

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.

Pierce Public Schools maintain and communicate a purpose and direction that commits to high expectations for learning as well as shared values and beliefs about teaching and learning. We note the following areas of strength:

- commitment to shared values and beliefs about teaching and learning
- strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills
- principals using a documented, systematic, continuous improvement process for improving student learning and the conditions that improve learning
- committee work where staff members build and sustain ownership of the school's purpose and direction
- school improvement goal that has a measurable objective, strategy, activities, and timelines

Additional strengths include the district wide use of APL strategies, our effectiveness of interventions to help students achieve success, and our ongoing efforts to inform stakeholders of the successes of Pierce Public Schools. Our community newspaper, which is vital in a small town, informs our stakeholders of the numerous aspects of school business, activities, and student activity success.

To sustain our areas of strength, time will be provided for staff development directly relating to our school improvement goal. We will continue to monitor and evaluate our school data, by not only looking at NeSA, ACT, PLAN and ASVAB scores, but also individual diagnostic data included MAP results and STAR data.

In addition to our strengths, we also noted areas where improvement could be made, which include the following:

- creating a school purpose statement and making it readily available to all stakeholders
- additional student representation with purpose and direction toward teaching and learning
- school leadership will commit to high expectations for professional growth and practices
- moving toward a new school improvement cycle, we must express a revised interest in the school improvement process from all stakeholders

Cutbacks and minimal staffing at both buildings have provided the biggest challenges for our district. Class sizes have increased due to the decrease in teaching staff, which creates a smaller window for equitable learning experiences.

Plans to improve our areas of need could include:

- decreasing student to teacher ratios at lower elementary grade levels, upper elementary grade levels, junior high levels, and senior high levels
- after school enrichment groups
- have a professional growth theme every year and schedule time and allot funds to achieve this goal

Standard 2

Governance and Leadership

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

Pierce Public Schools operate under governance and leadership that promote and support student performance and effectiveness. We note the following areas of strength:

- policies clearly and directly support the school's purpose and oversight of fiscal management
- governing body members comply with all policies, procedures, laws and regulation, and function as a cohesive unit for the benefit of student learning
- the governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day to day operations of the school

Additional strengths include the use of APL strategies across our district and seeing these strategies evaluated by building administrators. Some members of our governing body attend the Nebraska Association of School Boards workshops. Parents of students in our district have access to Powerschool to monitor student grades, attendance, and daily bulletin items.

To sustain our areas of strength, our governing body will continue to educate themselves regarding school policies, procedures, laws, and regulations to function for the benefit of student learning. The governing body and school leadership will continue to update policies and maintain fiscal responsibility. We will continue to utilize Powerschool for student grades, attendance, and daily bulletin items.

Along with our strengths, we also noted areas where improvements could be made, which include the following:

- updated staff handbook to inform all staff on code of ethics, responsibilities, conflict of interest
- giving direction for professional growth of all staff
- governing body members are encouraged to participate in formal professional development
- the governing body members are encouraged to maintain a distinction between its roles and responsibilities and those of school leadership
- foster a culture of rigorous professional growth
- holding all students to high standards in all courses of study
- better opportunities for stakeholders to shape decisions and work collaboratively on school improvement efforts

Plans to improve our areas of need could include:

- increased collaboration between leadership and teachers consistent with the school's purpose and direction
- utilize Patron Advisory Committee and Staff Advisory Committee as needed
- monthly updates from administrators in local newspaper, on the website or via social media as needed

Standard 3 Teaching and Assessing for Learning

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

Pierce Public Schools curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning. We note the following areas of strength:

- provide equitable and challenging learning experiences that ensure all students have success at the next level
- use of Powerschool to provide timely feedback about their learning
- all teachers use APL to inform students of learning expectations
- mentoring and coaching support instructional improvement
- adult advocates in the school support students' educational experience
- grading and the reporting of grades are based on clearly defined criteria

Additional strengths include being a data driven school by looking at overall student data. We also have over seventy percent turnout as an average during parent teacher conferences. At both buildings, our SCIP teams identify at risk students and try to set up interventions to help these students become successful.

To sustain our areas of strength, numerous staff members are involved in mentoring and coaching which support instructional improvement. Personnel new to our district utilize APL strategies. Powerschool will continue to house our student information and make this information accessible to necessary stakeholders. We continue to provide equitable and challenging learning experiences to ensure that all of our students have success at the next level.

Along with our strengths, we also noted areas where improvements could be made, which include the following:

- increased use of data comparison to improve student learning

- curriculum looked at and updated on an as needed basis
- collaborative learning communities meet in regard to school improvement
- mentoring, coaching, and induction programs for school personnel are limited

Plans to improve our areas of need could include:

- utilize schedule of curriculum review
- establish and maintain buy in from staff regarding the value of collaborative learning communities
- all staff members need to participate in some type of professional learning network
- provide better support for our new school personnel

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.

Pierce Public Schools have resources and provide services that support its purpose and direction to ensure success for all students. We note the following areas of strength:

- measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities
- results of improvement efforts are systematically evaluated regularly
- exceptional collection of media and information resources are available to students and school personnel
- technology infrastructure is modern, fully functional, and meets the teaching learning, and operational needs of all stakeholders

Additional strengths include our policies for regular and special education, counseling curriculum, and SAT team process. Quality assurance procedures are in place to monitor these programs. A referral process is in place at all levels.

To sustain our areas of strength, data from all areas needs to be analyzed to ensure the school has the resources and provides services that support its purpose and direction to ensure success for all students.

Along with our strengths, we also noted areas where improvements could be made, which include the following:

- addition of certificated staff to support the school's purpose, direction, and educational program
- our school works on an as necessary basis for developing and implementing improvement plans, so we could utilize long term planning
- establish a clear process to determine the physical, social, and emotional needs of each student in the school, completed as necessary
- increased use of our available technology

Plans to improve our areas of need could include:

- our district needs to find ways to let the community know the need for additional staff members
- school improvement team needs to develop, with input from the staff, short and long range planning to ensure student success
- technology workshops required from all staff

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.

Pierce Public Schools implement a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement. We note the following areas of strength:

- establishing and maintaining a clearly defined and comprehensive student assessment system
- using MAP data to group students by ability level at the elementary school

Additional strengths include using MAP, DIBELS, NeSA, and STAR test assessment results to monitor student growth and achievement.

To sustain our areas of strength, a variety of reading strategies have been developed to increase test scores on the NeSA tests. Daily preparation for the state tests take place, which, in turn, helps show an increase on all other standardized assessments. Our superintendent prepares an annual report for the board of education. Our local newspaper reports our test scores and compares the Pierce results to the state averages. On a monthly basis, our principals provide building level updates regarding student achievements to the governing body.

Along with our strengths, we also noted areas where improvements could be made, which include the following:

- using our data to design, implement, and evaluate continuous improvement plans and apply learning

- having all staff members, including all support staff, trained in the evaluation, interpretation and use of data
- data analysis process is needed for determining readiness for and success at the next level

Plans to improve our areas of need could include:

- accountability of all staff members at data retreats
- create a data analysis process