Title I Schoolwide Plan-Elementary

New Rockford-Sheyenne Public School

New Rockford-Sheyenne School District

Mrs. Jill Louters, Superintendent
437 1st Ave N
New Rockford, ND 58356-1771

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Mission Statement: New Rockford-Sheyenne School will provide a challenging learning environment that enables all students to reach their maximum potential.

Welcome to the New Rockford-Sheyenne School District. We are a Class B district located in east central North Dakota, approximately two hours from major metropolitan areas. New Rockford is easily accessed by road, Highway 281 being the major thoroughfare through the communities of both New Rockford and Sheyenne. Sheyenne is located 10 miles north of New Rockford on Highway 281. We also have access to a local airport in New Rockford and train travel via Amtrak, 39 miles to the north in Devils Lake. BNSF railroad transports product through our community.

New Rockford is the county seat of Eddy County, housing governmental authorities at both city and county levels. We are a member of the New Rockford Chamber of Commerce and have a voting member present on the board of directors for the New Rockford Area Betterment Corporation. The County Superintendent of Schools supports our district through engagement in a number of jamboree activities.

While experiencing significant population decline between 2000 and 2010, New Rockford's population has remained stagnant for the past five years, roughly 1390 residents. In 2014, the largest population segments reported were ages 70 and over and ages 0 - 9. This demographic would reflect the uptick the district has seen in its primary school enrollment numbers. Over the past five years, New Rockford has seen a minimal fluctuation in population, .8% growth or decline, which would suggest a stabilization from the early years of the 21st Century. This would reflect a change in long-range demographic planning by the school district in 2006, which suggested an overall enrollment decline by the 2010 school year to 220 students. Our current enrollment PK-12 is 341 students.

Within this population, 68% of the residents have a high school diploma or some college education. Fifteen percent do not have a high school diploma. Eighteen percent have a bachelor's or graduate degree. As one of largest employers in New Rockford-Sheyenne, the school district employs many of the most credentialed and degreed members of our community. As such, when working with high school upperclassmen, we have given a conscious effort to challenging our youth to identify not only a pursuit of higher education, but career and technical training, and employment opportunities as well. These varied post high school options reflect the desire of our students and our community.

While much of the state is experiencing a change in ethnic diversity, New Rockford-Sheyenne is not. 92% of the residents of New Rockford are white and of the few subgroups present, Native Americans represent 3.2%, the largest subgroup. This percentage has remained static over the past ten years. The poverty level is 12.7% and the unemployment rate is .6%. The median household income in 2014 was $42,969. Jobs are abundant, however, the desirability of these opportunities may be negligible.

Eighty-one percent of the units available for housing are currently inhabited indicating that housing is available for future growth. Of the units that are occupied, 67% are occupied by owners, 33% occupied by renters, suggesting that the city population may be more transient than neighboring communities, thus affecting school district student migration. Major employers in the community continue to be the school district, the Lutheran Home of the Good Shepherd, BNSF, the agriculture sector and its supporting partners.

The community of Sheyenne has similar demographics, however, experiencing marginally more poverty and diverse population growth. In 2014, the median household income was $43,500 and Sheyenne boasted a population of 202. Again, between 2000 and 2010, the population declined from 318 residents to 204 and since that time, has remained stagnant, suggesting stabilization. With a poverty rate of 19% and an unemployment rate of 1.6%, Sheyenne has seen most of its population growth in two age brackets and a specific gender, males ages 20-29 and males ages 50-59. Within this statistic, 77% of the residents are white, again, Native Americans being the largest subgroup consisting of 17% of the overall population. Sixty-three percent of the households in Sheyenne are nonfamily households, suggesting that the district needs to develop a diverse communication plan because many of these residents to not have direct contact with the school district.

Sixty-five percent of Sheyenne residents have a high school diploma or some college experience. Twenty-two percent of the population has a higher degree in education. Only 4% of residents have no high school diploma. Seventy-two percent of the housing units are occupied, again, indicating available housing, yet as in New Rockford, of these inhabited units, 26% are renter occupied. A major employer in Sheyenne is the agriculture sector, including the Equity Coop Elevator.

It is significant to note that the community of Sheyenne shares a border to the north with the Spirit Lake Nation, a Native American reservation, home to 2069 members of the Spirit Lake Tribe. The reservation is composed of four districts, Mission, Woodlake, Ft. Totten and Crowhill. Spirit Lake Nation (formerly Devils Lake Sioux) was established by treaty between the U.S. Government and the Sisseton-Wahpeton Sioux Bands in 1867. The Dakota people living on the reservation represent numerous bands including members from Yanktonai, Wahpeton, Sisseton, and various other Seven Council Tribes. There is also a small number of Chippewa from the Turtle Mountain Band living at Spirit Lake Nation. Benson County is the second poorest county in North Dakota and the 45th poorest county in the United States according to the 2010 Census.

The impact that the agriculture and energy industries have had on both communities will be monitored as the economies of the western North Dakota landscape change in the coming years.

Our school district is a consolidated district, serving children from the former New Rockford and Sheyenne Districts, whose boundary encompasses 353 sections of land in four counties; Benson, Eddy, Wells, and Foster. We have one school site in the City of New Rockford, programming for students Pre-K through grade 12. We are currently configured as an elementary and secondary school site. A school playground is incorporated into our property, and an unattached modular unit is used for instructional and support services. A financial campaign is currently underway to construct a playground that is ADA compliant and more student safety centered.

The current school building was dedicated in September of 1955. A large gymnasium was added to the present site in 1966. The school site and building are valued at $10,598,000. We have 29 classroom units available for instruction. Significant internal modifications and upgrades were made to the facility in both 2009 and 2012. These upgrades focused on communal spaces including the gymnasium, hallways, lighting structures, cafeteria and heating systems. Our technology class is currently completing the construction of a new weight room facility, in partnership with local contractors and volunteers. Our school space not only serves our community as an educational unit but as a Red Cross shelter as well. We host a variety of sporting, music, and theatrical events. Through our building use policy, we allow a wide variety of community organizations to access our facility through the year.

