

# Annual Report and School Profile

## Bayard Public Schools



Updated August 10, 2021

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## Strategic Planning and Improvement

Bayard Public Schools engages in strategic planning and continuous school improvement. Additionally, Nebraska Department of Education, Rule 10, requires that school districts prepare and distribute a report to the patrons of the district on an annual basis. The material included herein has been compiled to inform patrons about our work.

### Description of the District

The legal description of the Bayard School District is District #21 Morrill County, Nebraska. The district covers 262 square miles and includes properties located in Morrill, Scotts Bluff, Banner and Box Butte Counties. The district is a Class III school, organized as a PK-6 elementary and a 7-12 secondary.

This report demonstrates a summary of the school district in a particular year and reflects the directions in which the district is headed in the future. Each district has a unique method for measuring quality education and success. To accurately assess the quality of any school district, diverse information such as student enrollment, staff, curriculum, facilities, financial statistics, budgeting, student achievement, and strategic climate must all be considered and reported objectively.

### Accreditation and School Improvement

The Bayard Public Schools are fully accredited by the Nebraska Department of Education. The Bayard Public Schools continuously strive to meet all requirements for state and federal accountability. Both the elementary and secondary schools have been designated as being in need of improvement in making adequate yearly progress. Additional information about state and federal accountability is available from the Nebraska Education Profile which can be accessed on the official website of the Nebraska Department of Education at <https://nep.education.ne.gov>.

Locally, the district publishes this annual report and school improvement profile as an accountability and transparency procedure. This report allows community members access to school information, which citizens can then use as a basis for positive action within the community or school district.

The school improvement process is an on-going process at Bayard Public Schools. Most recently the process has focused on the development and implementation of the Strategic Plan of Bayard Public Schools.

## Bayard Public Schools Strategic Plan

This Strategic Plan is a living document that provides strategic direction and guidance for Bayard Public Schools. The Bayard Public School District is committed to successfully implementing these objectives in our pursuit of fulfilling our vision, mission, and core covenants. It is with anticipation that the strategies presented in this plan will be completed by the end of the 2022-2023 school year.

To view the full Strategic Plan, please visit: <https://tinyurl.com/y6jnfl8p>. Progress on the strategic plan is reported to the board of education each month. These reports provide an opportunity for the community to learn about the important work occurring to achieve the objectives of the strategic plan.

Academics	Leadership	Engagement	Community
Continue to implement and refine a system of curriculum, instruction, and assessment, aligned to Nebraska State Standards that will enable every student to engage in challenging, rigorous, and creative learning experiences throughout the district.	Invest in professional development opportunities to support staff in every work area to become leaders in their field.	Utilize integrated technology to engage and inspire students in an effort to support efficacious instruction and growth of learning.	Identify and develop panhandle partnerships that will support safe community opportunities for youth (including but not limited to: summer camps, enrichment activities, arts, music, athletics, etc.).
Develop and support the implementation of individualized learning opportunities to enable each student to reach his or her potential.	Develop processes to identify and inspire the leadership potential, talents, and gifts in each child.	Support advancements in technology for students and staff by evaluating opportunities for technological investments, through the inventory of current resources and infrastructure, and by efficiently managing existing equipment.	Continue ongoing efforts regarding positive student behavior programs in an effort to support a quality learning environment for all staff and students.
Research and implement best practices and processes that will support effective student transitions (early childhood to preschool, preschool to grade school, grade school to middle school, middle school to high school, high school to college/career).	Continue to invest in student development by maximizing the leadership potential of the Pathfinders After-School Program.	Develop processes to ensure a positive and conducive environment for student learning.	Offer and support programs and services that effectively contribute to the wellbeing of all educational stakeholders, including students, staff, parents, and community members.
Engage parents, students, and staff with timely and relative feedback to improve instruction in student learning and achievement.	Continue to offer leadership opportunities for students through the Bayard Public Schools Community Emergency Response Team (CERT) Program, in addition to other programs and extracurricular activities.	Utilize effective communication systems to engage staff, students, parents, and community members in relationships that support student learning.	Provide effective college/career preparation to support the long-term success of all students districtwide.

