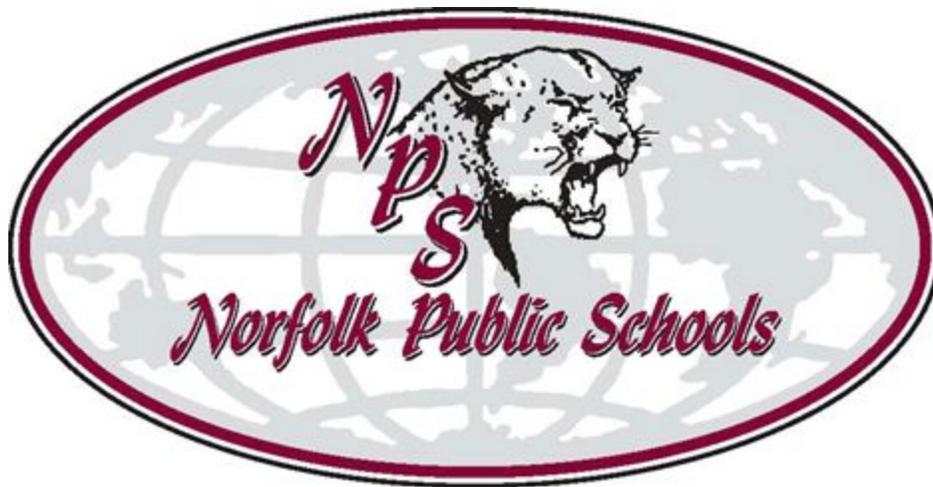


Norfolk Public Schools



School Profile Template Summer 2015

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District Profile



District Description/Demographics

Norfolk Public Schools is a progressive district that is on a quest to be top performing school that is a source of pride to students, parents, and community members. We provide a distinctive educational curriculum that is designed to meet the needs of all 4162 learners that we serve in pre-kindergarten through twelfth grade. All-day kindergarten is available in all seven elementary schools, and Lincoln offers a K-4 Montessori Program. Middle School serves grades 5-6, Junior High serves grades 7-8, and our Senior High serves grades 9-12. In addition, Alternative for Success is a specialized program that provides an alternative, flexible learning environment for 9th through 12th grade students. And, our High Ability Learner or "Challenge" program serves intellectually gifted students in all our schools, as does our comprehensive special education program.

The Norfolk public school district covers 68.8 square miles in Madison, Pierce, Stanton, and Wayne Counties, and is the largest school district in Northeast Nebraska. 49.3% of our students qualify for Free & Reduced Meals and 4.72% qualify for English Language Learner services. Our race/ethnicity is 66.1% White, 24.5% Hispanic, 3.0% Black, 2.5% American Indian, 0.4% Asian, 0.2% Native Hawaiian/Other Pacific Islander, and 3.4% Two or More Races.

The educational path at Norfolk Public Schools is designed intentionally for peak achievement. With an extensive variety of classes, all students are challenged and personally encouraged to find their individual route. Core courses push analytical thinking to teach our students to resolve problems, not simply memorize data. In addition, NPS offers several specialized programs including Advanced Placement Classes, Dual Credit Courses with Northeast Community College and Nebraska Wesleyan. Also offered are Health and Drafting Academies, Extensive Career and Technical Education Programs including Business, Marketing and Information Technology, Family and Consumer Success, Industrial Technology, as well as Agriculture. Panther graduates leave high school ready to extend their learning, to contribute, and to succeed.

Norfolk Public Schools believes that quality education begins with a quality staff and collaborative partnerships with local businesses and community agencies. Since the first graduating class in 1889, Norfolk Public Schools, in cooperation with the community, have prepared students for the world beyond the walls of the schools. Dedicated teachers, hard-working students, and supportive parents ensure that NPS provides an outstanding educational journey for all. The staff is filled with experts in curriculum who also develop relationships with our students to ensure a successful educational journey. Our educators devote many hours to constantly improving their techniques and knowledge, with many of our teachers holding a master's degree. You will be impressed with the level of dedication shown to our students by the staff at Norfolk Public Schools.

District Mission, Vision & Strategic Plan

Vision:

It is the vision of the Norfolk Public Schools to be a top-performing school that provides outstanding educational opportunities for every student and is a source of pride and an asset to our community.

Mission:

The mission of Norfolk Public Schools is to prepare all students to pursue their goals for the future.

Motto:

NPS: Nothing Prevents Success!

Strategic Planning Goals:

1. By Fall 2017, NPS will implement and communicate a curriculum that is scoped, sequenced, and aligned with state and national standards.
2. By Fall 2017, NPS will expand career awareness activities and provide course offerings in all 6 (Nebraska Career Education) Career Cluster areas through partnerships.
3. By Spring 2015, NPS will implement a continuous and comprehensive integration of technology for all students.

Completion of these goals will result in achieving and maintaining a 4 year cohort graduation rate of 90%.

Adopted by BOE 12-9-2013

What is a Top Performing School?

A Top-Performing School maintains a culture of high expectations and prepares students for their futures.

Maintaining a culture of high expectations is characterized by:

- A belief that all students can and will learn at high levels
- A focus on student growth and success
- Engaging learning opportunities for all students
- High quality professional educators.

Preparing students for their futures is evidenced by high levels of continual improvement in the following areas:

- Academic achievement (NeSA, MAP, and ACT)
- Graduation rates
- Student participation in dual credit classes and career academy courses
- Student participation in extracurricular and community activities
- Post-secondary outcomes (employment, college attendance, or military service).

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**District School Improvement (Academic Achievement) Goal:**

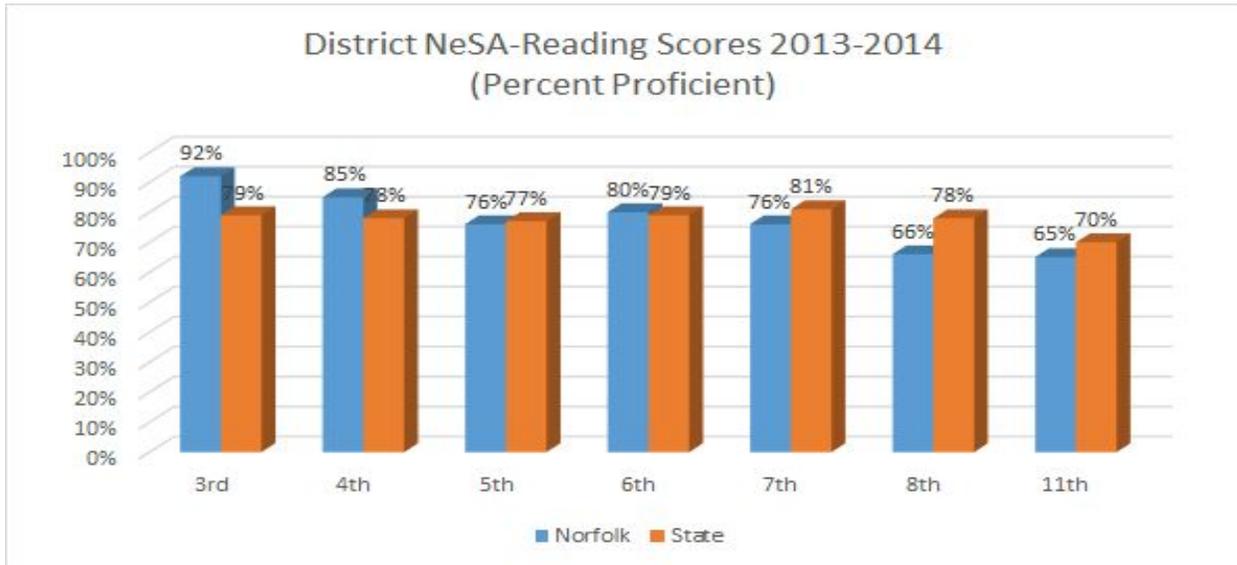
**All students will demonstrate improved academic performance on grade level achievement tests.**

Specific performance levels will be set annually via Building School Improvement Goals.

*\*Approved by the BOE  
11/10/2014*

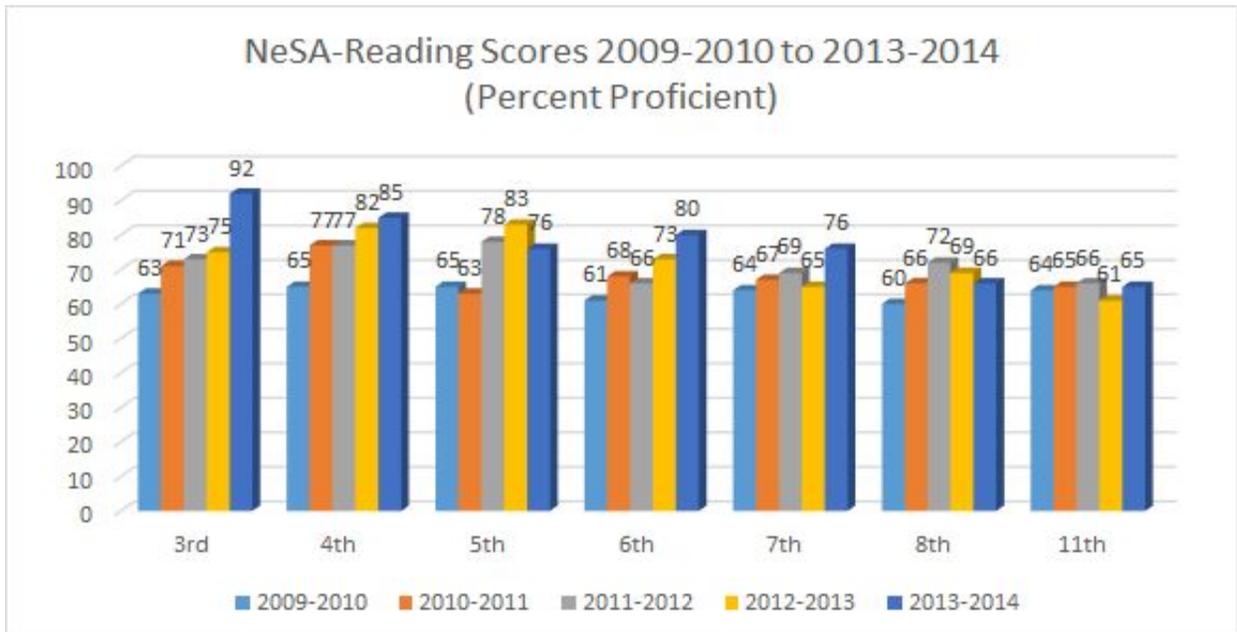
## Student Performance Data

### Reading



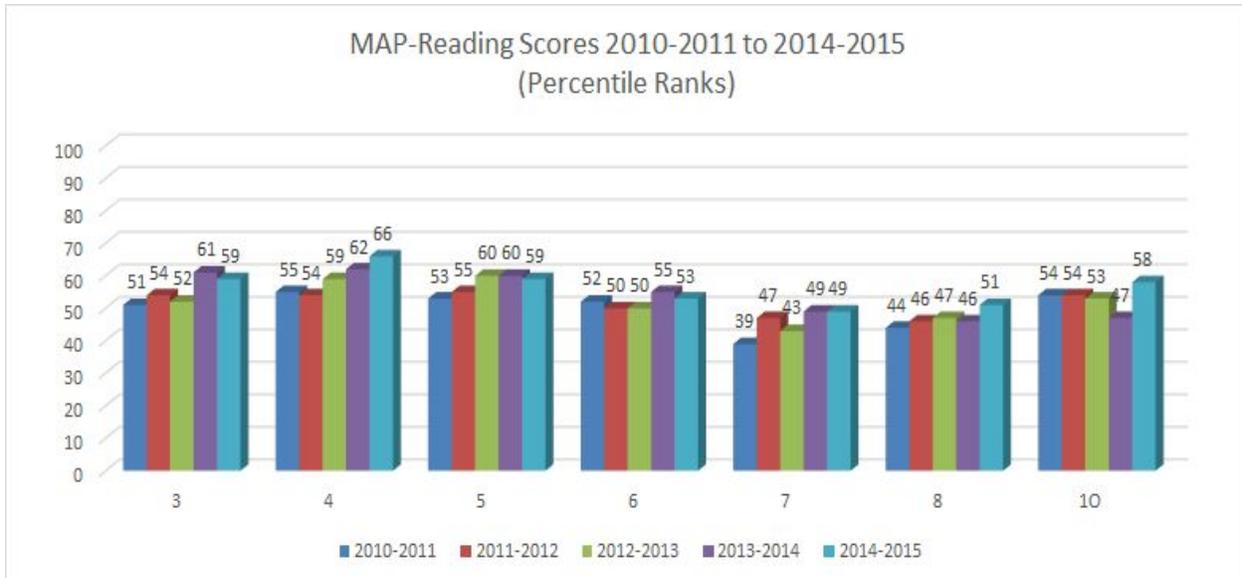
#### Analysis:

Norfolk Public Schools performed above the state average in NeSA Reading in grades 3, 4, and 6. However, we scored below the state average in grades 5, 7, 8 and 11.