The district has a joint powers agreement with the City of New Rockford, securing the use of the city's baseball and football fields and an acreage designated as a wildlife reservoir. The fields support the district's extracurricular sports program, in which over 60% of our high school students participate. The wildlife reservoir has been used to provide experiential programming to supplement biology and ecology coursework through the high school science department.

In 2014, the total pupil revenue from the State of North Dakota was $2,760,771. In addition, the district secured $912,011 in revenue from local sources, including property tax and a miscellaneous fund levy. The district receives transportation aid totaling $160,667 and secured additional revenue through career and technical education and various grants and awards. The district carries a fund balance of approximately 28% or $1,251,244. The district complies with a mandatory audit as defined by century code and the results have disclosed no instance of noncompliance with government auditing standards.

In the fall of 2007, the school districts of New Rockford and Sheyenne consolidated. The former Sheyenne School was sold following the district consolidation to the City of Sheyenne. The district no longer uses the building or its adjoining property for district functions. Prior to the consolidation, secondary Sheyenne students were transported and began attending school in New Rockford, as a part of the consolidation planning. During the course of the 2006-2007 school year, a number of planning committees including policy, staffing, building, and curriculum met frequently to plan for this transition. The Board of Education was consolidated to represent both constituencies. The new district has a seven-member board, composed of 3 representatives from the former New Rockford District, 2 members from the former Sheyenne District and two members at large. All candidates in all three categories are elected by constituents throughout the new school district. All elected board members serve a three-year term.

New Rockford-Sheyenne School District serves 341 students grades PK-12 from the communities of Sheyenne and New Rockford. Thirty-eight of our students qualify for reduced meals and 31 qualify for free meals. Forty-eight students qualify for FDC. Our attendance rates have been over 94% over the past five years, with 60% of our student body absent between 1-5 times per year. This number has remained strong over the past five years, with no discernable gain or regression.   While our student body is not ethnically diverse, a majority of our students being white, non-Hispanic, we are fortunate to have 1% African-American, 4% Hispanic, 6% American Indian, and 2% Native American students.   ESL consultative services are provided through contracted services with a highly qualified ESL teacher, however, our teachers desire to identify language supports and adaptive curriculum for students who have language needs.

Student transportation is provided by five private contractors who are contracted for services through the school district. In addition, the school district owns two activity buses, one small activity bus and a school vehicle for staff and student transport. Certified staff also are trained to drive the small student transport vehicles.

The management and instruction of students in need of special education services as defined by IDEA is provided by East Central Center for Exceptional Children, located in New Rockford. New Rockford-Sheyenne teachers work closely with the East Central staff to ensure that all learning accommodations and modifications are in place in the mainstream classroom when needed.

New Rockford-Sheyenne School district employs 27.5 full-time certified teachers. We have one full-time guidance counselor and three full-time administrators, one superintendent and two principals. In addition, we employ 12.13 support staff positions including business manager, office manager, teacher's assistants, custodians, and kitchen staff. The district has seen a significant amount of staff transition over the past five years due to retirements, relocation, and other factors. This has created a need to establish goals and revise recruitment efforts that focus on long-term staff retention. The district schedules three professional development days per year for training. In addition, we currently use one early dismissal per month for staff development opportunities. Feedback from staff through AdvancED stakeholder surveys has suggested that effective staff development for our non-certified and new certified staff is a need. The district is exploring more options in terms of frequent, regular opportunities to collaborate. This may take the form of a weekly modified schedule, such as a student late start or early dismissal.

Our elementary houses 187 students grade PreK - 6. These students are composed of 108 boys and 79 girls. We provide math and reading Title 1 services K - 6 as well as an after-school program that serves our Title 1 math and reading students in grades 1-6. Most grade level sections at this level are single sections. However, a priority has been placed in grades K-3 on lower class sizes, using class size reduction

dollars to ensure that our students and teachers have strong early intervention opportunities. We use our district strategist to support our students and staff in our elementary program. This position provides instructional recommendations to our teachers as a result of our response to intervention process. This position models and recommends alternative instructional strategies and observes student responses to these changes.   In addition, we have provided instruction for the past four years to preschool students. This is a half-day program, convening in either the morning or afternoon, meeting four days per week.

In June of 2014, the district revised its strategic plan. A committee composed of school staff, parents, board members and community revised the strategic plan goal areas. These areas encompassed five themes including academic achievement, technology, fiscal management, safe and inviting environment and communication. This plan was revised in the spring of 2016. At that time, our school met the accreditation requirements.

We believe that our district has a very bright future. We continue to see strong student numbers in our elementary program and will expect to see a more diversified study body going forward, which reflects state and national trends. We believe that our mission is to create an environment where students can excel and thrive. Working in concert with community organizations we strive to ensure that all available resources are available to our students.   Our school is the focal point of community activity, we value our partnership with our stakeholders and look forward to enhancing our program as a part of our continuous improvement process.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

New Rockford-Sheyenne Mission Statement
The New Rockford-Sheyenne Public School District will provide a challenging, caring learning environment that enables all students to become responsible life-long learners who positively impact the society in which we live.

Philosophy
Because democracy becomes ever more dependent upon well informed and responsible citizens, because civilization continues to become more technical and scientific, because society comes to rely more and more on the correct functioning of technological processes, and because the individual's self-fulfillment and competence are of paramount importance, it is necessary for all who are associated with public education to review continually the responsibilities of the public schools to the community, the state, the nation and the world.

We Believe That:
1. Intelligent, informed citizens are essential for the preservation and improvement of American democracy, and our public schools have a special responsibility in this area.
2. All individuals, because of their intrinsic worth and dignity, have equal rights, and are entitled to equal freedoms and opportunities regardless of economic, cultural or intellectual differences.
3. All children shall have opportunities to participate in varied curricular offerings.
4. Education should develop the intellectual, physical, social, cultural, moral and vocational capabilities of the student, improving both the effectiveness and the quality of his or her living.
5. Educational experiences should be times to the student's readiness for them: learning, accompanied by insight and understanding, should be an outgrowth of thinking and doing. The combination of intelligence, interest and discipline is the key to achievement.
6. Members of the community are entitled to an educational program that will promote their general culture and their sense of moral and social responsibility.

