Norfolk Public Schools

School Profile

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).

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
Student Performance Data

Reading

Analysis:
Norfolk Public Schools performed at or above the state average in NeSA Reading in grades 3-4. However, we scored below the state average in grades 5-8 and 11.
The district's NeSa Reading Scores have improved at all grade levels in the last six years. Our most significant gains have occurred in grades 3-8. 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:
Nearly 90% of Norfolk Public Schools’ 2014-2015 3rd grade students scored at the proficient level on NeSA reading, and all schools except Jefferson scores above the state average.
Over 90% of Norfolk Public Schools' 2014-2015 4th grade students scored at the proficient level on NeSA reading, and all schools except Jefferson scores above the state average.

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 5-8, and 11 but scores have improved at all grades, with significant increases at the elementary levels in the last 6 years. NPS MAPs data shows that the increase in student scores slows down as students reach higher grade levels. This is consistent with national norms for expected growth. All grades performed above the 50th percentile in MAPs reading except 7th grade which scored at the 49th percentile.
Norfolk Public Schools performs at or above the state average in math in grades 3-8. However, we score below the state average in grade 11.
Analysis: The district's NeSa Math Scores have improved at all grade levels in the last five years. Our most significant gains have occurred in grades 3-8.

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.
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. This growth slows as students enter junior and senior high school, which is consistent with national norms for growth.

Analysis:
Bel air, Lincoln, Washington, Westside, and Woodland Park third graders scored at or above the state average of 78% on the 3rd grade NeSA-Math assessment. Grant and Jefferson scored below the state average.

Analysis:
All of our elementary school except Jefferson scored above the state average of 78% on 4th grade NeSA-Math.

**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 3-8 but below the state average in grade 11. MAP Math data reflects the same kind of growth in grades 3-8. We continue to see growth from Fall to Spring across all grade levels in our MAP data. The amount of growth decreases as age increases. This trend is expected according to national normative MAP data. Overall we continue to see improvement in Math achievement.
Analysis:
Norfolk Public Schools performs above the state average in science in grades 5 and 8. However, we scored below the state average in grade 11.
Analysis: The district’s NeSa Science Scores have improved at all grade levels in the last four years. However, improvement at grade 11 has been minimal.

SCIENCE SUMMARY:
The amount of data available in science is somewhat limited. 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 four years. Nearly 90% of our 5th grade students are proficient.
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.
Norfolk Public Schools’ students show strong growth from Fall to Spring each year on the MAP LA 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 and decreases as students progress through grade levels. This is consistent with national norms for growth.
Building Profile
Woodland Park Elementary Profile

2015

Building Description/Demographics

Woodland Park Elementary is a K - 4th grade elementary school that ended the year with 215 students. Our school provides the Deaf Education program for the district elementary schools and currently have 3 students enrolled who are designated as Hearing Impaired. At the beginning of 2014-15 school year 42% of our students were on Free or Reduced lunch and we had a 17% mobility rate. 22% of our population were minority students, with a breakdown as follows: Hispanic-13%, Native American-7%, African American-2%, Asian-.5%. Our students had a 97% attendance rate for the year, and this rate has held consistent for the past three years. Programs at our school that are designed to meet the needs of diverse students include: English Language Learners (ELL), Title I, High Ability Learners (HAL), Speech Therapy, Occupational Therapy, Vision Therapy, Physical Therapy, Deaf Education, and Special Education services.

The staff consists of an administrator, part-time ELL instructor (6 hours per week), 10 classroom teachers, 1 Special Education teacher, .6 Deaf Education instructor, .8 Fte. guidance counselor, .5 Fte. music and PE teacher, .2 art teacher, as well as a Speech and HAL instructor. We have 4.5 classroom paras, 1 SPED para, 1 Media para, and 2 Deaf Education interpreters that assist the teachers in the
classroom during the time students are in the building. Our staff works in a collaborative manner to provide the assistance and targeted instruction needed to increase student achievement at Woodland Park School.