Review and modify the district's lesson plan philosophy and best practices to ensure consistency and accountability for quality instruction district-wide.	Continue to maximize the impact of the Bayard Public Schools partnership with the FranklinCovey Institute, with a focus on professional development and the LEAD/Leader in Me Programs.	Research and implement strategies to mitigate the educational risks to students experiencing poverty and mobility.	
Evaluate, research, and implement practices that align grading and instruction to effective learning.			
Develop a system to evaluate the effectiveness of current curriculum, programs, and services.			

## Governance and Direction

### Mission Statement

The mission of Bayard Public Schools is to partner with parents to provide a successful educational experience and diverse opportunities.

### Vision Statement

Bayard Public Schools will effectively provide and adapt its programs to meet the needs of its students, today and in the future.

### Core Covenants

#### Focused on the Student

- Positive Interactions and Relationships
- Focus On Student Potential
- Diverse Opportunities
- Unconditional Acceptance

#### Attitude of Excellence

- Act With Integrity
- Expect To Be Great
- Accept Daily Challenges & Setbacks
- Think "Big Picture"

#### Community

- Support Each Other

Set Aside Self For Benefit Of The Group

Respect Everyone

Be A Wing, Not A Weight

Tiger Way!

Every Person, Every Day. It's a FACT!

## Programs and Services

Bayard Public Schools provides a rich variety of programs and services to meet the educational needs of the community. These programs and services are both academic and extracurricular in nature. In offering a variety of opportunities to students of all ages the district seeks to provide a quality educational experience for every student.

### Career Certifications

During the 2019-2020 school term students attending Bayard High School had the opportunity to engage in coursework leading to industry certifications. These opportunities included earning the para-educator certification necessary to serve in a Title I funded school and earning certifications in the Microsoft Word business software. Certifications earned were as follows:

2019-2020 Certifications Earned by Bayard High School Students	
Program	Number of Students
Project Para (UNL)	6

### LEAD and Leader in Me

Bayard Public Schools partners with FranklinCovey, Inc. to provide leadership training and opportunities to students in all grades. At the elementary level, the Leader in Me program is integrated into the regular elementary education program, including designated periods of time each week during “TigerTime” which focuses on the development of each child as an individual.

At the Jr./Sr. High School, students participate in the LEAD curriculum, which is aligned to the same training Fortune 500 companies provide to their leadership teams. The following leadership sequence of courses are taught during the designated leadership period in the secondary school:



## High School Courses

Leadership 1 LEADING SELF	Leadership 2 CAREER ESSENTIALS	Leadership 3 LEADING OTHERS	Leadership 4 COLLEGE READINESS
Be Proactive Begin with the End in Mind Put First Things First Think Win-Win Seek First to Understand Synergize Sharpen the Saw	Interview Skills Presentation Skills Listening Skills Using Feedback Interview Skills Emotional Control Resume Writing Digital Etiquette Creativity Conversations	4 Roles of Leadership Leading Projects Mentoring 1-on-1 Group Dynamics Meeting Management Group Decisions Leading Families Coaching Leading Work Teams	4 Disciplines College Test Prep Prep for College/Life Study Skills Weekly Planning Financial Literacy Away from Home Roommates Taxes Community Involvement Health and Fitness
7 Habits	Find Your Voice	Inspire Others	The Next Step

## Curriculum Revision

In order to provide educational continuity to students during the ongoing global pandemic, the school district purchased online Social Science (History Alive/TCI) and Secondary English Language Arts Curricula (StudySync).

The school district recently implemented changes in the mathematics curriculum in grades K-6. This includes utilization of the Bridges math program in grades K-5 and the Big Ideas curriculum in grade 6, which aligns to the Jr. High math program.

In 2015-2016 the district implemented changes in the reading/language arts curriculum in grades K-6 in alignment with revised state standards in this area. The district is in the fourth year of implementing Reading Mastery (K-2) and Wonders (3-6) reading programs in the elementary grades. The school district is in the fifth year of implementing a new History Alive! Social Studies curriculum (published by Teacher Created Institute, TCI). The district is in the sixth year of implementing the Science Fusion curriculum for elementary science instruction.

The district recently implemented a new curriculum in mathematics in grades 7-9 and is in the process of conducting a curriculum review in anticipation of adopting new science curriculum. Alignment work will continue as state standards are updated in the other subject areas.

## Academic Supports/Contracted Services

Special Services Contracted with Educational Service Unit #13, Scottsbluff, Nebraska: School Psychologist; Occupational Therapist; Deaf and Hard of Hearing Services; Alternative Education and Transitional Education Programs; Meridian, Life Links, Assistive Technology, and Vision Services

Distance Learning Courses are provided to students through the Western Nebraska Distance Learning Consortium in partnership with Educational Service Unit #13.