New Rockford - Sheyenne Core Beliefs
I believe students are expected to solve the problems they create without creating problems for anyone else.

I believe students should see a connection between their actions and the natural or logical consequences that follow.

I believe the adult's role involved guiding students to problem-solve and develop new behaviors.

I believe in maintaining the dignity of both the student and the adult during a disciplinary situation.

I believe students have the opportunity to request "due process" if they think consequences are unfair.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Our school community reviewed each quality indicator to determine where our areas of strengths and needs rested. We believe that this information will drive future decision making as we re-craft our long range strategic plan this spring.

Our system values it's capacity to support teachers in their exploration of research based, instructional strategy development. Teachers feel empowered to find and utilize tools to meet needs in the classroom. We meet regularly through our RTI process and through staff meetings to develop ideas and shares successes regarding student growth. All stakeholders agree that our system needs to develop clarity regarding mission and direction. As a part of this conversation is the need to find create ways to include parents more actively in these big picture conversations. Parents are very engaged in the day to day work of their child, however, less engaged in long range strategic planning.

Our leadership team is focused on success for all students and invested in creating systems that allow for the success of all children. However, mentorship opportunities for new teachers, new students, even school board members, appear to be a need to ensure that all stakeholders feel valued and vested.

We believe that we are focused on communication through the development of several tools that have assisted us in getting the word out about our school district. Communication is frequent and timely. We also believe that professional development opportunities are encouraged and available to all staff members.

Our facility has been upgraded to ensure that it meet the needs of our instructional program. Our school program has been modified to meet the needs of our students, however, our special education case loads are very high, creating concerns about meeting the needs of these students.

We administer a series of student performance assessments and a process has been established in which all teachers are analyzing data, and using the results to have collaborative conversations, planning instructional strategies around best ways to help our students learn.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

We have no additional information to provide.

Title I Schoolwide Components in AdvancED

Introduction

To fulfill all requirements for North Dakota Title I schoolwide programs, schools must complete all of the schoolwide components and upload the required documentation, except the optional component, Comingling of Funds.

Schoolwide Title I Components

Label	Assurance	Response	Comment	Attachment
COMPONENT 1: Comprehensive Needs Assessment	The school has completed a comprehensive needs assessment that includes student achievement data, school program/process data, perception data, and demographic data and has disaggregated this data to identify needs of all students including student subgroups.	Yes	The schoolwide planning team has completed the necessary documents, surveys, and information needed in the for all of the diagnostic components with files uploaded.	

Label	Assurance	Response	Comment	Attachment
COMPONENT 2: Schoolwide Reform Strategies	The school includes schoolwide reform strategies that provide opportunities for all children to meet the State's standards; including subgroups; uses methods and instructional strategies to strengthen the academic program; increases amount and quality of learning time; provides an enriched and accelerated curriculum by incorporating the concept of a well-rounded education; and addresses the needs of all children at school particularly those at-risk of not meeting the State's academic standards.	Yes	The following comments are in addition to the information in the narrative summary: Progress monitoring will be tracked monthly using the Renaissance STAR assessment, Lexia Core 5 and a customized learning program in our reading curriculum, myON, allowing students to make growth working at their own personal ability level. Having a scheduled, uninterrupted time planned for reading instruction, teachers will create small groups within the whole class, working more closely one-on-one with struggling students as well as high achieving students on a daily basis.	Reform strategies - schoolwide program plan

Label	Assurance	Response	Comment	Attachment
COMPONENT 3: Coordination of Programs, Services, and Resources	The school coordinates and integrates programs, services and resources.	Yes	Our current program is a targeted program, with one teacher, and scheduled times in which students who meet Title I eligibility requirements receive services in small groups in the Title I room working on skills that need further intervention to make growth. A schoolwide program would allow all of our teaching staff the flexibility and fluidity to work with all students. Continuous progress monitoring will occur through scheduled assessments across all grade levels, using that data to facilitate instruction through a skill based, personalized learning approach.	Program Coordination 17-18

Label	Assurance	Response	Comment	Attachment
OPTIONAL: Comingling of Funds	The school may select the option to comingle funds from federal programs whose intent and purposes will be part of their schoolwide program. If Yes is selected, a description must be provided. A Not Applicable response is acceptable if the school chooses to not participate in comingling of funds.	N/A		

Plan for Title I Schoolwide Plan-Elementary

Overview

Plan Name

Plan for Title I Schoolwide Plan-Elementary

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students in grades K-6 will become proficient in Reading.	Objectives: 1 Strategies: 3 Activities: 4	Academic	$2000
2	Implement a tiered model for enrichment and intervention in reading.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$150

Goal 1: Students in grades K-6 will become proficient in Reading.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency over a two year period in Reading by 09/10/2018 as measured by NWEA MAP.

Strategy 1:

Student Goal Setting - Teachers will conference with students before and after NWEA MAP testing using a goal setting worksheet.

Activity - Teacher Training on MAP Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff, with the support of NESC, will identify multiple training dates to provide instruction for teachers on how to develop goals with students and to communicate this effectively.	Professional Learning	08/01/2016	09/26/2016	$0	No Funding Required	Administration, teachers

Strategy 2:

Differentiated Instruction - Teachers will use NWEA MAP data to plan instructional practices and activities.

Activity - Large and Small Group Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will meet and plan instruction for large and small groups of students based on student needs.	Direct Instruction	09/05/2016	05/25/2018	$0	No Funding Required	Teachers, Support Staff

Strategy 3:

Implement a writing program - Classroom teachers will continue the writing program training in grades k-6, and 7-12 English and Social Studies. Science teachers will be trained in the next school year.

Activity - Elementary Writing Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four days a week, elementary teachers will give writing instruction during a 45 minute block of time.	Direct Instruction, Other - modeling, turn & talks, guided and independent practice	09/08/2014	09/10/2018	$1000	District Funding	Teachers, Administration, Support Staff

Activity - Weekly Writing Instruction in grades 7-12	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High school teachers across the curriculum will implement a structured writing program.	Direct Instruction	09/01/2015	09/10/2018	$1000	District Funding	Teachers, Administration, Support staff

Goal 2: Implement a tiered model for enrichment and intervention in reading.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency at or above the 50th percentile in Reading by 05/04/2018 as measured by monthly progress monitoring using the STAR reading assessment.

