address district goals. This would include the collecting and reviewing various data on an on-going basis. Among the sources from which this information is collected includes: report cards, AIMSweb (web based probes), end of lesson assessments, parent surveys, and achievement tests.

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

The vision, purpose, and goals of the Ord Public Schools are continually used when decisions are made involving the education of students. The vision, purpose, and goals are our guiding principles. The requirements of board policy, NDE Rule 10, and the North Central Association are also monitored.

Part of our mission statement states, "...provide a quality education". To ensure we provide quality education for our students a highly qualified staff imperative. The district provides this aspect by first of all hiring quality staff. The staff is kept up-to-date by attending appropriate inservices and workshops, staff trainings, school visitations, 1:00 PM early outs, committee involvement, and advanced degree classes.

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?

The staff at Ord Elementary School is continually reviewing student achievement data. This would include items such as report cards, end of chapter tests, State Standards, and achievement tests. These are probably the best indicators of the appropriateness and alignment of the vision and purpose to student learning and school effectiveness.

Also included in this process is the various school and district committees. Included in this would be our Steering Committee, reading committee, technology committee, and other various groups.

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.

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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

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

Operational

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

Highly Functional

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

2.5 Fosters a learning community:

Operational

2.6 Provides teachers and students opportunities to lead:

Operational

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

Emerging

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

Operational

2.9 Responds to community expectations and stakeholder satisfaction:

Operational

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

Operational

Focus Questions:

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

The policies for the Ord Public Schools are recommended, reviewed, and adopted by the Board of Education in an open public meeting. The policies address state statues along with district considerations necessary for compliance with state and federal regulations.

These policies are found in the Ord Public Schools District 5 Board Policies binder. Copies of the policies are found at various locations in the buildings of the Ord Public Schools.

To help ensure effective operation of the school parts of these policies are used in the development of the Staff Handbook and the Student Handbook. These two publications are the primary way the policies are communicated and implemented. Other avenues of information shared with stakeholders are the crisis plan, safety plan, newsletters, memos, open house, and Parent Teacher Conferences.

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

The process used in evaluating school effectiveness and student performance is review of data. This data is gathered through a number of sources. Among the sources included are: report card grades, state report card, end of level tests, AIMSweb results, Reading Counts scores, achievement test scores, state standards, state writing test, staff input, and parent surveys.

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

Stakeholders are given the opportunity to provide leadership and to contribute to the decision-making process primarily by their involvement with committees. Our committees are instrumental in our improvement process. They are responsible for reviewing various data, making recommendations, and communicating this information with the remainder of the staff. When appropriate a committee or part of the committee may be sent to a workshop or other activity to learn more about the process or gain new information.

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

Ord Elementary School involves all teachers in the school improvement process. The district also schedules periodic early outs for the students to allow staff school hours to collaborate. Professional growth is encouraged by the district. Staff members are allowed to attend workshops and other educational meetings. Should the activity be approved by administration, the district typically pays for the registration fees and provides transportation. The district has also brought in professionals to address various educational topics.

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.

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Indicators: In fulfillment of this standard, the school:

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

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

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

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

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

3.6 Allocates and protects instructional time to support student learning:

Operational

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

Emerging

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

Operational

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

Operational

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

Operational

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

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?

The school ensures that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels by providing continuity in the reading series and VoWac (Vowel-Oriented Word Attack Course) phonics program. Teachers use reading series placement tests to provide instructional strategies to meet individual needs. AIMSweb (web based progress monitoring system) assessments are given three times per year. The resulting data is used for differentiating student instruction. The Reading Counts program, state standards and the Terra Nova are also used to evaluate student learning. All curricular areas build on previous learning as evidenced by teacher's guides. Curriculum is aligned with the state standards across grade levels.

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

The school ensures the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students by providing a research based reading series that includes differentiated instruction for all students, and a variety of instructional strategies. The school uses researched based intervention systems for struggling readers through the SAT/RTI (Student Assistance Team/Response to Intervention) process called Sound Partners, REWARDS, and LIPS (Lindamood Phoneme Sequencing). Trained staff members use these systems with students. We have a school-wide Title program and all students use Success Maker weekly to develop the ability to work independently on leveled skills. Teachers attend workshops and in-services regularly and share the information with other staff. Any student qualified for a special education programs has an IEP (Individualized Education Plan) to facilitate their achievement.

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

The teachers are well prepared and effectively implement the curriculum by using a reading consultant that presents information and strategies to help implement the reading series. They team teach, attend classes, workshops and in-services to receive specific training for research based intervention/programs, such as AIMSweb and Sound Partners. Administration requires that objectives and state standards are documented in lesson plans. Standards data records levels of proficiency for each student.

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

The school provides every student access to comprehensive information, instructional technology and media service by having regular and ready access to instructional technology. Leveled readers are provided for differentiated instruction and for comprehensive information. Our reading series includes technology links throughout the curriculum. Weekly media and computer application classes provide skills to develop research based projects. A technology committee and coordinator help provide access to LCD, virtual field trips, media resources through ESU #10, and distance learning.