## Student Transportation

Student transportation is provided in accordance with the regulations of the Nebraska Department of Education. The school currently has five regular bus routes to provide transportation to school students living outside the city limits of Bayard, including one route transporting students to special programs operated by Educational Service Unit #13.

## Safe Routes to School

Additionally, the school provides crossing guards at the beginning and end of each school day for students crossing 8th Street. During the fall of 2014 the school added crossing guard service during student drop off in the mornings. The City of Bayard provides a crossing guard at the intersection of 8th Street and Main Street and the intersection of 8th Street and the Canal Road in the morning and afternoon to provide a monitored crossing site for students who walk to school.

## School Nutrition Program

The Bayard Public Schools provides a school nutrition program that is operated according to state and federal guidelines. Students and parents can check the school breakfast and lunch menu via the school website at [www.bayardpublicschools.org](http://www.bayardpublicschools.org). During the summer of 2014 Bayard Public Schools received a grant to begin operation of a summer feeding program. Additionally, during the spring of 2014, the school piloted a "Grab and Go" Breakfast program where all students have the opportunity to eat breakfast in their first-period classroom. This program was in the fifth full year of operation during the 2018-2019 school term.

## Summer Feeding

The school district offered a summer feeding program during the summer of 2016. This program provided both breakfast and lunch to any person under the age of 19 who attended. This program helps to provide proper nutrition to students attending summer school and also helps to mitigate food insecurity for families during the summer months when the regular school nutrition services program is not in operation.

## Migrant School

The school district partnered with ESU#13 Migrant Education to provide 15 days of migrant school. This program included transportation for migrant students. Meals were served in partnership with the summer feeding program. Students and staff from Bayard Public Schools were featured in a short film from Nebraska Loves Public Schools. The film can be viewed at <http://nelovesps.org/story/binational-teacher-exchange-program/>.

## Early Childhood Education Program

During the 2013-2014 school term, Bayard Public Schools was awarded a grant to establish a preschool at Bayard Elementary School. The Bayard Tiger Cubs Preschool completed an inaugural year of operation during the 2014-2015 school term.

Preschool Enrollment (3 and 4-Year Olds)	
School Year	Number of Students
2014-2015	33
2015-2016	39
2016-2017	28
2017-2018	24
2018-2019	32
2019-2020	29

## Pathfinders Program (After School Program)

During the 2014-2015 school term, Bayard Public Schools was awarded a grant to establish a 21st Century Community Learning Center in partnership with Nebraska Extension/4-H at Bayard Elementary School. The Pathfinders Program completed an inaugural year of operation during the 2015-2016 school term.

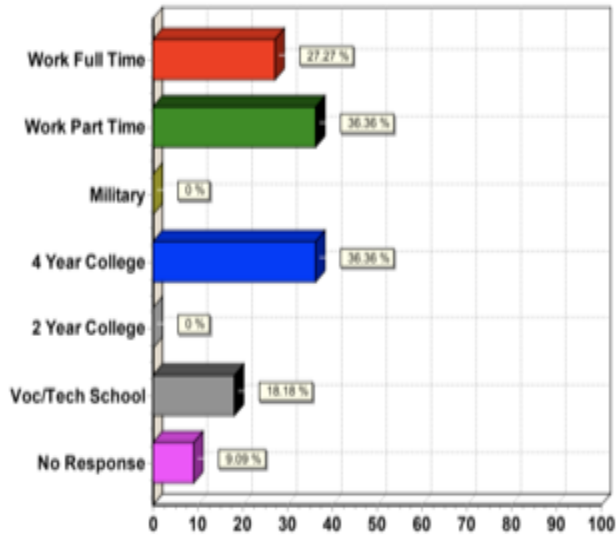
Students attending the Pathfinders Program have engaged in the following learning opportunities: Science Club; Cooking Club; Strategy Games Club; HERO (Help, Encourage, & Respect Others) Club; Babysitting Club; Woodworking Club; Gardening Club; World Art, Crafts, & Culture Club; Lego Club; Football Challenge Club; Basketball Challenge Club; Obstacle Course Club; Dance Video Creation; and Puzzle, Cards, & Cash Box Clubs.