Strategy 1:

Tiered Instruction Program - A block of personalized learning time will be scheduled for the 2017-18 school year in which all students will receive

intervention/enrichment in math and reading skills.

Research Cited: Personalizing 21st Century Education: A Framework for Student Success by Dan Domenech, Morton Sherman, and John L. Brown, March 2016

Jossey-Bass

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a book study related to the tiered instruction model.	Professional Learning	01/16/2017	05/26/2017	$150	General Fund	Teachers, Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Book Study	Teachers will participate in a book study related to the tiered instruction model.	Professional Learning	01/16/2017	05/26/2017	$150	Teachers, Administration
				Total	$150	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Weekly Writing Instruction in grades 7-12	High school teachers across the curriculum will implement a structured writing program.	Direct Instruction	09/01/2015	09/10/2018	$1000	Teachers, Administration, Support staff
Elementary Writing Block	Four days a week, elementary teachers will give writing instruction during a 45 minute block of time.	Direct Instruction, Other - modeling, turn & talks, guided and independent practice	09/08/2014	09/10/2018	$1000	Teachers, Administration, Support Staff
				Total	$2000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Large and Small Group Work	Teacher will meet and plan instruction for large and small groups of students based on student needs.	Direct Instruction	09/05/2016	05/25/2018	$0	Teachers, Support Staff
Teacher Training on MAP Goal Setting	District staff, with the support of NESC, will identify multiple training dates to provide instruction for teachers on how to develop goals with students and to communicate this effectively.	Professional Learning	08/01/2016	09/26/2016	$0	Administration, teachers
				Total	$0	

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Recently, we have seen a significant change in students social and emotional behaviors that have negatively affected academic growth and success. In the 2016-17 school year, 47 incident reports were logged in Powerschool. Beginning 2017-18 school year, all teachers, grades K-6, will be implementing a research-based program, 'The Morning Meeting', by Kriete & Davis, in which we are confident students will gain skills in managing emotions, resolving conflict, and making responsible decisions both socially and academically.	2015-2017 STAR 2014-2017 STAR Spring 2014-17

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Over the past few years, there were no significant changes noted. We did however notice that there are grades presently below their current reading grade level in which we realize we need to make some instructional and programming changes in order to see improvement and success in our Reading scores and growth.
Information is based on the SLDS AdvanceED Report showing data from NWEA and STAR assesssments.

Describe the area(s) that show a positive trend in performance.

In the time period from 2007-08 school year to 2013-14 school year, multiple grades had a NWEA Math Average or Above rate with a statistically significant positive trend. Of the grade levels showing a statistically significant positive trend, the strongest positive trend occurs in grade 0.

In the time period from 2007-08 school year to 2013-14 school year,one grade had a NWEA Reading Average or Above rate with a statistically significant positive trend, grade 6.

Information is based on the SLDS AdvancED Report.

Which area(s) indicate the overall highest performance?

In 2013-14, multiple grades had a NWEA Math Average or Above rate that was statistically significantly above the North Dakota state average Average or Above rate. The largest statistically significant achievement occurred in grade 5, which had a NWEA Math Average or Above rate of 100.0%, compared to the North Dakota state average of 65.9%.

In 2013-14 no grade had a NWEA Reading Average or Above rate that was statistically significantly above the North Dakota state average proficiency rate. While not a statistically significant difference, the Average or Above rate in grade 5, 90.0%, was above the North Dakota state average of 68.8%.

Information based on the SLDS AdvancED Report.

Which subgroup(s) show a trend toward increasing performance?

In the time period from the 2007-08 school year to 2013-14 school year, there was a significantly positive trend in the area of NWEA Math by the Lunch Full Pay subgroup.

In the time period from the 2007-2008 school year to 2013-14 school year, there was a positive trend, although not significant, in the area of NWEA Math by the Lunch Free and Reduced subgroup.

In the time period from 2007-2008 school year to 2013-14 school year, there was a positive trend, although not significant, in the area of NWEA Reading by the Lunch Full Pay subgroup.

In the time period from 2007-2008 school year to 2013-14 school year, there was a significantly positive trend in the area of NWEA Math in the Without Disabilities subgroup.

In the time period from 2007-2008 school year to 2013-14 school year, there was a positive trend, although not significant, in the area of NWEA Math by the With Disabilities subgroup.

In the time period from 2007-2008 school year to 2013-14 school year, there was a positive trend, although not significant, in the area of NWEA Reading by the Without Disabilities subgroup.

Between which subgroups is the achievement gap closing?

During the 2008-09 school year, the achievement gap was almost closed and the Lunch Free and Reduced subgroup were close in proficiency to the Lunch Full Pay subgroup in the area of NWEA Math.

During the 2008-09 school year, the achievement gap was closed and the Lunch Free and Reduced subgroup were more proficient than the Lunch Full Pay subgroup in the area of NWEA Reading.

Which of the above reported findings are consistent with findings from other data sources?

At this time, we do not have any other data sources to compare our findings.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

In 2013-14, no grade had a NDSA Math proficiency rate that was statistically significantly below teh defined expected level. While not a statistically significant difference, the proficiency rate in grade 4, 81.2%, was below the expected level of 91.4%.

In 2013-14, multiple grades had a NDSA Reading proficiency rate that was statistically significantly below the defined expected level. The largest statistically significant performance below the expected level occurred in grade 6, which had a NDSA Reading proficiency rate of 65.4%, compared to the expected level of 86.6%.

In 2013-14, no grade had a NWEA Math proficiency rate that was statistically significantly below the defined expected level. While not a statistically significant difference, the proficiency rate in grade 2, 55.0%, was below the expected level of 61.4%.

in 2013-14, one grade had a NWEA Reading average or above rate the was statistically significantly below the defined expected level, grade 7. The average or above rate in NWEA Reading in grade 7 was 46.4%, compared to the expected level for that year of 71.3%.

Information is based on the SLDS AdvancED Report.