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.

Definitions of Indicators Rubric:

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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

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

Operational

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

Operational

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

Emerging

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

Operational

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

Operational

4.7 Demonstrates verifiable growth in student performance:

Operational

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

Operational

Focus Questions:

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

The assessment systems currently used in our school to analyze changes in student performance are Stars (Nebraska State Standards), AIMS Web (web based progress monitoring system), Scholastic Reading Counts, which includes Student Reading Inventory assessments, D.R.A (Developmental Reading Assessment), classroom assessments (i.e. End of Level reading tests, Unit tests, teacher observations), assessment tests, and CTBS Achievement Tests. These assessments are used by teachers to analyze and evaluate student performance.

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?

AIMS Web (web based progress monitoring system) is given three times a year during specific time periods. We compare scores from previous years to see growth by using graphs, which provide a visual report for parents. AIMS and S.R.I. (Student Reading Inventory), allows strategic individual planning. STARS Standards are administered and reported during a specific time frame. Report Cards are given out four times a year at the end of each quarter as dictated by the school principal. Parent-Teacher conferences are scheduled twice a year; however, more individual conferences are held as needed in individual circumstances. PowerTeacher grades are on-line for the parents and child to keep track of their scores.

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

Data is used to understand and improve overall school effectiveness by allowing teachers to evaluate and communicate the differentiated needs of the students. Data for individual students is used to formulate goals for Individual Education Plans and Student Assistant Teams. Based on the latest research, we selected a new-leveled reading series to meet the needs of our student population.

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

Teachers are trained to understand and use data in the classroom through workshops, seminars, in-services, peer- support, using resources from the ESU (Educational Service Unit) and other outside sources.

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.

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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:

Operational

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

Operational

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

Emerging

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

Operational

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

Operational

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

Highly Functional

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

Operational

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

Emerging

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:

Operational

5.10 Provides appropriate support for students with special needs:

Operational

Focus Questions:

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

Recruitment is accomplished through newspaper and radio advertisement as well as personal contact. New teachers are provided with training from administration, as well as a handbook for reference. New teachers are formally evaluated twice each year until tenured. Tenured staff are evaluated once every three years. Administrators are formally evaluated annually. The principals are evaluated by the superintendent and the superintendent by the school board. Certified staff members are required to accumulate 60 professional growth points every six years once they have achieved tenure.

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?

Financial resources are available for all staff members to attend classes and workshops for professional development. In-services are provided on a regular basis throughout the school year. Staff receives publications from our service unit on courses and workshops available pertaining to our particular area. Staff shares information gained from these courses. Funds are allocated for purchasing reading series materials as well as library books. Budget for maintenance and facility development is in place, as well as plans for continual updating of facilities. Technology is continually updated to meet student needs.

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

The safety committee and maintenance staff monitor our building and grounds and are aware of problem areas. The school board's Building and Grounds Committee is responsible for approving maintenance and repair. We have implemented a scheduled preventive maintenance inspection for all playground equipment, playground surfaces, and common areas. Fire, tornado and bus evacuation drills are conducted throughout the year. We have established

policies for bomb threat and intruder alerts. All doors are secured, except for the front door, which is monitored by office personnel. Security monitors have been installed in the front hallway. We have a first response team trained in Cardio Pulmonary Resuscitation, and first aid. They are to respond in the event of an emergency. The Special Education department has been trained in the Nonviolent Physical Crisis Intervention Techniques. A crisis response team is in place to respond as needed.

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?

Resource services include the Student Assistance Team, inclusion plans for Special Education students, and coordinating student transition from sixth grade to the junior high school.

A parent letter is sent home with students communicating guidance services that are available. Times are available for students to have weekly visits, and the guidance counselor meets with each class on a weekly and/or monthly basis. A TeamMates Mentoring program is in place, as well as a Youth Leadership group that visits our school.

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.

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Indicators: In fulfillment of this standard, the school:

6.1 Fosters collaboration with community stakeholders to support student learning:

Emerging

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

Operational

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

Operational

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

Emerging

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

Operational

Focus Questions:

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

Ord Elementary School leadership consists of school board members, administrators, faculty, staff and stakeholders working together to provide a quality education in a positive environment to ensure students' success in life. By having an open door policy we allow the community and all stakeholders the opportunity to discuss concerns, questions and suggestions.

- Open School Board Meetings
- Parent teachers conferences
- Employing highly qualified teachers in their content area
- Parent survey

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

Ord Public School administrators allow faculty and staff the opportunity to explore innovative and creative teaching strategies to develop skills for lifelong learning.