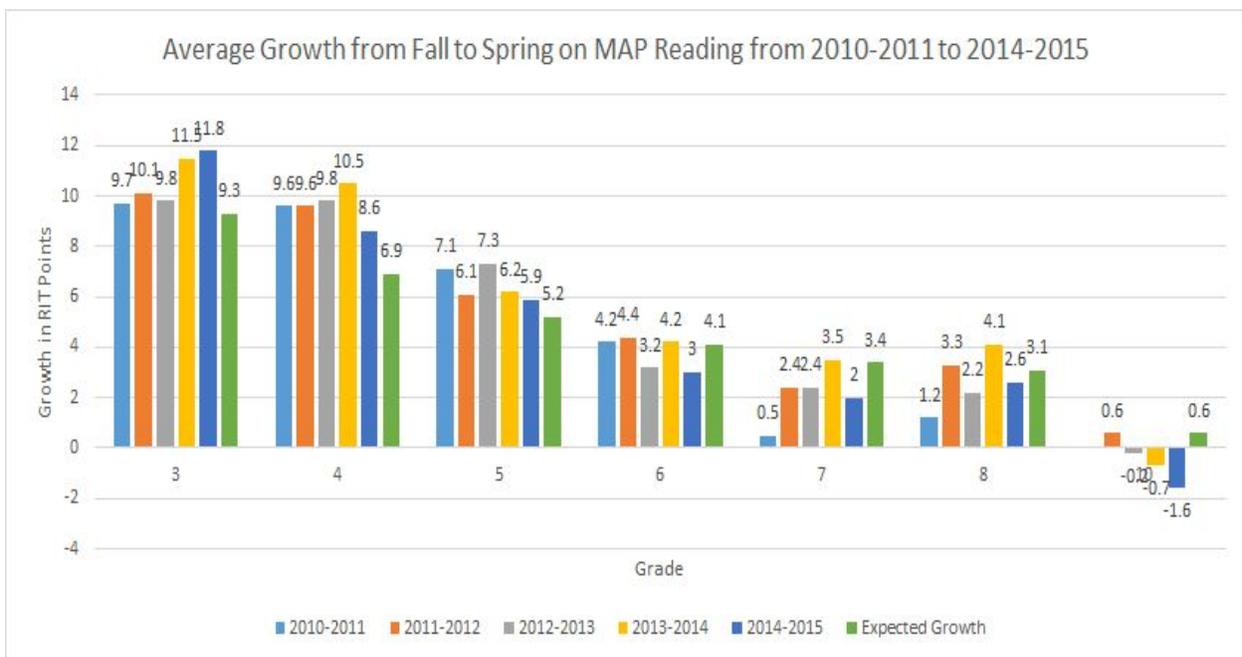
#### Analysis:

The district's NeSa Reading Scores have improved at all grade levels in the last five years. Our most significant gains have occurred in grades 3-7. Improvement at the 11th grade level has been minimal.



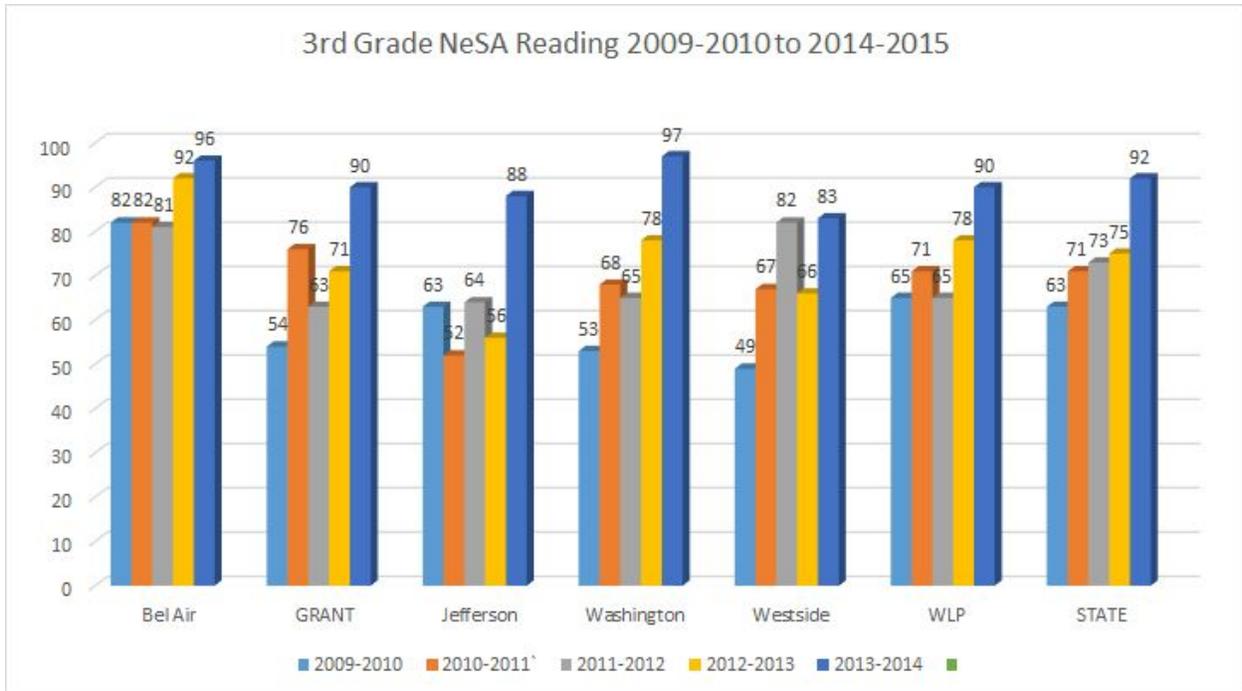
**Analysis:**

Norfolk Public Schools performs above the 50th% percentile (national norm) in MAPS-Reading at all grade levels except the 7th grade. In addition, our performance is improving in all grade levels.



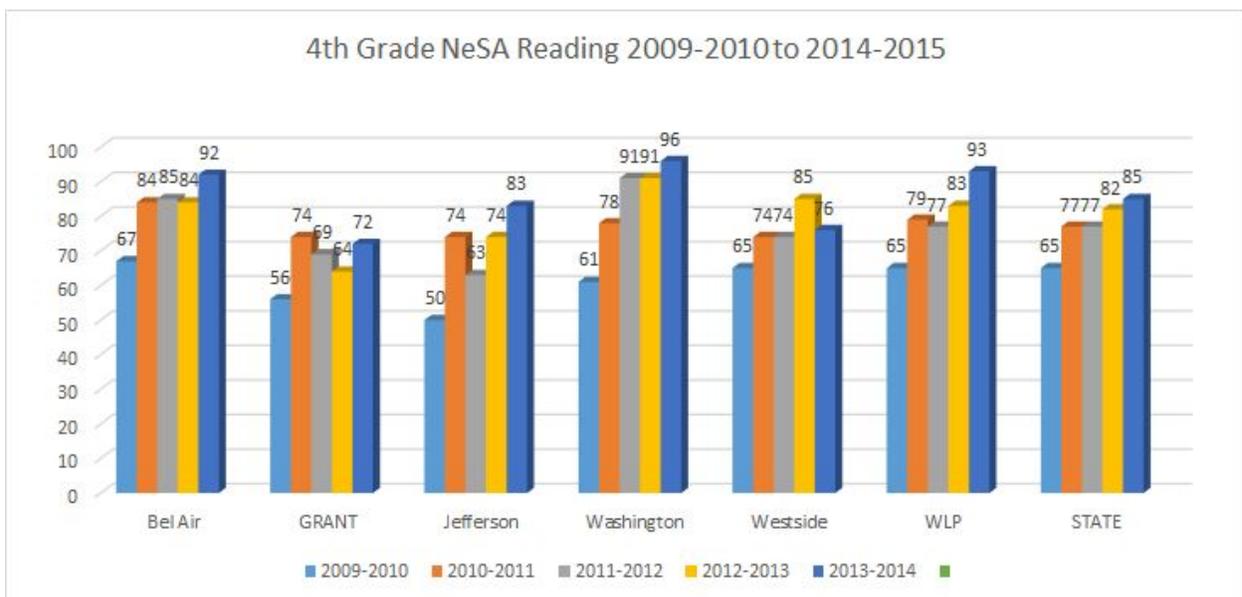
**Analysis:**

Norfolk Public Schools' students show strong growth from Fall to Spring each year on the MAP Reading assessment at the elementary level. However, this growth slows as students enter middle and junior high school. Little to no growth is shown from fall to spring during student's 10th grade year; however, no formal reading instruction occurs at this level.



**Analysis:**

Over 80% of Norfolk Public Schools' 2013-2014 3rd grade students were proficient in NeSA reading. However, only two of our schools (Bel Air and Washington) scored above the state average of 90%.



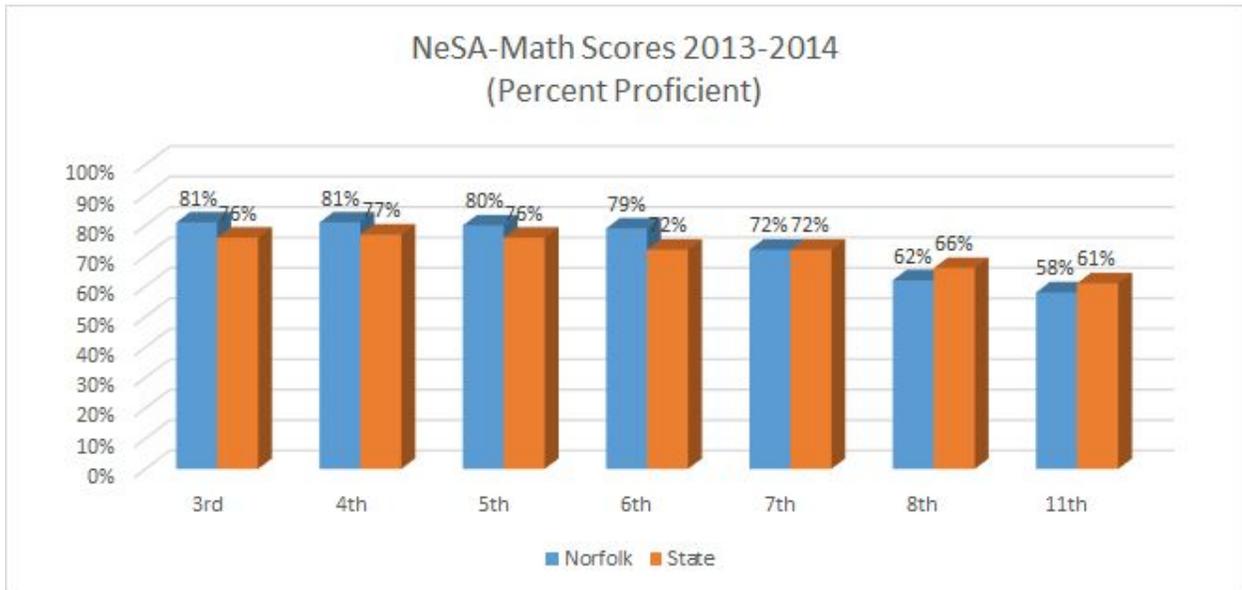
**Analysis:**

Three of our schools scored above the state average in NeSA Reading (Bel Air, Washington, and Woodland Park), and all but one school showed progress. Continued work is needed at Grant, Jefferson, and Westside.