Describe the area(s) that show a negative trend in performance.

In the time period from the 2007-08 school year to the 2013-14 school year, no grade had a NDSA Math proficiency rate with a statistically significant negative trend. While not a statistically significant trend, the strongest negative trend exists across the years in grade 7.

In the time period from the 2007-08 school year to the 2013-14 school year, no grade had a NDSA Reading proficiency rate with a statistically significant negative trend. While not a statistically significant trend, the strongest negative trend exists across the years in grade 7.

In the time period from the 2007-08 school year to the 2013-14 school year, no grade had a NWEA Math Average or Above rate with a statistically significant negative trend. While not a statistically significant trend, a negative trend does exist across the years in grade 2.

In the time period from the 2007-08 school year to the 2013-14 school year, one grade had a NWEA Reading Average or Above rate with a statistically significant negative trend, grade 8.

Information is based on the SLDS AdvancED Report.

Which area(s) indicate the overall lowest performance?

In 2013-14, no grade had a NDSA Math proficiency rate that was statistically significantly below the North Dakota state average proficiency rate. While not a statistically significant difference, the proficiency rate in grade 11, 57.7%, was below the North Dakota state average of 59.2%.

In 2013-14, no grade had a NDSA Reading proficiency rate that was statistically significantly below the North Dakota state average proficiency rate. While not a statistically significant difference, the proficiency rate in grade 11, 61.5%, was below the North Dakota state average of 67.1%.

In 2013-14, no grade had a NWEA math Average or Above rate that was statistically significantly below the North Dakota state average Average or Above rate. While not a statistically significant difference, the Average or Above rate in grade 2, 55.0% was below the North Dakota state average of 67.1%.

In 2013-14, no grade had a NWEA Reading Average or Above rate that was statistically significantly below the North Dakota state average proficiency rate. While not a statistically significant difference, the Average or Above rate in grade 7, 46.4%, was below the North Dakota state average of 64.4%.

Information is based on the SLDS AdvancED Report.

Which subgroup(s) show a trend toward decreasing performance?

In the time period from the 2007-08 school year to 2013-14 school year, there was a negative trend, although not significant, in the area for NDSA Reading by the Lunch Free and Reduced subgroup.

In the time period from the 2007-08 school year to 2013-14 school year, there was a negative trend, although not significant, in the areas for NDSA Math and Reading by the With Disabilities subgroup.

In the time period from the 2007-08 school year to 2013-14 school year, there was a negative trend, although not significant, in the area for NWEA Reading by the Lunch Free and Reduced subgroup.

In the time period from the 2007-08 school year to 2013-14 school year, there was a negative trend, although not significant, in the area for NWEA Reading by the With Disabilities subgroup.

Between which subgroups is the achievement gap becoming greater?

The overall gap trend between With Disabilities and Without Disabilities subgroups between the years of 2007-2014 has increased in the area of reading on both the NDSA and NWEA assessments.

The overall gap trend between With Disabilities and Without Disabilities subgroups between the years of 2007-2014 has increased in the area of math on the NDSA assessment.

The overall gap trend between Lunch Full Pay and Lunch Free and Reduced subgroups between the years of 2007-2014 has increased in the area of reading on both the NDSA and NWEA assessments.

Which of the above reported findings are consistent with findings from other data sources?

At this time, we do not have any other data sources to compare our findings.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 2.75
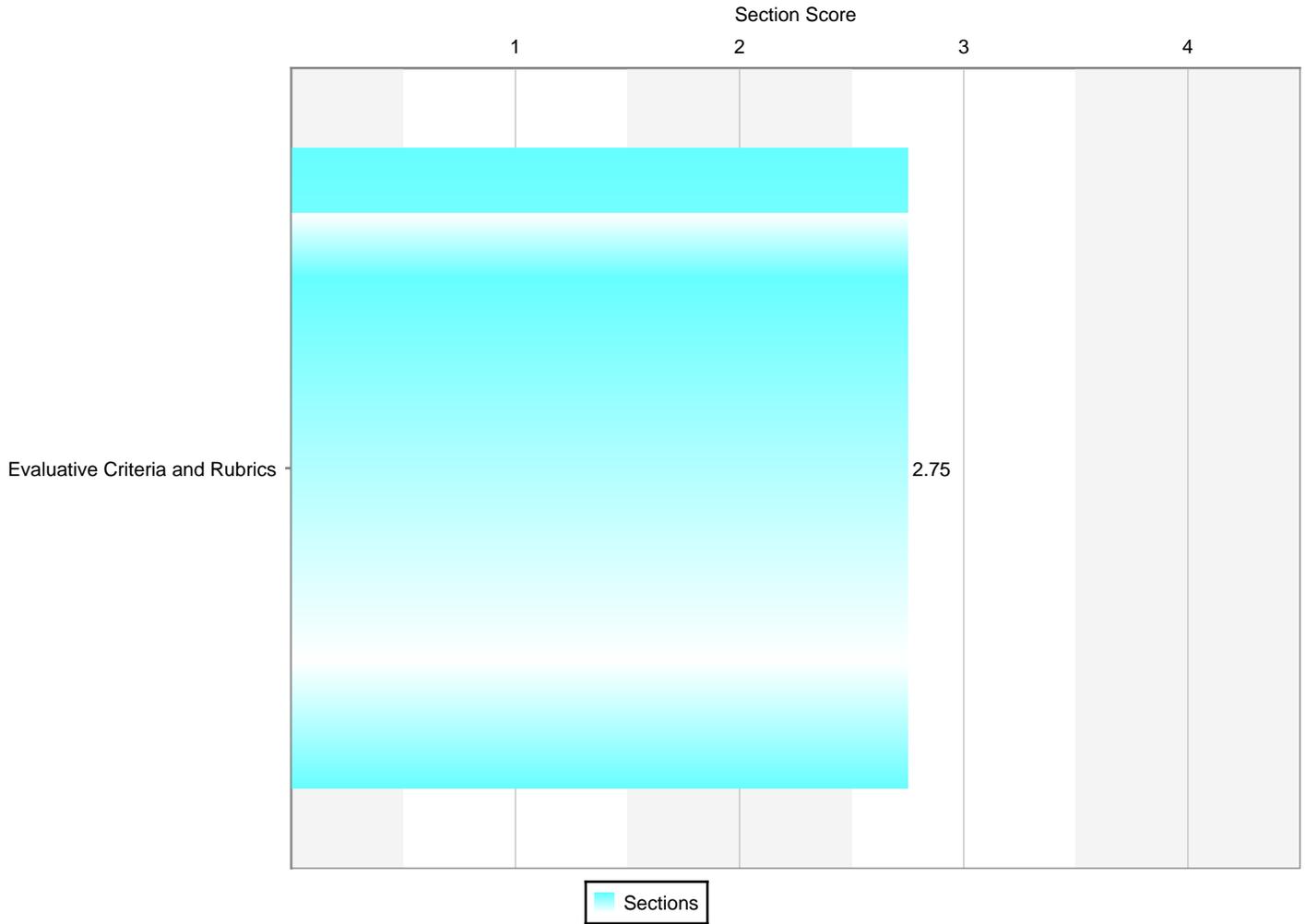
Sections