Several organizations have shared their expertise with the Pathfinders students. These include: The Riverside Zoo; Chimney Rock Public Power; Western States Bank; The Bird Conservancy; Girl Scouts; Trendz Hair Salon; City of Bayard; UNL Extension.

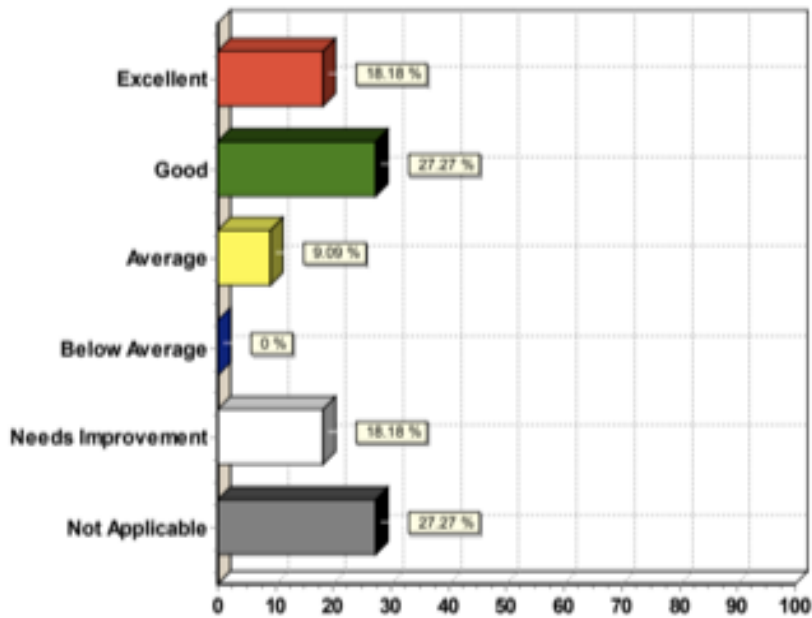
## Extracurricular Activities Programs

Bayard Public Schools maintains membership in the Western Trails Conference and the Minuteman Activities Conference. Bayard High School offers interscholastic competition in football, volleyball, cross country, golf, play production, basketball, wrestling, speech, esports, track and field, quiz bowl, and opportunities in vocal and instrumental music, The National FFA Organization (FFA), and Destination Imagination (DI).

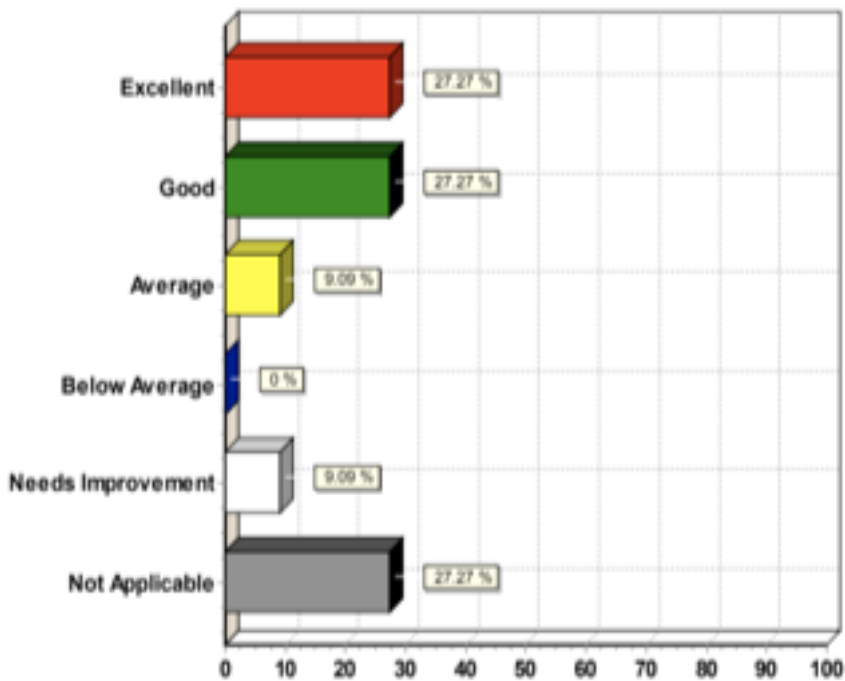
Graduate Follow-Up (Class of 2017, Status as of 2019):



How well did high school prepare you to enter the workforce? (Class of 2017)



How well did high school prepare you to continue your education? (Class of 2017)



## Academic Offerings

Bayard Public Schools offers a comprehensive and diverse offering of courses to develop graduates who are prepared for both careers and post-secondary education opportunities.