**READING SUMMARY:**

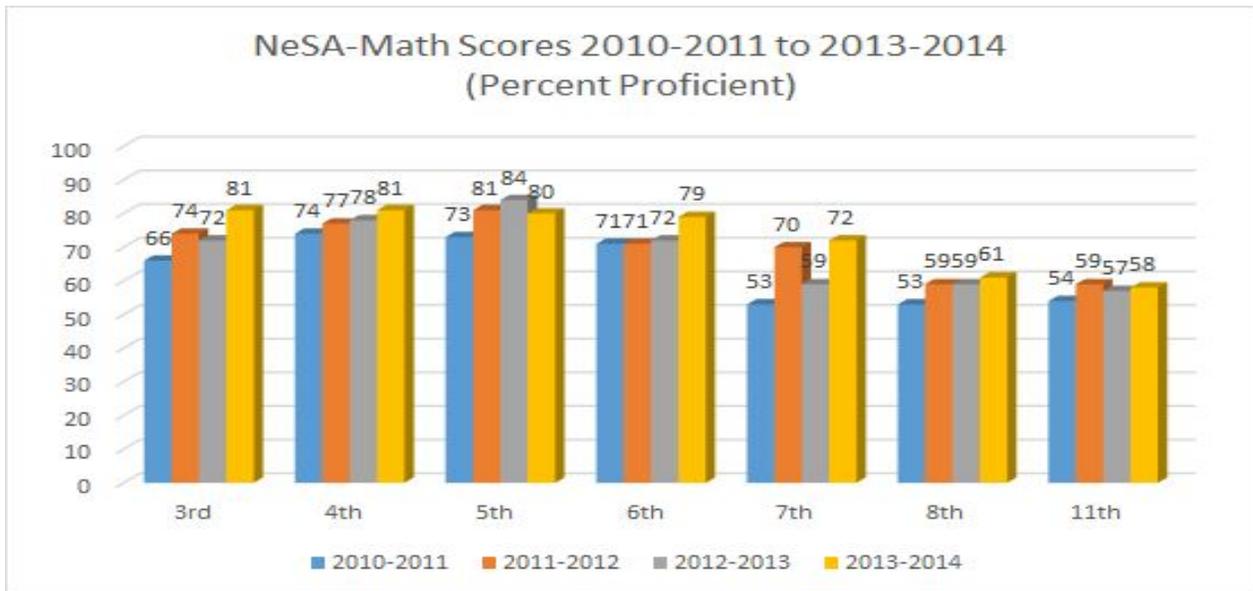
**Analysis of the reading data in MAPs and NeSA shows that overall there is continued growth in the area of reading. We are below state average in grades 5,7,8, and 11 but scores have improved at all grades, with significant increases at the elementary levels in the last 5 years. NPS MAPs data shows that the increase in student scores slows down, this is to be expected as students reach their mature reading proficiency. All grades performed above the 50th percentile in MAPs reading except 7th grade which scored at the 49th percentile.**

# Math



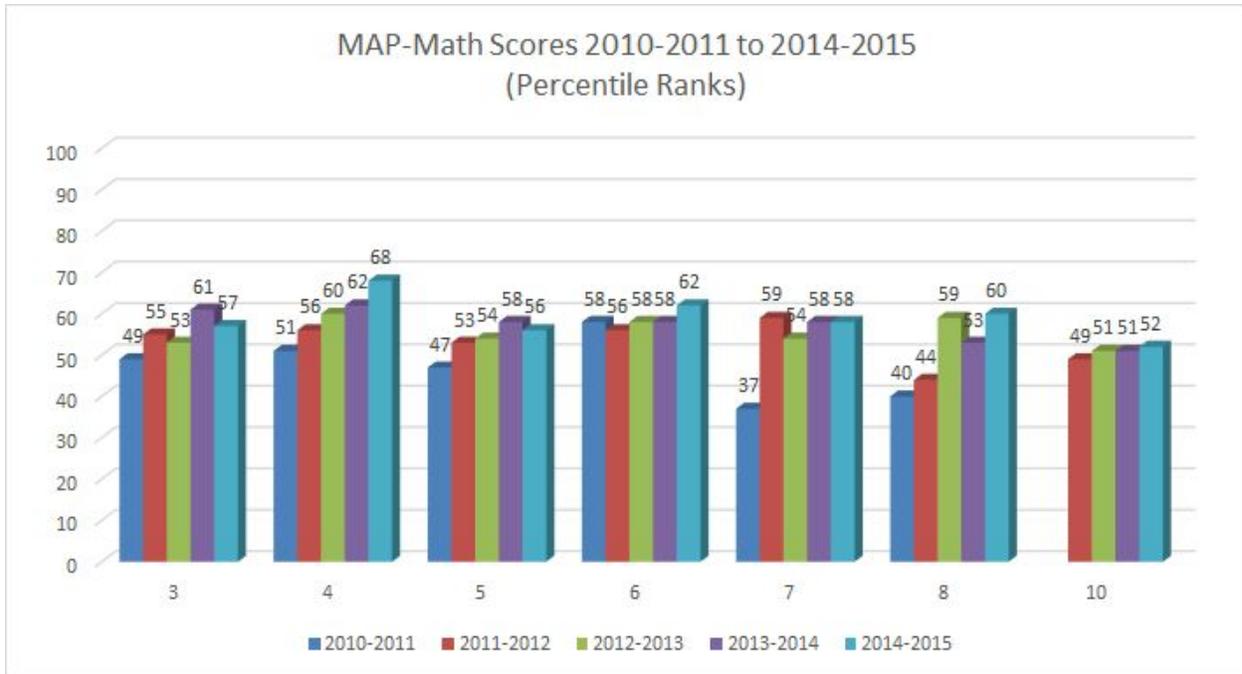
**Analysis:**

Norfolk Public Schools performs at or above the state average in math in grades 3-7. However, we score below the state average in grades 8 and 11.



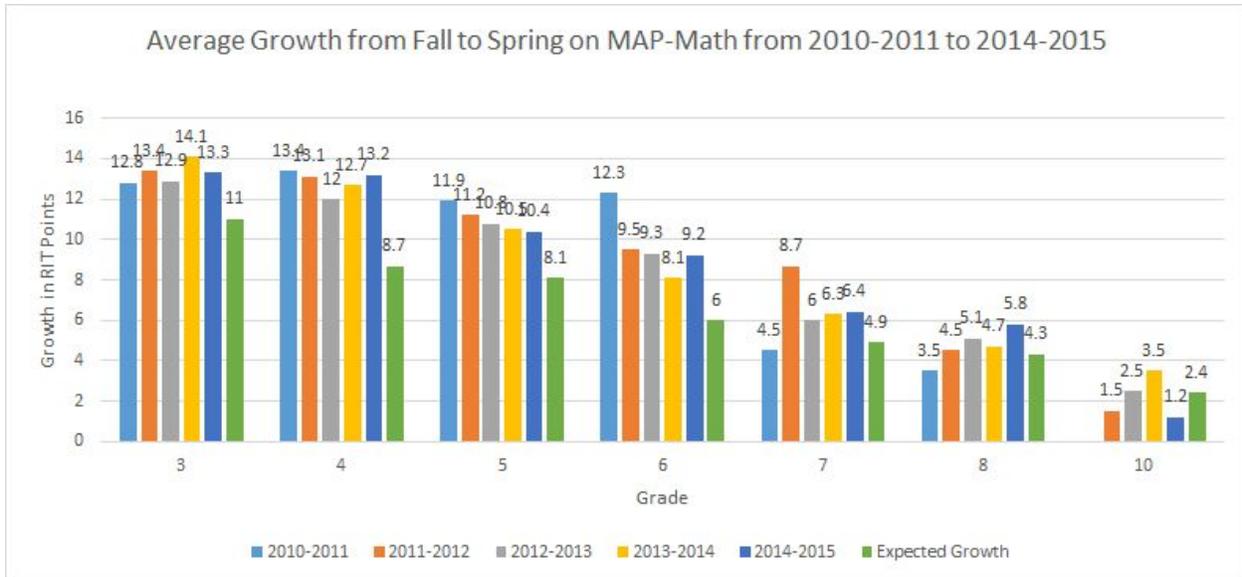
**Analysis:**

The district's NeSa Math Scores have improved at all grade levels in the last four years. Our most significant gains have occurred in grades 3-8.



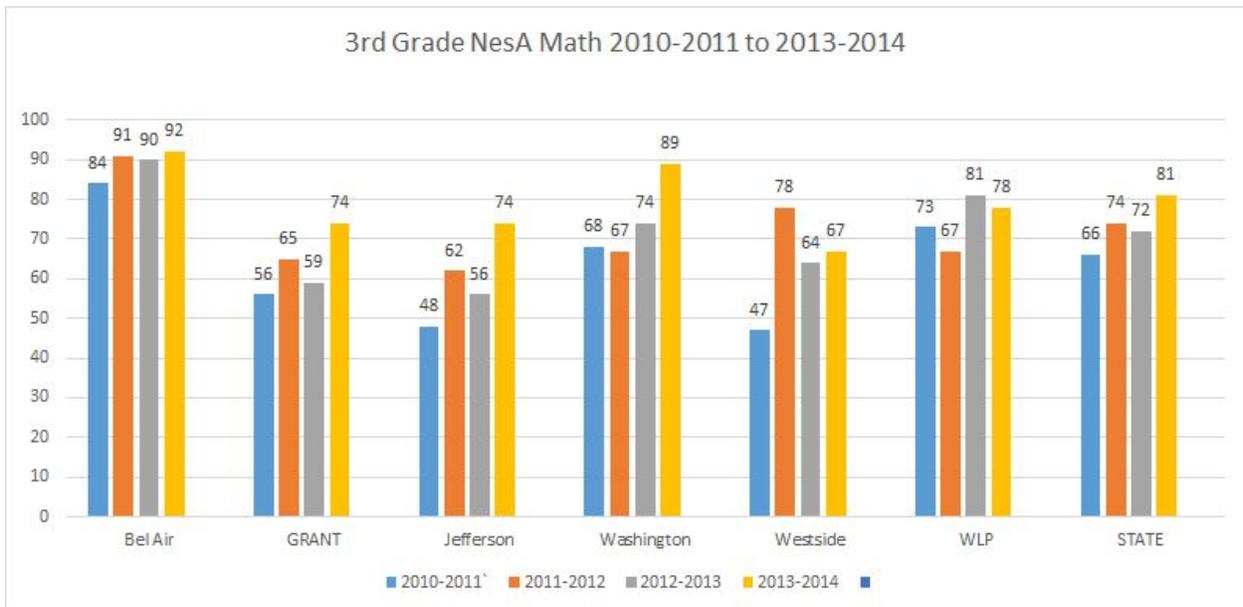
**Analysis:**

Norfolk Public Schools performs at or above the 50th% percentile (national norm) in math in all grade levels. In addition, our performance has increased at all grade levels. Our most significant gains have occurred in grades 3-8. Improvement at the 10th grade level has been minimal.