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Early Elementary Survey Elementary Survey Staff Survey Parent Survey

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Among individual questions/indicators, the following information indicates the highest level of satisfaction/approval for each of the groups:

PARENT:

*All of my child's teachers report on my child's progress in easy to understand language.

*My child has up to date computers and other technology to learn.

STAFF:

*Our school's purpose statement is clearly focused on student success.

*Our school provides a plan for the acquisition and support of technology to support student learning.

ELEMENTARY:

*My school has computers to help my learn.

*My teachers care about students.

EARLY ELEMENTARY:

*My teacher wants me to do my best.

*My school has books for me to read.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Our team came to the conclusion that we don't have enough survey data to look at year-to-year trends. When looking at trend data across the populations of people surveyed, we noticed similar survey results among all standards.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Teaching and Assessing & Resources and Support were the 2 areas of highest notable achievement among the stakeholder feedback.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

PARENT:

*Our school's governing body operates responsibly and functions effectively.

*Our school's purpose statement is formally reviewed and revised with involvement from parents.

STAFF:

*All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.

*All teachers monitor and adjust curriculum, instruction, and assessment based on data.

*All teachers have been trained to implement a formal process that promotes discussion about student learning.

ELEMENTARY:

*In my school students treat adults with respect.

*My teachers ask my family to come to school activities.

EARLY ELEMENTARY:

*My family likes to come to school.

*I know what to do every day in school & Other teachers know me. (same score)

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Our team came to the conclusion that we don't have enough survey data to look at year-to year-trends. When looking at trend data across the populations of people surveyed, we noticed similar survey results among all standards.

What are the implications for these stakeholder perceptions?

Our team feels that having this information from stakeholders is so important, because it clearly represents the areas of improvement needed within the district. Our stakeholders provided evidence or comments regarding plans/activities that our district will be able to use to implement an action plan to further improve these areas.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Governance and Leadership & Teaching and Assessing for Learning are the 2 areas in need of improvement.

Report Summary

Scores By Section

Section Score
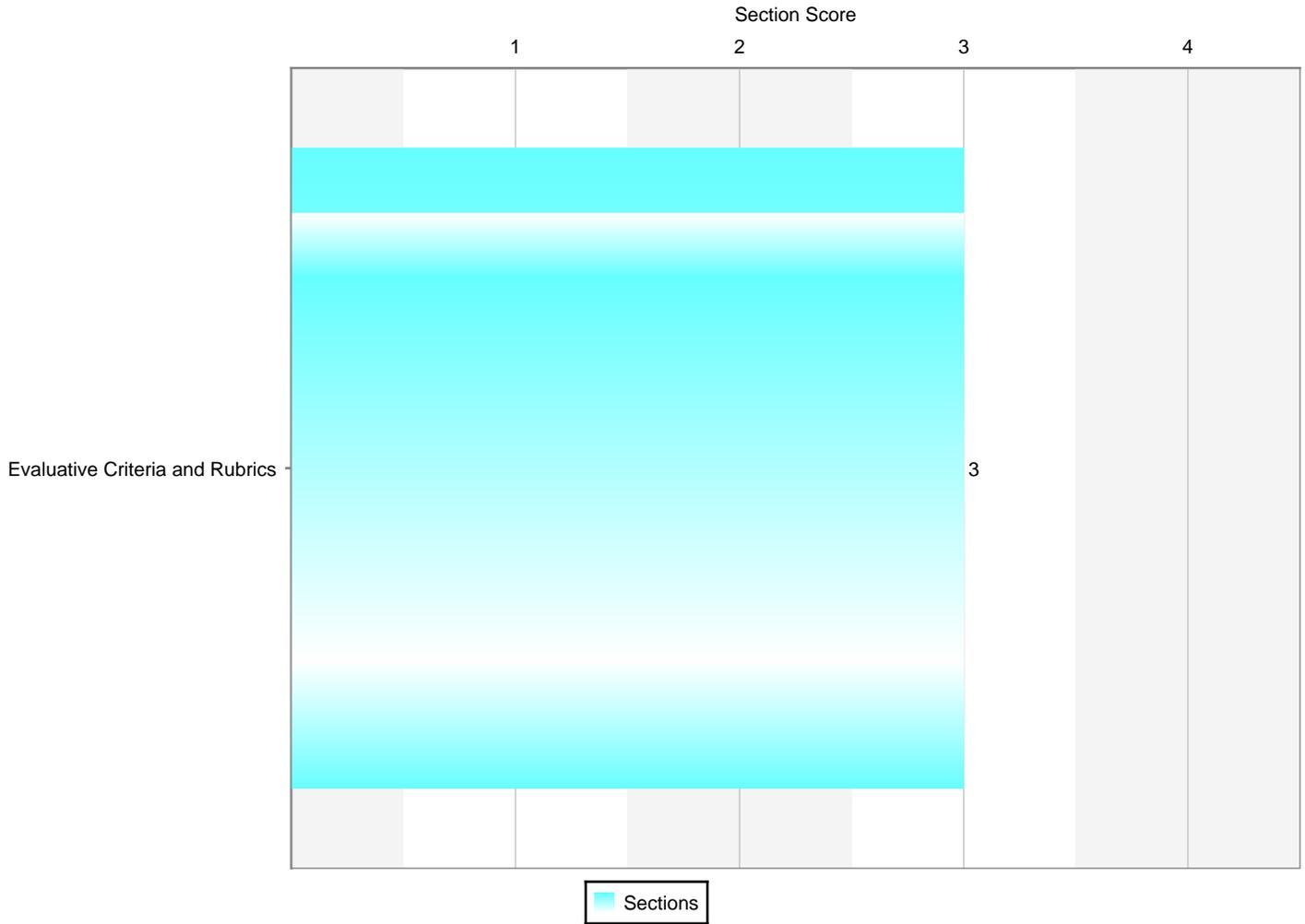
Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

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.

