

Standard One-Narrative

Purpose and Direction

Johnson-Brock has a very clear mission statement, *Inspiring our Students and Expecting Results*. Our statement can be found in the student handbook, school website, and posted throughout the building.

Our belief statements:

- The partnerships of family, school and community work together to ensure students are treated and treat others with respect, fairness, and equality.
- Students should be provided with the skills necessary to achieve their full potential enabling them to become lifelong learners.
- Students shall become informed and contributing citizens who will function as useful and productive members of a global society.

Both statements focus on the future with an expectation that all stakeholders have an active role in the process of educating students. All staff is committed to the same vision and mission.

Successes have been achieved by implementing a variety of programs: study hall mentoring, working lunches for various organizations, IEPs, MDTs, Eagle Assists, RTI, National Honor Society Mentor-Mentee monthly lunches, Red Ribbon week, NADDA (Nemaha Against Drug and Alcohol), Teammates, Title I Reading Program, Academic Academies, Data Retreats, and the One Book One School program.

Stakeholders are committed to shared values and beliefs about teaching and learning. This commitment is evident in documentation and decision-making through the use of DIBELS and MAP data, individualized support for identified areas of weakness, and district-wide school improvement goals. School leaders communicate this commitment through weekly professional development meetings.

Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking and life skills necessary for success through the High Ability Learner program, differentiated instruction, and a diverse and rigorous curriculum. 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 pursue professional development in a variety of different ways including ESU summer workshops, ESU cadre meetings, and technology training.

School leaders share high expectations of their students and implement a documented, systematic, continuous improvement process for improving student learning. The school improvement goal combined with weekly monitoring and interventions for struggling learners builds academic success. All stakeholder groups are engaged in the process through varied forms of communication which include Power School, weekly eligibility lists, study hall mentoring, data review, weekly family newsletters, a quarterly district newsletter, the Immediate Response Information System (IRIS), Facebook, Twitter, Striv (student driven broadcasting), emails, phone calls, career/college information, parent surveys, open house, Parent Teacher Conferences, Kindergarten Roundup, and the Elementary Title Math Night.

The school profile contains analyses of data used to identify goals for the improvement of achievement and instruction. All of which are aligned with the school's purpose. Improvement goals have measurable performance targets through various intervention programs, including but not limited to Data Retreat and MAP. School leaders hold all personnel accountable for the evaluation and the overall quality of the implementation of all interventions and strategies through walk-through and formal evaluations. The process is reviewed and evaluated by administrators on a yearly basis.

The programs in place are functioning well, but the staff continues to strive for strengthened communication between staff and administration on a daily basis to ensure that interventions are consistently enacted and monitored.