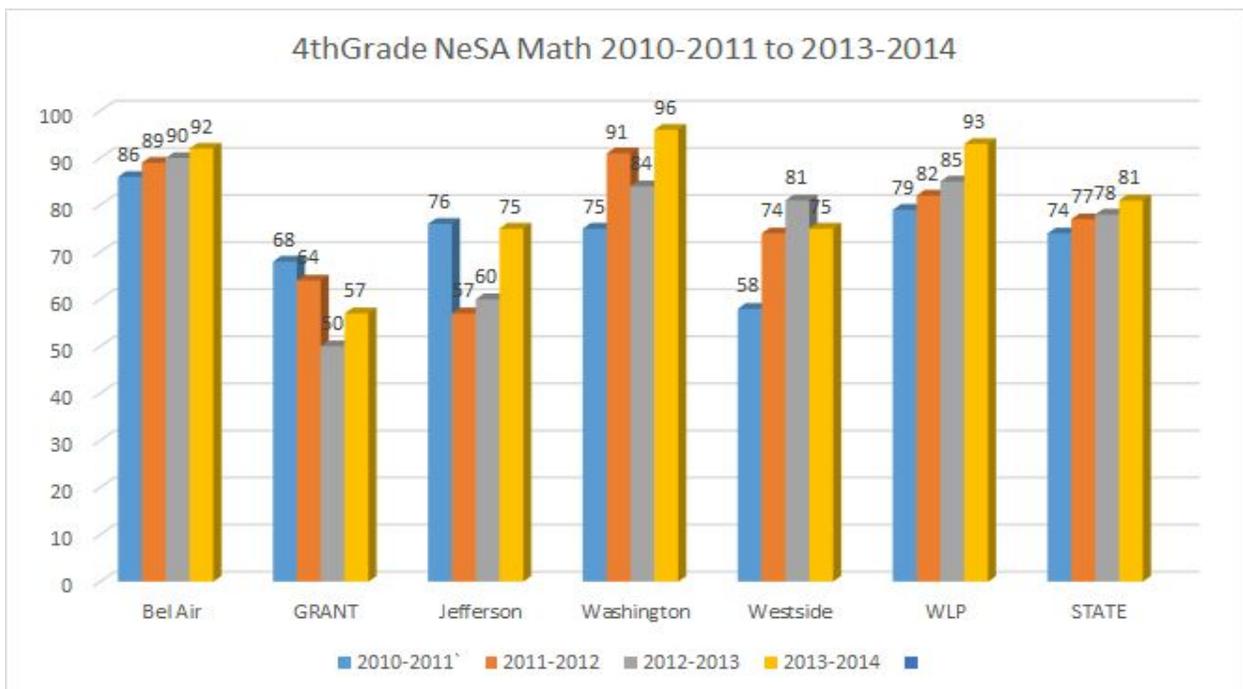
**Analysis:**

Norfolk Public Schools' students show strong growth from Fall to Spring each year on the MAP Math assessment at the elementary and middle school level. However, this growth slows as students enter junior and senior high school.



**Analysis:**

Only two of our elementary schools (Bel Air and Washington) scored above the state average of 81% on the 3rd grade NeSA-Math assessment. However, all schools showed progress.



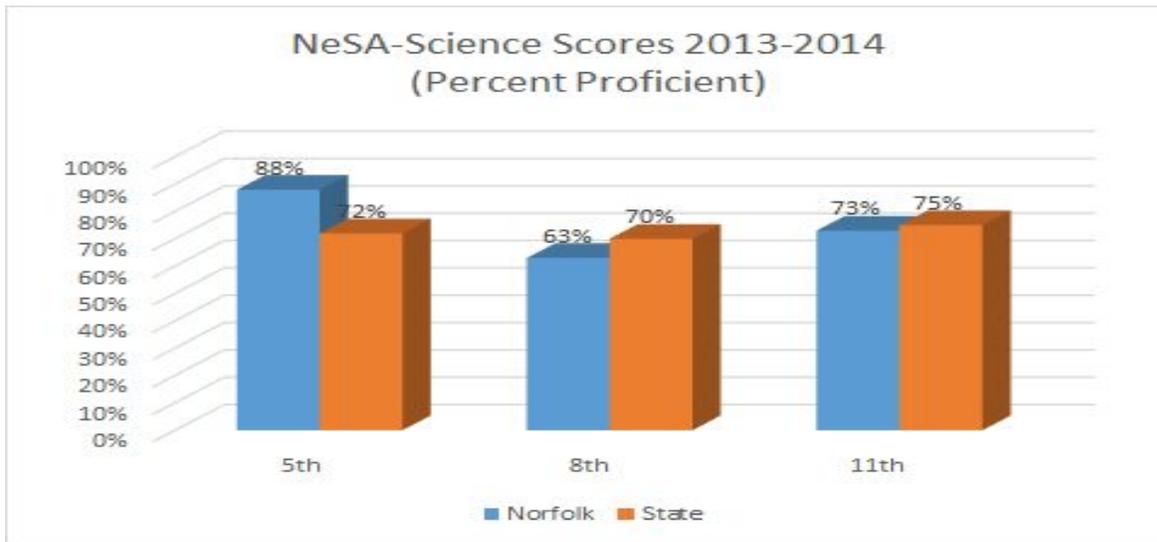
**Analysis:**

Three of our elementary schools (Bel Air, Washington, and Woodland Park) scored above the state average of 81% on 4th grade NeSA-Math. Continued work is needed at Grant, Jefferson, and Westside.

**MATH SUMMARY:**

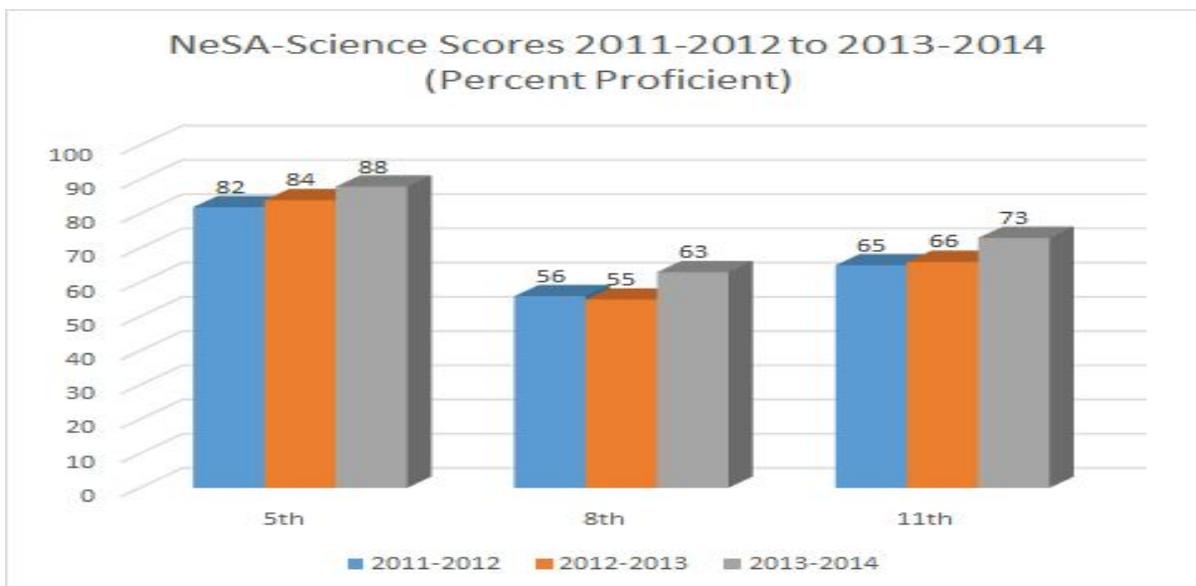
**Norfolk Public Schools NeSA Math scores have improved at all grade levels over the last four years. Our largest gains have occurred in grades 3-8. We are performing above the state average in grades 3-7 but below the state average in grades 8 & 11. MAP Math data reflects the same kind of growth in grades 3-8 as well. We continue to see growth from Fall to Spring across all grade levels in MAP Math. The amount of growth decreases as age increases which is expected by the national normative MAP data. Overall we continue see improvement in Math achievement.**

# SCIENCE



## Analysis:

Norfolk Public Schools performs above the state average in science in the 5th grade. However, we score below the state average in grades 8 and 11.



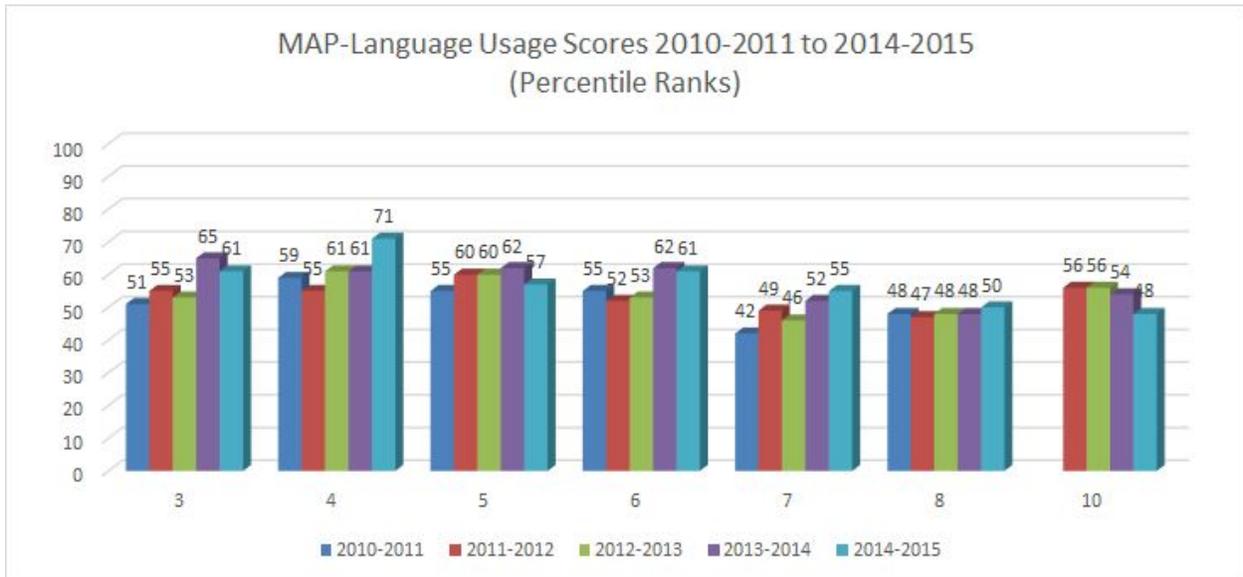
## Analysis:

The district's NeSa Science Scores have improved at all grade levels in the last three years. Nearly 90% of our 5th grade students are proficient.