Overall Rating: 2.33

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Purpose statements - past and present •Long range strategic plan	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	•Survey results •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan •Marshall Teacher Evaluation	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of strength:

We believe that New Rockford-Sheyenne School has a shared system of beliefs where student learning comes first. Our staff continually strives to find ways for students in our school system to improve their learning by considering learning styles, differentiated instruction, and quality practices to bring the best programs to our students that will improve their academic success. We meet regularly regarding students through our RTI process and staff meetings to develop ideas on what they need in order to promote their growth.

Our staff is given the flexibility and trust to research and implement educational strategies to try to meet the needs of our students. Administration encourages staff to take risks in the classroom. We have incorporated two standing classrooms in the elementary, a learning lab in the high school and due to our 1:1 initiative, teachers are motivated to add technology to their daily lessons. During the 2014-2015 school year, we tried a co-principalship that allowed the principals to share duties. However, based on staff feedback, the format was changed back to include separate elementary and high school principals.

Areas in need of improvement:

The team recognizes that a regular schedule for revision of our mission and vision statement needs to be implemented. It has been several years since the statement was reviewed. Our team, including all stakeholders, needs to develop a clear, but simple purpose that is understood by both students and adults. Discussion has taken place regarding the use of an acronym to create a statement that all can honor.

Improvement is also needed in broadening our stakeholder participation in the school improvement process. We need to ensure that we consistently and effectively use the data from our stakeholders (gathered through various surveys) to better inform them of our continuous improvement process and the communication of our vision. At Parent-Teacher Conferences in November 2015, only 40 out of 190 households completed the AdvancED parent survey. Communicating the results from these surveys with stakeholders will reveal the importance to our improvement process.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •Board agendas and minutes posted to school website and app *School policy available on school website and app *Staff, student, and classroom handbooks on school website and app	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Assurances, certifications •Governing body training plan •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •Member of policy services through the North Dakota School Association *School Board self evaluations in January 2016	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings • Board adopted policy BA Pledge of Ethics in December 2015	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan •Leadership team meets weekly to discuss planning, budgeting, teacher evaluations, etc. *PreK-12 meetings bi-monthly *Mini walk-through observations	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	•Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Stakeholders involved in focus groups discussing long range plan, technology plan, and grading	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Representative supervision and evaluation reports •Marshall Teacher Evaluation tool implemented 2014-2015 school year with additional domains added each year *Teachers required to set two professional goals for 2015-2016 school year *T-Eval online tool allows teachers and administration to communicate regarding observations and goals *School-wide implementation of posted learning objectives	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of strength:

New Rockford-Sheyenne School operates under governance and leadership that promotes and supports student performance and system effectiveness. The board allows the school leadership the autonomy to accomplish their daily achievements and instructional goals. The

leadership is focused on success for all students. In the 2014-2015 school year, we adopted the Marshall Teacher Evaluation model and implemented two domains. An additional domain was added this school year and the full evaluation model will be used in the 2016-2017 school year. Administrators meet with staff throughout the year to discuss mini and formal observations. Also, teachers are required to write two professional goals to help enhance their instruction.

Areas in need of improvement:

In January 2016, our school board completed the Trustee Demonstration Project School Board Self-Evaluation. The survey revealed that an area of weakness was identified is in regards to new board member training. The board would like to see a mentor provided for new members to help them learn roles and responsibilities.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.58

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Course descriptions •Student involvement in weight room project	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	•Curriculum guides •Common assessments •Surveys results •Lesson plans aligned to the curriculum	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Teacher evaluation criteria •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results •Collabortive student grouping, "turn and talks," exit slips	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Surveys results •Administrative classroom observation protocols and logs •Mini walk-through observations	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	•Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Teacher reports at PreK-12 staff meetings *Learning Lab	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	•Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning •Weekly lesson plans required to administration *21st Century Program *NWEA goal planning and instructional groups	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	•Records of meetings and walk thrus/feedback sessions •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	•Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Title I Math and Reading Nights *School website, mobile app, Facebook, Instagram, and Remind.com *Progress reports and deficiences mailed home *Parent access to PowerSchool *Back to School Night *Student planners between home and school	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	•Challenge staff to get to know two new students *Expectation to be at classroom door at school start and between classes *Learning Lab *Teachers are coaches and advisors *Rocket Time	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Evaluation process for grading and reporting practices •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting •Progress reports and deficiency reports at midterm and quarterly *Ineligibility reports weekly *Grading policy committee to evaluate scale	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Survey results •Brief explanation of alignment between professional learning and identified needs •Monthly professional development during early dismissal *Summer paraprofessional workshop *504 training for all staff *Marshall Teacher Evaluation process	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•Survey results •List of learning support services and student population served by such services •Data used to identify unique learning needs of students •Multiple measures (NWEA, State Assessment, classroom grades) used to evaluate the need for support services *RTI committe and team meetings *Progress monitoring	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of strength:

New Rockford-Sheyenne AdvancED committee has identified and discussed several areas of strength while reviewing the indicators. The first strength is our ability to engage and inform students and families in the learning process. The technology coordinator and office manager have made it a priority to keep an updated website, mobile app, Facebook page, Twitter, and Instagram account for all stakeholders. Furthermore, teachers use newsletters, email, phone calls, and/or the Remind App to communicate important classroom information. Also, parents are invited to our school on Back-to-School Night, family math and reading nights, and Parent-Teacher Conferences. In addition, stakeholders are members of Rocket Boosters and Music Boosters in support of our students. All families are given an access code for PowerSchool which gives them access to a variety of information as well as being mailed mid-term and quarterly deficiency reports. Planners and/or folders are supplied to all students that serve as a communication tool between parents and teachers.