Woodland Park Student Performance Data
Woodland Park Reading

![Woodland Park NeSA-Reading Scores Comparison 2014-15 (Percent Proficient)](image)

**Analysis:**
3rd grade scored below the District Average by 5%, and above the state average. 4th grade matched the score of the District Average and was above the District average by 10 percent.
Analysis:
For 2013-14 NeSA Reading Woodland Park 3rd grade scored slightly below (2%) the District average and above the State average. In 4th grade Woodland Park students scored above the District and State averages.
Analysis:
The trajectory from 2010-2015 in grades 3 & 4 shows an increase in NeSA Reading scores. 3rd grade has scored 84% or higher the past two years. 4th grade was able to score 90% or higher in 2014 and 2015.
Analysis:
The five year trajectory from 2011-2015 in grades 3 & 4 demonstrates an increase in MAP Reading scores. In 2015 both grades scored lower than the previous year. The last three years both 3rd and 4th grade have scored above the 60th percentile.
Analysis:
The last four years Woodland Park 3rd grade students have demonstrated double digit RIT growth in MAP Reading, and except for 2011 they have scored above the expected growth. Woodland Park students have scored above the District average three out of the last five years.
Analysis:
Woodland Park 4th grade students have consistently scored above the expected growth level the last five years. The students have scored equal to or above the District average the last three out of five years.

WOODLAND PARK READING SUMMARY:
The reading data demonstrates that Woodland Park consistently scores above the state average, and the majority of years have scored above the District average in the above indicators. The trend pattern demonstrates a steady growth in the area of reading.
Woodland Park Math

**Analysis:**
Woodland Park 3rd grade scored below the District average in math but above the State average in 2014-15. 4th grade also scored below the District average but above the State average in math. 4th grade did score in the mid 80 percent.
Analysis:
In 2014 NeSA Math Woodland Park 3rd grade students scored below the District average for 3rd grade but above the State average. In 4th grade Woodland Park scored above the District and State math averages.
Analysis:
Woodland Park 3rd grade students have scored close to our above 80% proficient the past three years, and continue to demonstrate a positive growth trajectory since 2011. 4th grade students show an increase in NeSA Math performance since 2011, and reached 94% proficient for 2014 with a slight dip in 2015 but still the second highest score since the beginning of NeSA testing.
*2014-2015 is preliminary data and will be final in August.
Analysis:
Woodland Park 3rd grade students scored a high 58 percentile for 2015, before this year 3rd grade was closer to the 50th percentile range. 4th grade students have scored above the 60th percentile for the last five years of MAP testing, with the last two years scoring 77%tile or higher.
Analysis:
Woodland Park 3rd grade have been above the district RIT growth average three out of five years, and above the expected growth three out of five years. Each year 3rd grade has had double digit RIT growth.
Analysis:
Woodland Park 4th grade have been above the District RIT growth average one out of five years, and above the expected RIT growth all five years. Each year except for 2012, 4th grade students have had double RIT points growth.

WOODLAND PARK MATH SUMMARY:
NeSA and MAP Math data demonstrate that both 3rd and 4th grade have an upward trajectory for the past five years. Currently the 4th grade is scoring consistently higher than 3rd grade and the 4th grade trajectory is also growing at a higher rate than 3rd grade. Growth is being observed in both grade levels over the past 5 years.
Analysis:
Woodland Park 3rd grade students have demonstrated good growth the last three years in MAP Language Usage, and scoring above the 60th percentile in 2015 for the first time. 4th grade has scored above the 60th percentile the 4 out of the last five years, and have scored in the upper 60th percentile the last two years.
Analysis:
Woodland Park 3rd grade students have been above the District average 3 out of the 5 last years. They have been above the Expected Growth 4 out of the 5 last years. The 3rd grade have had double digit RIT growth 4 out of the last 5 years.
Analysis:
Woodland Park 4th grade have exceeded the District RIT growth average the last three years. They have been above the expected growth all five years.