**SCIENCE SUMMARY:**

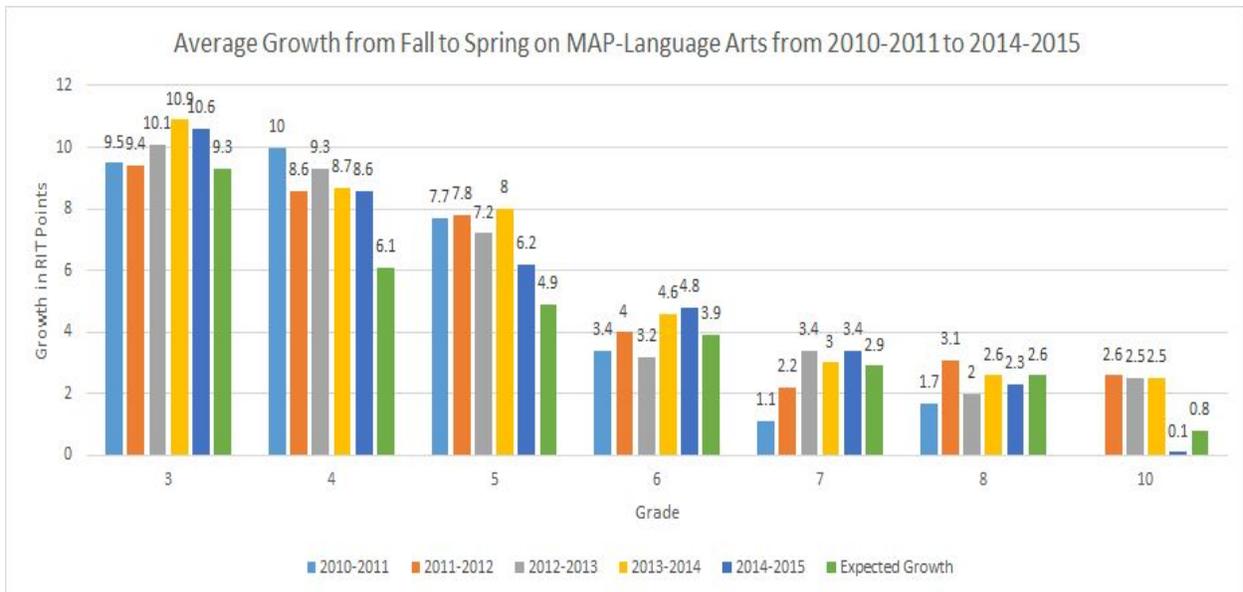
The amount of data available in science is somewhat limited since the state has only required this test for the last three years. Science is measured using the state NeSA test in 5th, 8th and 11th grades in the Spring. Overall, the district's NeSa Science Scores have improved at all targeted grade levels in the last three years. Nearly 90% of our 5th grade students are proficient. Each grade level tested is trending upwards. The largest growth has been made in the 8th and 11th grades. We expect this trend to continue as we use PLC time and the ECID process to align curriculum and create common formative assessments based on essential skills.

## LANGUAGE USAGE



### Analysis:

Norfolk Public Schools performs at or above the 50th% percentile (national norm) in all grade levels except the 10th. In addition, our performance has increased at all grade levels except the 10th.



**Analysis:**

Norfolk Public Schools' students show strong growth from Fall to Spring each year on the MAP Math assessment at the elementary and middle school level. However, this growth slows as students enter junior and senior high school.

**LANGUAGE USAGE SUMMARY:**

Norfolk Public Schools performs at or above the 50th% percentile (national norm) in all grade levels except the 10th. In addition, our performance has increased at all grade levels except the 10th grade. It should be noted that the 10th grade was above the national norm 3 out of 4 years.

Norfolk Public Schools' students show growth from Fall to Spring each year on the MAP assessment. The rate of growth is higher in the earlier grades (which is as to be expected); the expected amount of average growth decreases as students progress through grade levels. As our foundation continues to get stronger at the lower grades we can expect that these scores will continue to raise.

# Bel Air Elementary Building Profile



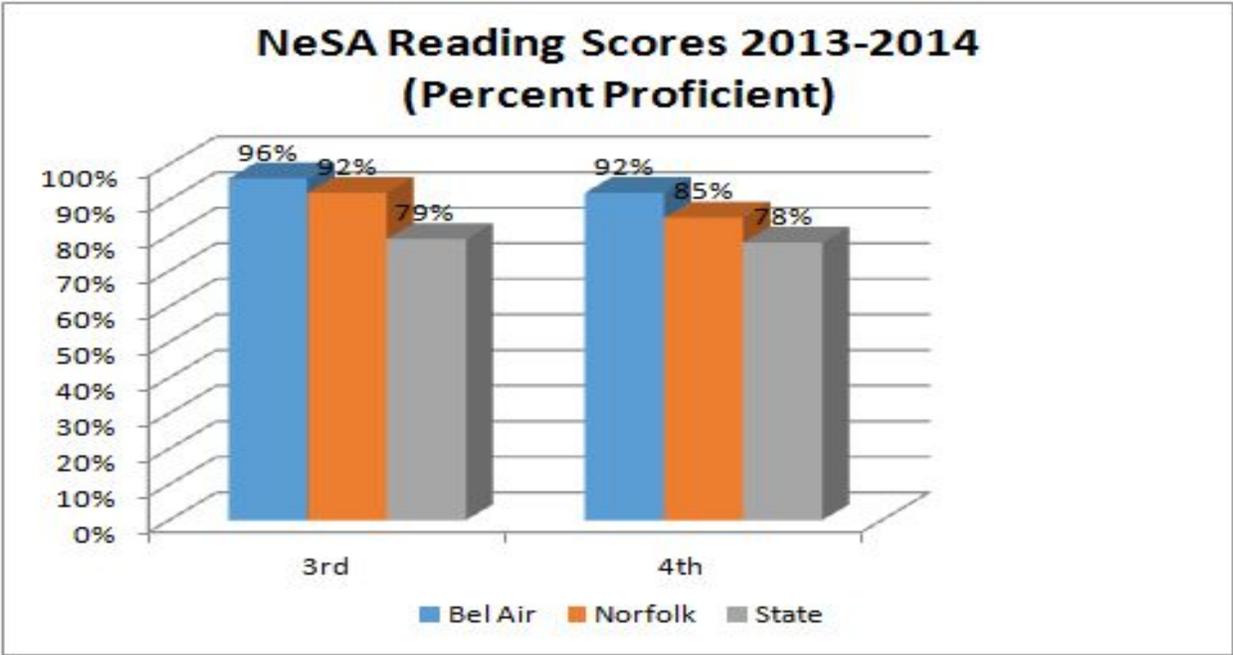
## **Bel Air Elementary Building Description/Demographics**

Bel Air Elementary School serves approximately 275 students in kindergarten through fourth grade in the Northwest corner of Norfolk Nebraska. The average class size for Bel Air Elementary is 25 students. The staff consists of an administrator, eleven classroom teachers, 1 reading teacher, one resource teacher, one autism teacher, one LIFE teacher, a guidance counselor, a .5 PE teacher, a .5 music teacher, and a .5 art teacher. Sixty-two percent of Bel Air Elementary certified staff have their master's degrees. The average years of teaching experience at Bel Air Elementary is 14.95. We have sixteen classified staff members that assist our teachers in the educational day.

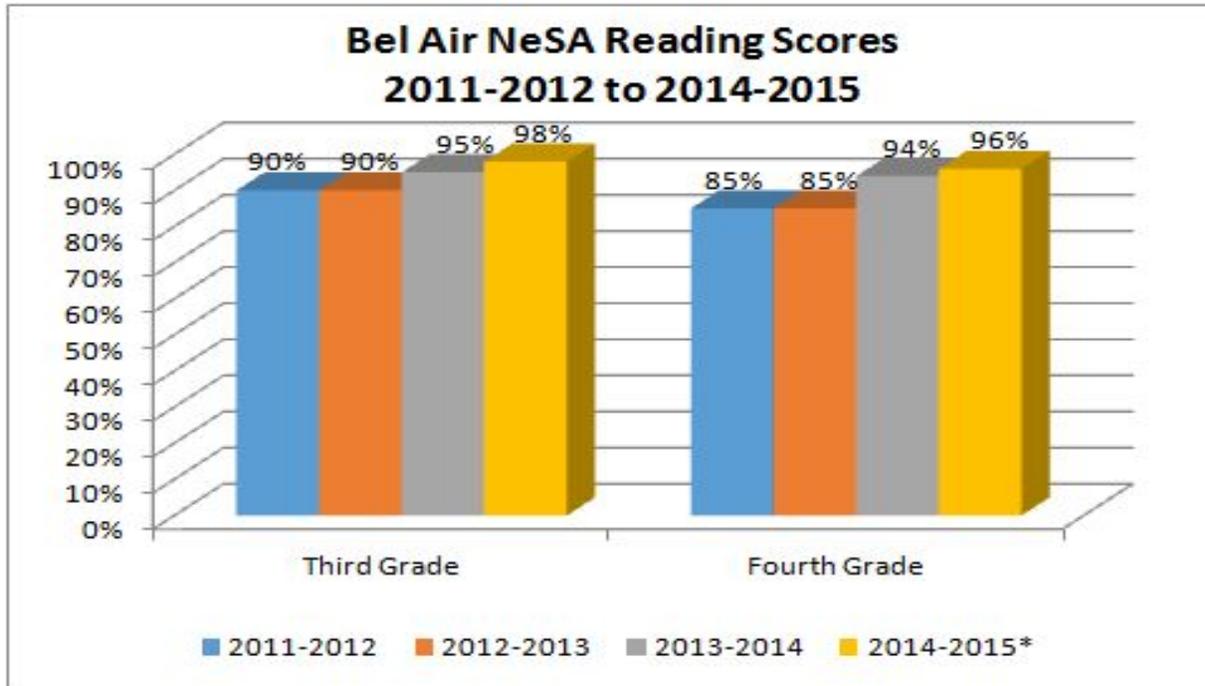
Bel Air's student body is 88% white with 12% of our students coming from a minority population. Twenty-four percent of our students qualify for free and reduced lunch. Bel Air Elementary houses the Autism program and the LIFE program for our district elementary buildings. Other programs and services available at Bel Air are the Challenge Gifted Program, Speech Therapy, Occupational Therapy, Physical Therapy, and Special Education services. Our staff works collaboratively to meet the personal and educational goals of all of our students.