The team also felt that New Rockford-Sheyenne school provides all staff with the opportunity to participate in a continuous program of professional learning. Starting in the 2014-2015 school year, monthly early dismissals were incorporated into our school calendar for certified staff. After a need was identified, all employees are required to attend during the 2015-2016 school year. This school year has been focused on the evaluation and assessment of school-wide needs. Staff requests for professional development are encouraged and usually fulfilled. New Rockford-Sheyenne school is currently in the NESC (Northeast Education Services Cooperative) which provides many learning opportunities.

Areas in need of improvement:

The committee also identified some areas of weakness within this standard. Recent staff turnover has made it difficult to effectively implement a mentoring program for incoming teachers. Attempts have been made to provide a program, but due to a lack of time and commitment there has been limited success. The team believes that there needs to be more focus on scope and sequence and curriculum mapping. There has been discussion regarding the implementation of curriculum committees. Another challenge is our ability to effectively use data to guide instruction in the classroom.

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.

Overall Rating: 2.86

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff •*Open positions listed on school website *Due to teacher shortage, community experts have been employed and are expected to follow licensure requirements	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar •Long-range planning committee met with stakeholders to discuss enrollment trends, continuous educational programming, and possible curriculum additions *Purchase order approval procedures	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Records of depreciation of equipment •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Door alarms and security cameras in place *Fire and tornado drills practiced *Custodial staff on site or on call *Emergency procedure handbook and disaster bucket in each room	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •1:1 initiative with technology plan *Instant alert system to communicate with parents *On-site technology coach	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Survey results •Policies relative to technology use •iPad cart, Chromebook cart, 1:1 in grades 3-12, SMART Boards, document cameras, baby simulators *Technology coach provides "Tech Tips"	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •Social classes and services, e.g., bullying, character education •List of support services available to students •Monthly classroom visits from counselor to address social skills *Food service staff provide state and federally approved breakfast and lunch to meet student physical needs *Backpack program provides weekend meals to students in need *Provided Nutured Heart Approach training *School collaborates with Eddy County Cares on mental health issues	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Survey results •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process •Hosted Crash Course, a college readiness program *All staff trained in 504 process and procedures	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of strength:

New Rockford-Sheyenne has a building committee that assesses the facility and its needs. Recently updates have been made to the gymnasium, lunchroom, locker rooms, elementary bathrooms, and some windows. Currently, Technology and Engineering students are assisting community experts in the building of a school weight room. Future needs that are being evaluated are the replacement of all school windows, new playground, emergency generator, updated security cameras, and addition of a maintenance facility.

After student need consideration, a Learning Lab was added. A teacher focuses on 7th and 8th graders transitioning to the high school and monitors academic and social needs of students in grades 7-12. A day each spring is devoted to 6th graders shadowing 7th graders to help introduce junior high expectations. The school counselor provides guidance and career planning counseling.

Areas in need of improvement:

New Rockford-Sheyenne school contracts its special education services through East Central Special Education unit. The elementary special education position is part time, 60% FTE. Caseload numbers indicate a need for a full-time special education educator in the elementary to meet student needs. In addition, our ELL population needs additional staff. Although a professional is contracted to perform our ELL assessments, classroom support and training is needed.

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.

Overall Rating: 2.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •*Elementary Assessments - Smarter Balanced Assessment, NWEA MAP, STAR, AimsWeb, LexiaCore5, Dibels, Accelerated Reading *Secondary - Smarter Balanced, ACT, NWEA MAP, ASVAB, ACT Aspire, Work-Keys	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	•Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Training materials specific to the evaluation, interpretation, and use of data •*Early dismissal time used for evaluating NWEA with the guidance of NESC *School Improvement team trained in SLDS *Staff meeting outlining the Smarter Balanced testing expectations	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level •*Students track individual testing data *Parent-Teacher Conferences include discussions on standardized testing results *Senior exit surveys	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups •*Superintendent hosts School Talks in New Rockford and Sheyenne to visit with stakeholders about school happenings *Superintendent writes monthly newspaper article *All staff required to write bi-yearly blog post about school happenings from their perspective *Standardized testing data reported to parents *AYP reports published in local newspaper *Long range plan created with the help of stakeholders	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of strength:

New Rockford-Sheyenne School uses a combination of student assessments from which data is collected to develop curriculum focused on improving student learning. The school improvement team uses SLDS to compare student test results from NWEA, North Dakota State Assessments, and ACT to drive instruction. The intention is to train all staff in the use SLDS in the 2016-17 school year.

The NESC (Northeast Education Service Cooperative) has provided inservice training for staff to learn to access and assess testing data. This training has allowed our staff to identify student strengths and weaknesses.

Our stakeholders are informed of data trends in various ways. Newspaper articles include general information on AYP and North Dakota State testing results. Standardized testing procedures and results are communicated with parents through classroom newsletters and Parent-Teacher Conferences. In addition, the counselor and classroom teachers inform students regarding their individual testing performance and trends. Parents are regularly contacted by staff regarding student performance as needed.

Areas in need of improvement:

The school improvement team feels that although staff has been trained on how to collect data and generate reports, it is not being used system wide. More time is needed for collaboration between staff to analyze and use the data effectively in the classroom. Leadership needs to monitor teacher use of assessment data to improve student learning and provide support if needed. In the 2016-2017 school year, administration will use the full Marshall Teacher Evaluation rubric, which has expectations for data usage.

Report Summary

Scores By Section

Section Score

Standard 1: Purpose and Direction — 2.33

Standard 2: Governance and Leadership — 2.67

Standard 3: Teaching and Assessing for Learning — 2.58

Standard 4: Resources and Support Systems — 2.86

Standard 5: Using Results for Continuous Improvement — 2.6

Sections