Woodland Park Language Usage Summary:
Woodland Park students have shown positive growth the last five years in the use of Language as measured by MAP. Even though more growth is demonstrated by 3rd grade, the 4th grade (except for 2012) has consistently scored above the 60th percentile.

Perceptual Data

To Be Completed in Spring 2016
Strategic Plan Summary (Elementary)

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.
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 GOAL:
Grades K-1: 80% of students will be at benchmark as assessed by DIBELS and all students below benchmark will demonstrate growth.
Gr 2-4: 80% of the students will meet their targeted growth as determined by MAP.
Gr 3&4: 80% or more of the students will pass NeSA Reading.

REASON FOR THIS GOAL: Last year 84% of the 3rd grade students and 91% of the 4th grade students passed NeSA Reading. These scores were lower than the 2014 scores, and our 4th grade only grew 1% from their 3rd grade year. MAP scores also fell down some from the previous year. Even though this is just one year, we want to insure that this is not a trend and that we continue to have collective growth with our students.

WHAT SHOULD BE ACCOMPLISHED: The goal is to establish successful readers by developing basic reading skills and higher order literacy skills, i.e. reading text critically, weighing evidence for or against, and forming opinions so that the students will be prepared for a 21st Century world.

STRATEGIES AND TIMELINE:

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<th>ACTION</th>
<th>TO BE COMPLETED BY</th>
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<td>K-2: apply assessments to use with students who do not make benchmark in DIBELS to determine what specific skills the students are missing. Assessments will include STAR Reading, Running Records, AR tests (grades 1&amp;2), MAP (2nd grade).</td>
<td>August 2015 &amp; On - Going</td>
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<td>1st grade: Low students are given the Observation Summary and starting with the most need, 6 students are targeted that are given intense instruction (35 minutes daily) in pairs When the needed skills are acquired the next lowest students are started in the intervention. We call this intensive intervention “Reading Readiness”.</td>
<td>August - 2015</td>
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<td>Regularly assess “at risk” and “some risk” students at least once every two weeks in DIBELS PM to evaluate the progress of the intervention. Review the progress and intervention with the PLC learning team during the building PLC. Make adjustments as needed as dictated by the data. Some of the interventions implemented include: Leveled Literacy Intervention, Quick Reads, Read Naturally, 6 Minute Solutions,</td>
<td>August 2015 &amp; On - Going</td>
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<td><strong>CORE 5, Leveled Readers.</strong> K-2 intervention time is 45 minutes, 3&amp;4 is 30 minutes.</td>
<td><strong>September 2015 &amp; On - Going</strong></td>
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<td>Using the 2015 NeSA Reading skills deficits, enhance the instruction of these skills. Indicators include: Identify Author’s Purpose, Identify Literary Devices, Recognize Organizational Patterns. The first step will involve using the same terminology as used in the NeSA test.</td>
<td><strong>September 2015 &amp; On - Going</strong></td>
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<td>3rd and 4th – monitor the student’s’ growth in Language Usage, Vocabulary, and Comprehension using the assessments provided by Wonders as well as AR and STAR Reading test. Leveled Readers are implemented with those students who show a need from the assessments.</td>
<td><strong>August 2015 &amp; On - Going</strong></td>
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<td>Using the MAP Goal sheet, a conference will be held with each 3rd and 4th grade student after the fall MAP test and collaboratively set goals for the Spring MAP assessment. Grade 2,3 &amp; 4: MAP Learning Continuum will be used to identify the specific reading skill areas that are deficits for each student. Implement interventions that will address these deficits.</td>
<td><strong>September 2015 &amp; On-Going</strong></td>
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**HOW WILL YOU KNOW THE GOAL WAS SUCCESSFULLY COMPLETED?**

Success will be determined by the following criteria at the end of the year:

Grades K-1: 80% of students will be at benchmark as assessed by DIBELS and all students below benchmark will demonstrate growth.
Gr 2-4: 80% of the students will meet their targeted growth as determined by MAP.
Gr 3&4: 80% or more of the students will pass NeSA Reading.