# Bel Air Student Performance Data

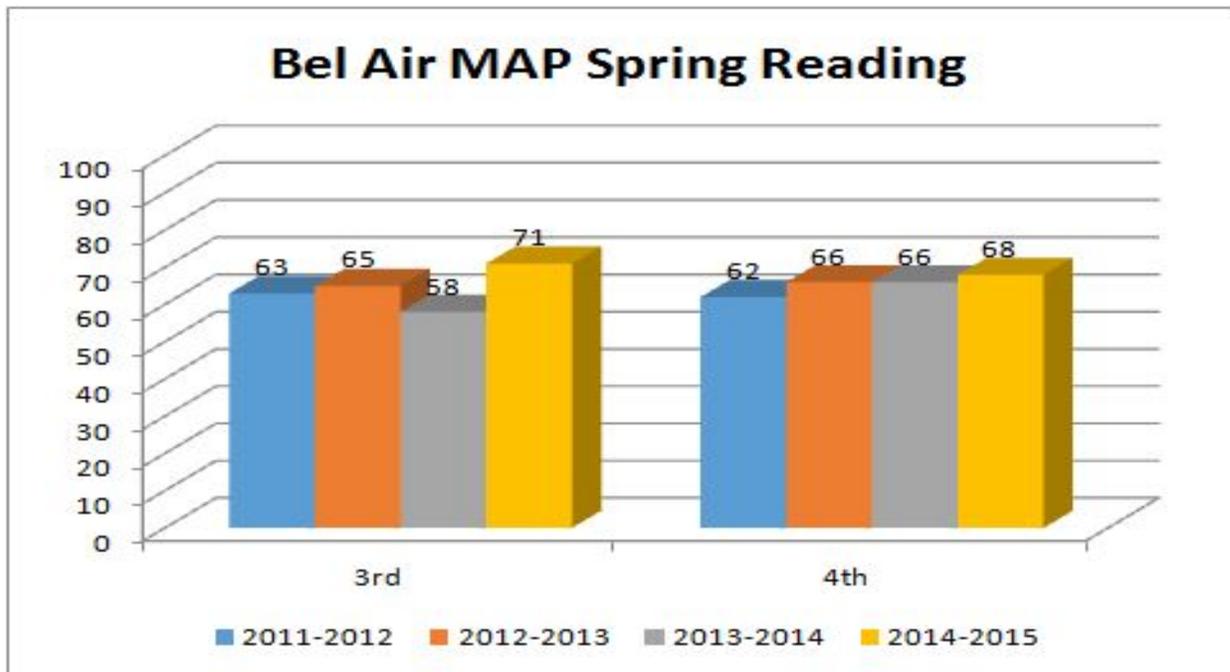
## Reading



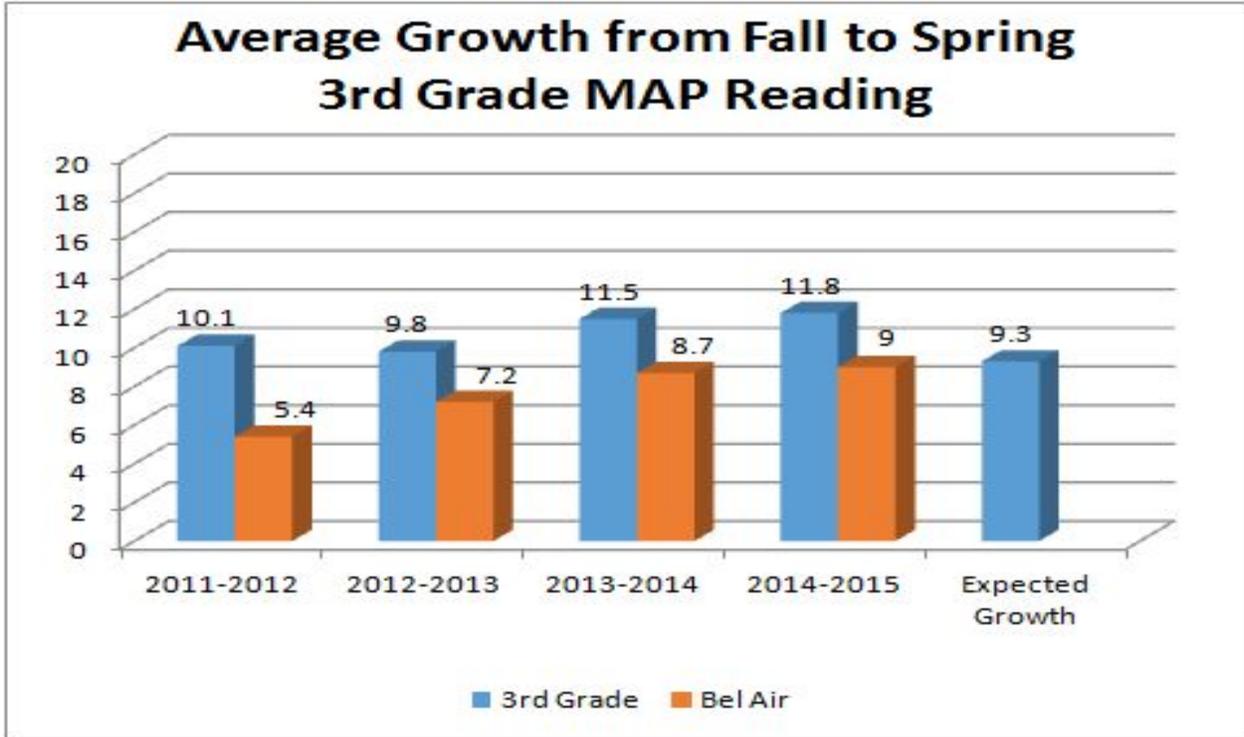
**Analysis:** In both 3rd and 4th grade, Bel Air students performed higher than the state and district percent proficient in 2013-2014.



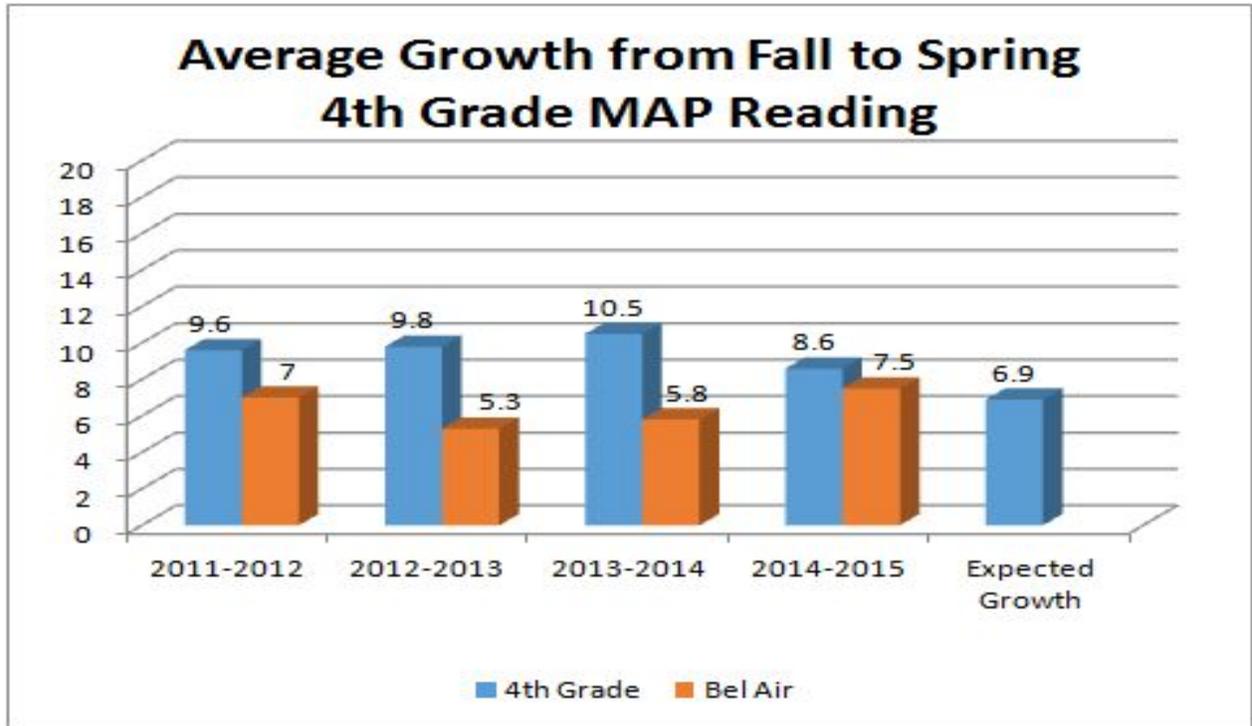
**Analysis:** Bel Air's NeSA reading scores have gradually improved over the past 4 years. Gains are observed in both grades. The 2014-2015 scores are preliminary as we do have paper/pencil tests out in both 3rd and 4th grade.



**Analysis:** Bel Air's MAP reading scores have been consistent over the last four years in both 3rd and 4th grade. In 2014-2015 a jump was made in 3rd grade. Improvement was also observed in 4th grade from 2013-2014 to 2014-2015.



**Analysis:** Bel Air 3rd grade performed below the average growth expectations from 2011-2015 when compared to the district. However, the growth observed has steadily gained over the past four years. In 2014-2015, we were only .3 away from meeting the norm referenced expected growth expectations.

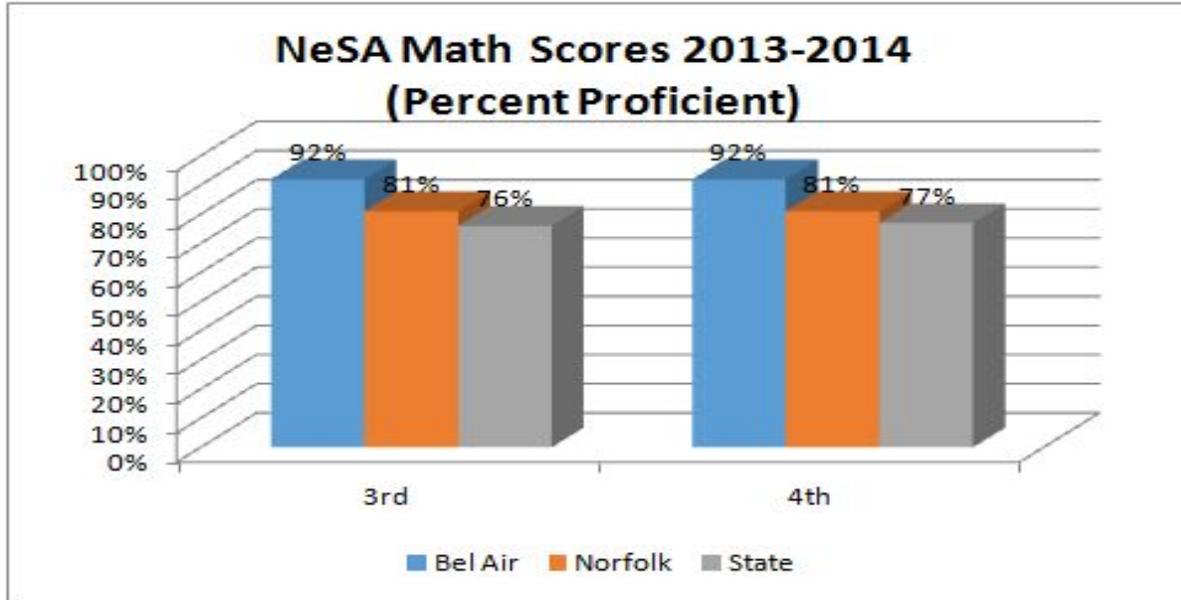


**Analysis:** Bel Air 4th grade performed below the average growth expectations from 2011-2015 when compared to the district. However, the growth made has steadily gained over the past three years. In 2014-2015, 4th grade exceeded the norm referenced expected growth.

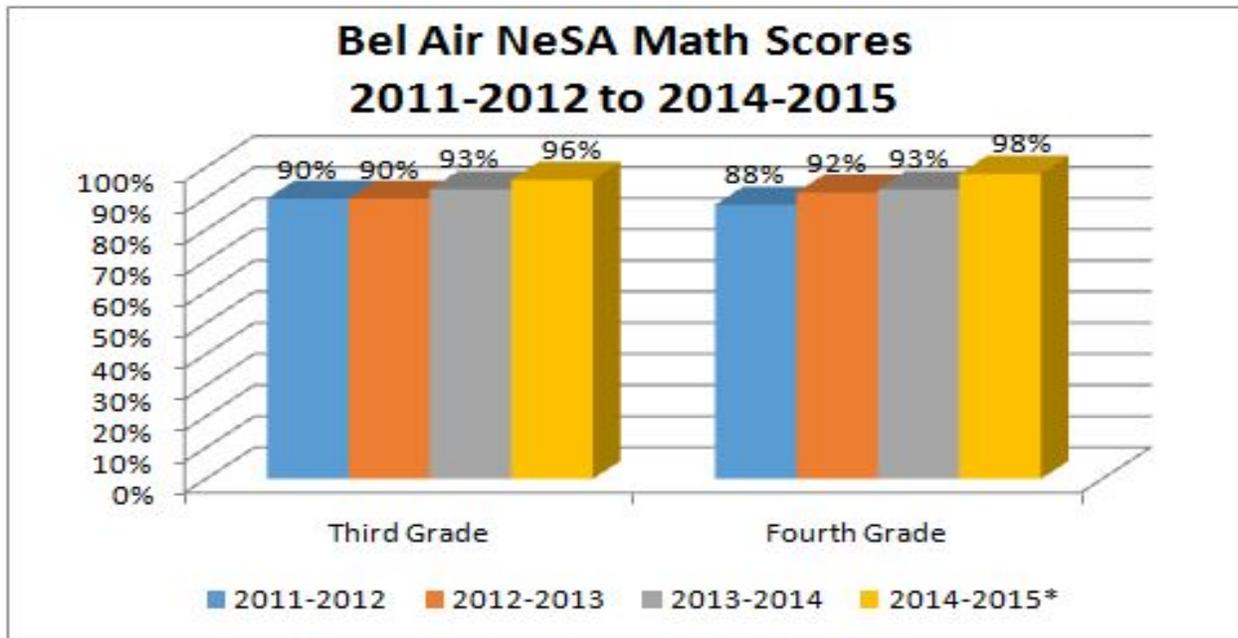
### Bel Air Elementary Reading Summary

Analysis of the reading data in MAP and NeSA for Bel Elementary shows that students are continually making growth. Bel Air Elementary students are above the state and district percentage in NeSA for reading. When analyzing MAP data, scores have stayed consistent with students scoring in the 60th or 70th percentile. Students have made growth, but not always hitting the average growth when compared to the district or norm referenced numbers. This could be attributed to the fact that students that score in the higher MAP percentile to begin with, are not expected to make as much gains.