- Virtual field trips
- Monthly in-services
- Faculty and staff attending conferences
- Community volunteers and presenters
- Family literacy night
- Open house
- Book fair
- Student performances
- Local business incentives
- Crisis training
- Local ESU Trainings
- School psychologist holds in-service monthly for the Special Education Para's on different topics to enhance their job performance and make them better equipped for the challenging students they care for each day.

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

Ord Elementary School continues improvement of technology to provide immediate and ample avenues of communication, along with the traditional methods of school communication (phone calls, school visits, notes home, etc).

- Open house
- Parent surveys
- Powerschool
- Community school newsletter
- Parent teacher conferences
- Progress reports
- Report cards
- AimsWeb

- Local newspaper and radio
- School and teacher websites

- Daily bulletins
- Class newsletters

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.

Definitions of Indicators Rubric:

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| Not Evident | Little or no evidence exists |
| Emerging | Evidence indicates early or preliminary stages of implementation of practice |
| Operational | Evidence indicates practices and procedures are actively implemented |
| Highly Functional | 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

7.2 Engages stakeholders in the processes of continuous improvement:

Emerging

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

Operational

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

Operational

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

Operational

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

Operational

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?

The mission of Ord Public Schools is to provide a quality education in a positive environment for all students. This mission statement was developed by the school improvement committee at the beginning of the current cycle. In order to fulfill this mission and work on our goal of increasing reading abilities, Ord Elementary Schools use a variety of assessments to measure the success of our programs. AIMS Web, a web-based norm referenced assessment, is one of our tools. These tests are given in the fall, winter and spring. We also use Terra Nova tests, placement tests from our reading series, and other tests specifically for certain grade levels like the Developmental Reading Assessment test used for grades K-2. The Reading Counts Student Reading Inventory is given quarterly to students in grades 3-6 to identify independent and instructional reading levels for students. This assists teachers and students in choosing appropriate reading materials. Ord Elementary School has begun using a one page, condensed record of testing for each student that follows him throughout the system. This gives a quick reference for the student's current teachers. All of these assessments help professionals make strategy decisions about working with the student.

Ord Public Schools has research-based intervention programs in place for students who are failing to improve in reading as evidenced by our use of the LIPS (Lindamood Phoneme Sequencing) Program for Kindergarten, Sound Partners for grades 1-3, and the REWARDS (Reading Excellence: Word Attack & Rate Development Strategies) Program for grades 4-6. Intervention strategies are chosen for specific students at Student Assistance Team meetings. Results are assessed weekly so that decisions about the intervention are data driven.

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 team, made up of members from both the elementary and high school buildings, looks at the data that has been collected and discusses strategies for continuous improvement. We have worked hard to build better communication between buildings through the use of email and discussion groups and committees that involve members from both buildings. This communication has resulted in better transfer for students advancing from sixth grade in the elementary to junior high in the high school building. It also was the impetus of shared strategy sessions between the elementary and high school buildings. In September of 2007 four teachers from the elementary and a special education teacher from the high school met to discuss best practice reading strategies they had learned from workshops, conferences, and classes. They shared these collected strategies with the entire high school staff in small discussion groups and with elementary teachers at a staff meeting. A discussion of how these ideas were implemented was held during a Reading Improvement Committee meeting.

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?

The administration chooses workshops and conferences for teachers to attend that further our school improvement goal. Teachers are given the opportunity to attend training for interventions or assessments that are currently being used or those that will be implemented. Regional reading conventions have been particularly successful in generating new ideas and giving teachers time together to discuss them. Teachers may also suggest workshops, school visitations, or conferences they feel would benefit our students. Teachers informally share their ideas with their peers about new teaching strategies and activities they have learned. In September of 2007 and May of 2008 Macmillan McGraw Hill consultants visited Ord Elementary School and trained the teachers in the adoption of the reading series.

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

The administration and the school improvement team meet monthly to discuss the school improvement process. Stakeholders are informed of the progress through the school website, the school newsletter, and articles in the local paper. Open house and parent teacher conferences give parents and other family members an opportunity to ask questions and learn about our reading program. Another source of communication to the stakeholders is the volunteers that help with our reading program.

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?

A commitment to the improvement of student achievement is an area that emerges from across the seven standards. This is evidenced by the list of interventions, trainings, and staff involvement that is listed. This would include items such as the LIPS program, AIMSweb, RTI, and staff workshops.

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?

One of our greatest strengths at Ord Elementary School is the professionalism of our staff. Their involvement, commitment, and study of what is best for our students is noteworthy.

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

Two of our school's greatest challenges are time and the involvement of stakeholders. With the continuing addition of additional expectations in the classroom alone, it is tough to provide staff adequate time to meet as a whole or small group to discuss necessary items. It is important for the staff to meet periodically to discuss educational matters such as curriculum and assessment. With the addition of RTI and other such interventions even more time is needed for additional meetings.

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

One piece of the improvement process we will continue to develop and improve upon is that of gathering and using student data in making decisions. We have improved on this endeavor but realize we still need to take it to a higher level.