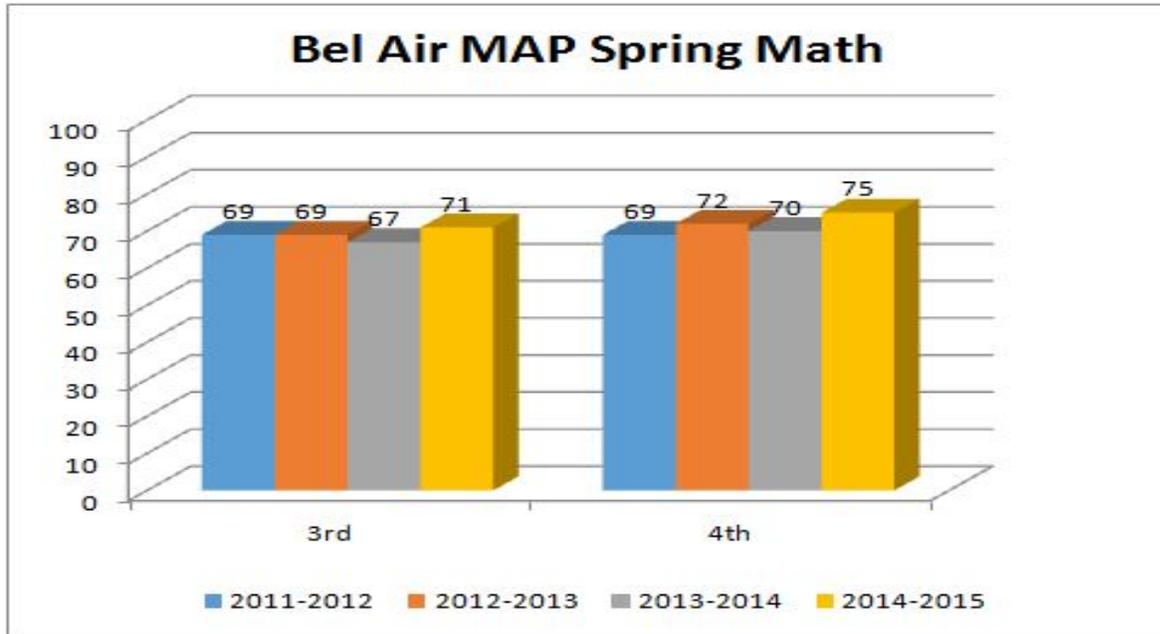
## Bel Air Elementary Math



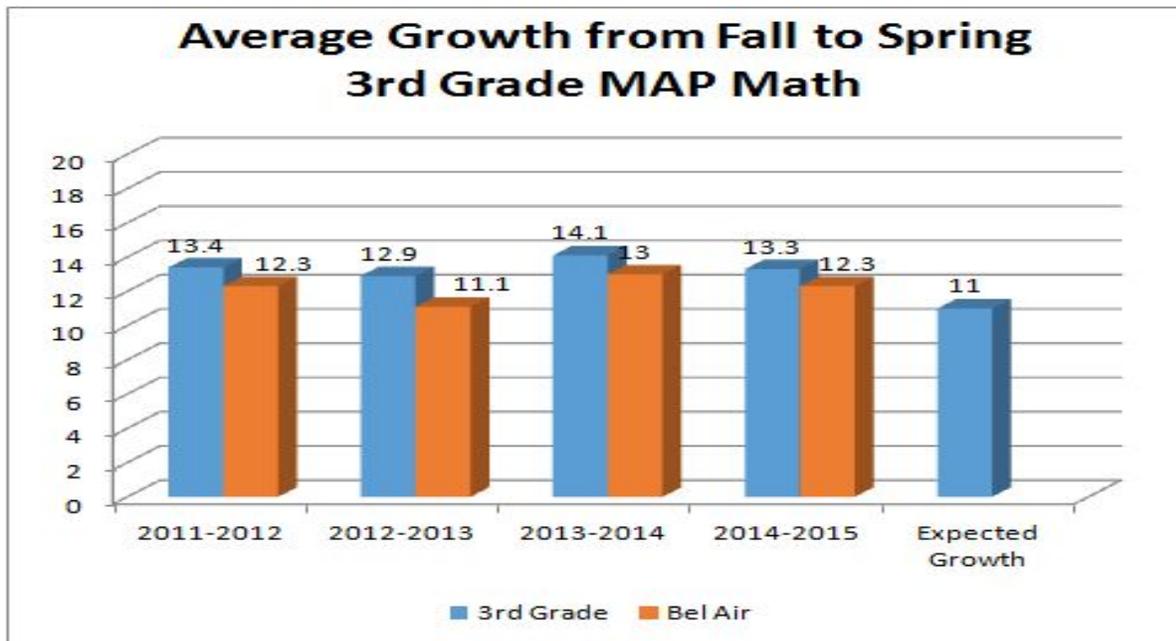
**Analysis:** In both 3rd and 4th grade, Bel Air students performed higher than the state and district percent proficient in 2013-2014.



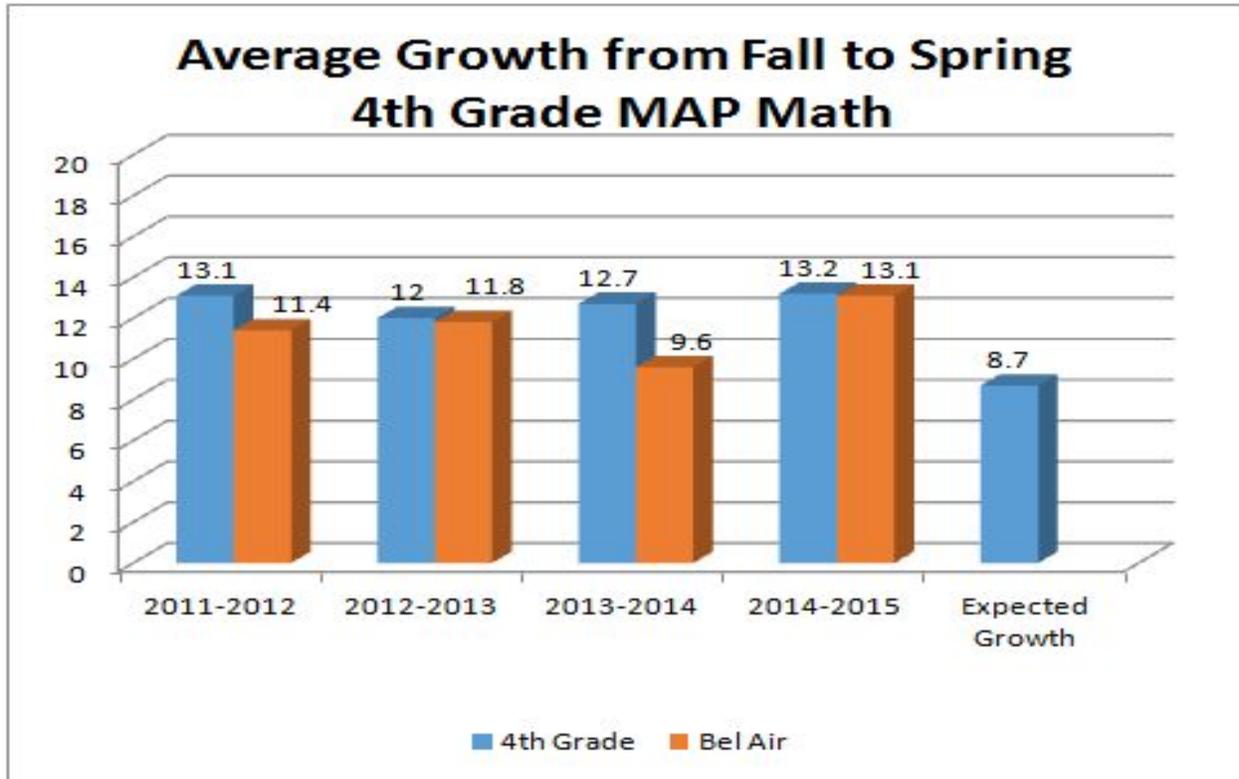
**Analysis:** Bel Air's NeSA math scores have gradually improved over the past 3 years. Gains are observed in both grades from 2011-2012 to 2014-2015. The 2014-2015 scores are preliminary as we do have paper/pencil tests out in both 3rd and 4th grade.



**Analysis:** Bel Air’s MAP math scores have been consistent over the last four years in both 3rd and 4th grade. In 2014-2015 a 4 and 5 point jump from the previous year was made in 3rd and 4th grade.



**Analysis:** Bel Air 3rd grade performed below the average growth expectations from 2011-2015 when compared to the district. However, there has been steady growth over the past three years. When compared to the norm referenced expected growth, Bel Air students have consistently been above this number.

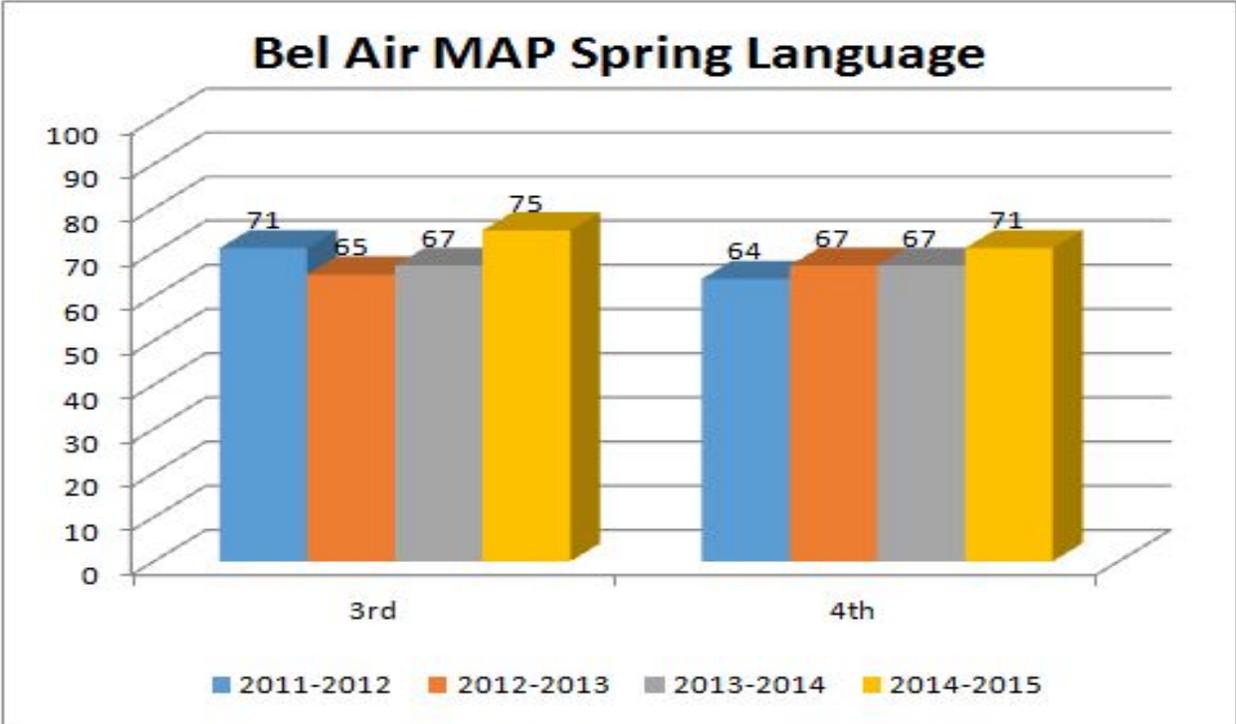


**Analysis:** Bel Air 4th grade performed below the average growth expectations from 2011-2015 when compared to the district. However, the growth made has steadily gained over the past four years with the exception of 2013-2014. In 2014-2015, 4th grade was .1 away from meeting the district average growth. From 2011-2015, Bel Air 4th grade students consistently exceeded the norm referenced expected growth.

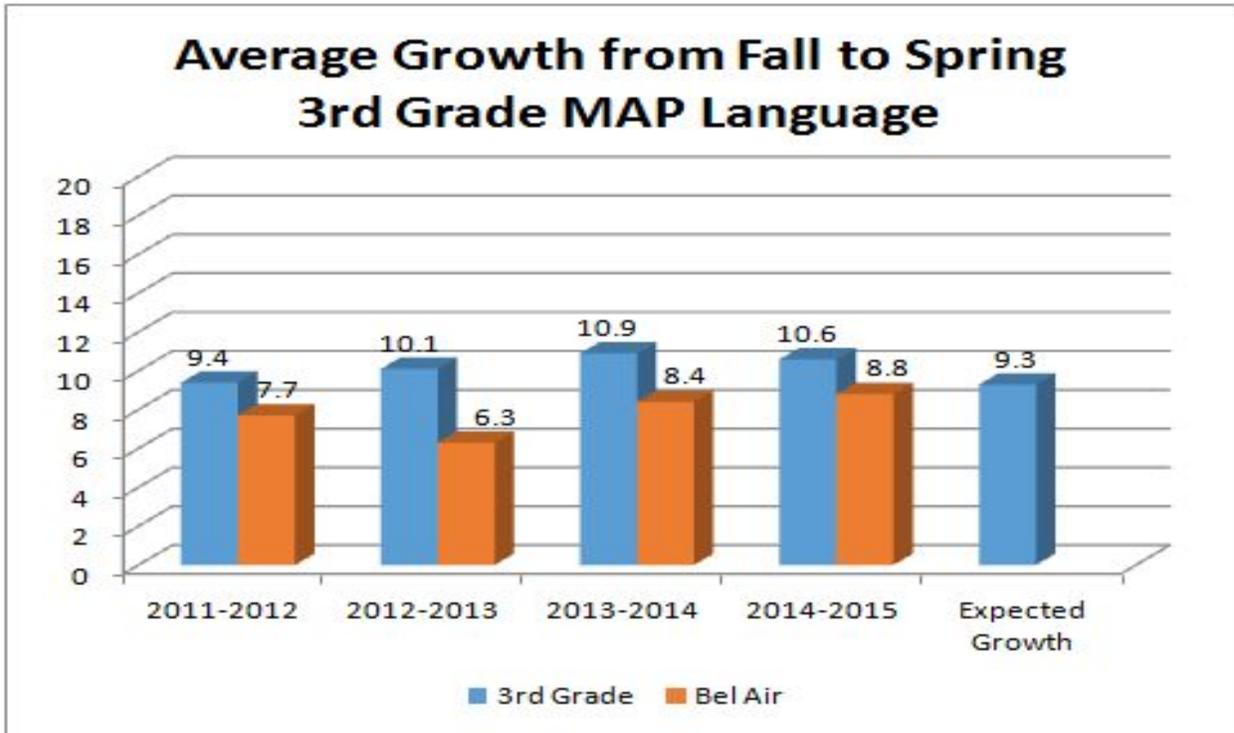
### **Bel Air Elementary Math Summary**

Analysis of the math data in MAP and NeSA for Bel Elementary shows that students are continually making growth. Bel Air Elementary students are above the state and district percentage in NeSA for math. When analyzing MAP data, scores have stayed consistent with students scoring in the upper 60th or 70th percentile.

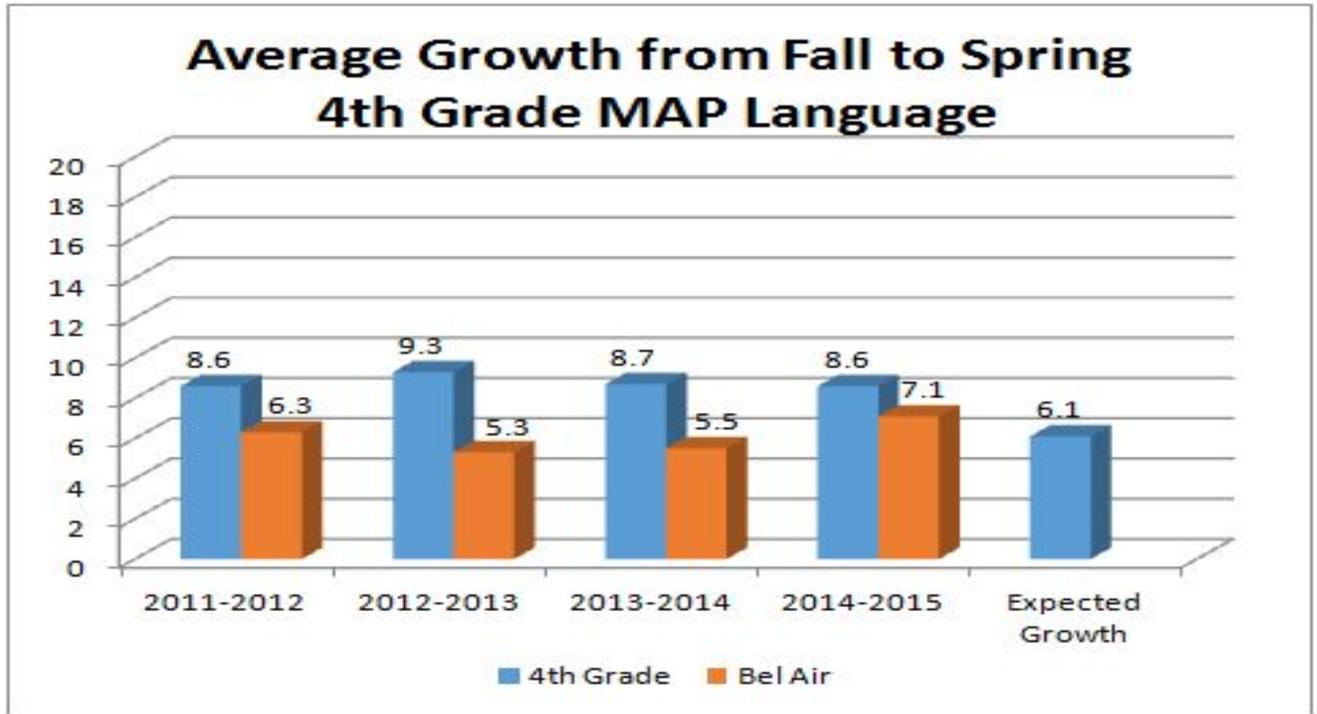
# Bel Air Elementary Language Usage



**Analysis:** Bel Air’s MAP language scores have been consistent over the last four years in both 3rd and 4th grade. In 2014-2015 an eight and four point jump from the previous year was made in 3rd and 4th grade.



**Analysis:** Bel Air 3rd grade performed below the average growth expectations from 2011-2015 when compared to the district and the norm referenced expected growth. However, there has been steady growth over the past three years.



**Analysis:** Bel Air 4th grade performed below the average growth expectations from 2011-2015 when compared to the district. However, the growth made has steadily gained over the past three years. In 2014-2015, 4th grade exceeded the norm referenced expected growth.

### **Bel Air Elementary Language Usage Summary**

Bel Air Elementary has made consistent growth in the area of language in both 3rd and 4th grade. Although students have not always hit the average growth when compared to the district, in 2014-2015 4th grade exceeded the norm referenced expected growth and 3rd grade closed the gap considerably.

## **Perceptual Data**

**To Be Completed in Spring 2016**

## **Strategic Plan Summary (Elementary)**

**1. By Fall 2017, NPS will implement and communicate a curriculum that is scoped, sequenced, and aligned with state and national standards.**

The K-4 teachers worked on Language Arts Curriculum during District PLC time in 2014-2015. During the summer of 2015 teachers from each grade level met to align the Math curriculum with the State Standards.

**2. By Fall 2017, NPS will expand career awareness activities and provide course offerings in all 6 (Nebraska Career Education) Career Cluster areas through partnerships.**

The K-4 Elementary counselors have developed a plan to provide district equity in Skills and Career Cluster awareness using the State Counseling Career Domain Standards as their guide. Utilizing Nebraska Essential Learning's "Curriculum Crosswalking Tool" the elementary counselors developed (and will continue to develop) plans/strategies for the following Standards:

1.1 Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

1.2 Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

1.3 Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.

Using the State's Crosswalking Tool, the counselors developed a K-4 continuum for Career Awareness that they will implement to provide equity across the elementary buildings for the 2015-16 school year.

**3. By Spring 2015, NPS will implement a continuous and comprehensive integration of technology for all students.**

NPS staff will each have a digital presence by the beginning of the 2015 school year. The Elementary Media teachers will continue to develop the Multiple Literacy Indicators from the State Language Arts Standards. We will utilize PLC time to share with grade level teams.

# Building Goals & Action Plans



## Bel Air Elementary Building Goals and Action Plans

2013-2014

### Building goal

Bel Air students will improve their math computation skills by meeting all grade level Smart Goals.

**Kindergarten:** 90% of Kindergarten students will be able to count to 100.

**First grade:** 85% of 1<sup>st</sup> Graders will master 25 addition/subtraction facts in two minutes.

**Second grade:** 85% of 2<sup>nd</sup> Graders will master Saxon math subtraction assessments.

**Third grade:** 85% of 3<sup>rd</sup> Graders will master their addition/subtraction facts.

**Fourth grade:** 75% of 4<sup>th</sup> Grades will show growth (MAPS) in the area of Number Sense.

### Action Plan

- Teach the Saxon Math curriculum with fidelity
- Appropriate grade level iPad/iPod Apps
- Accelerated Math Goals
- MAPS practice test (once a week)
- C4L practice test

2014-2015

### Building goal

The Bel Air staff will work collaboratively to improve our writing scores. Each grade level will focus on a specific writing trait(s) to improve.

**Kindergarten:** By the end of the 2014-2015 school year, 80% of kindergarten students will use a capital letter at the beginning of a sentence and a period at the end of a sentence on the Bel Air Spring Writing Assessment.

**First grade:** For the 2014-2015 school year, 80% of first grade students will show growth in the area of organization on the Bel Air spring writing assessment.

**Second grade:** Given a pre- and post- assessment, the class average in the area of "Organization" will increase by at least 0.75 points.

**Third grade:** 80% of third grade students will increase in the four writing domains: ideas/content, organization, voice/word choice, and sentence fluency/conventions.

**Fourth grade:** All fourth grade students will improve in the area of ideas/content according to the Nebraska state writing rubric.

### Action Plan

1. Analysis of previous years writing data (state and district assessments). Each grade level determined which specific writing trait they will work to improve.
2. A central theme was decided upon (favorite family activity) and each grade level developed prompts.

3. **Pre and Post writing assessments**
4. **All teachers are using writing as their SMART goals for the year. (See each grade level's goal below)**
5. **“Writing Walk” will occur with each teacher finding a high, middle, and low paper based off of their rubric. We will collaborate as a staff and read each grade level’s papers. We will then create a list of “Stars” and “Wishes” to create a focus for each grade level after the first writing prompt.**
6. **Bi-monthly Writing showcase titled “Rockin’ Writers” will display student writing to help promote the fun and creative side of writing.**