Teachers utilize a variety of research-based instructional strategies including Explicit Direct Instruction and an emphasis on direct instruction of vocabulary within all subject areas and grade levels.

Students receive instruction in the core subjects and specials/electives at all grade levels. All students receive instruction from highly qualified and dedicated educators with favorable student to teacher ratios in all classes.

Academically, Bayard Public Schools provide a comprehensive curriculum in all areas, meeting or exceeding state requirements as set forth by Rule 10 of the Nebraska Department of Education.

The following courses, programs, and services are offered to the students in the Bayard Public Schools:

\*Indicates Dual Credit Course

### Elementary Offerings

Writing

Mathematics

Science

Social Studies

Vocal Music

Instrumental Music (5-6)

Physical Education

Technology Instruction

Library

Art

Keyboarding (5-6)

2nd Steps/Health/Life Skills

### World Language

Spanish I

Spanish II

### Consumer Education

Careers

Child Development

### Junior High Offerings - 7th Grade

Language Arts 7

Math 7

Pre-Algebra

Social Studies 7

Science 7

Industrial Arts 7

Band/Choir

Physical Education

Reading 7

Health 7

Life Skills 7

Leadership 7  
Art 7

#### Vocational Agriculture

Intro to Ag. Science  
Plant & Soil Science  
Animal Science  
Ag Power  
Farm & Business Management

#### Junior High Offerings - 8th Grade

Language Arts 8  
Math 8  
Pre-Algebra  
Social Studies 8  
Science 8  
Agriculture 8  
Band/Choir  
Art 8  
Keyboarding  
Physical Education  
Spanish 8  
Leadership 8  
Careers 8  
Music Education  
Band  
Choir & 21st Century Singers

#### Art Education

Art I  
Art II  
Art III  
Art IV

#### Computer Education

Comp Applications \*  
Broadcast Technology  
Yearbook/Newspaper  
Technology



## Digital Design

## Industrial Arts

Woods I

Woods II

Woods III

Woods IV

CNC Manufacturing

## English/Language Arts

English I

English II

English III

English IV

English Composition\*

Speech

Literature

## Health & Physical Education

Health/Physical Education

Lifetime Sports

Strength and Conditioning

Health/Fitness

Independent PE

## Social Sciences/Social Studies

World Geography

US History

World History

American Govt.

Decades

Economics

Psychology\*

American History\*

## Computer Education

Computer Applications \*

Broadcast Technology

Yearbook/Newspaper  
Technology

### Science Offerings

Physical Science  
Biology  
Chemistry  
Physics  
General Science  
Anatomy and Physiology

### Business

Personal Finance  
Accounting I

### Mathematics

Pre-Algebra  
Algebra I  
Algebra II  
Geometry  
Business Math  
Math IV  
College Algebra\*

## Odysseyware and Edgenuity

The school district offers a rich variety of additional electives and credit-recovery course opportunities through the Odysseyware and Edgenuity programs. These programs also provide enrichment opportunities at the elementary level. Additional information about these offerings is available through the secondary counselor's office.

## Summer School

The school district offers summer school in both the elementary school and in the secondary school. Summer school is offered each year in May and June for 15 days. Students who attend in the secondary school are eligible for course credit recovery.

## 1:1 Program and eBooks

Bayard Public Schools operates a 1:1 mobile technology program. Through this program all students in grades K-12 are issued an iPad or Chromebook for educational purposes. (Students in grades 7-12 take the devices home each evening). Teachers and students exchange coursework interactively. At all grade levels, students are provided with access to electronic books and audiobooks through a consortium of Nebraska schools. Both school libraries also offer Kindle eReaders for students to check out and read digital text.

## Partnerships for Education

The school district has a variety of positive relationships with various organizations within the local and regional communities. Bayard Public Schools work closely with the following organizations to provide a high quality and cost effective education for all students.

These partnerships allow the Bayard Public School District to leverage its resources alongside other organizations to maximize learning opportunities for students.

## Bayard Public Library

The Bayard Public Library has incorporated a Homework Hotspot and the Accelerated Reader program into the library's offerings to promote access and reading throughout the school year. The library and school also partner with the summer school program and summer reading programs. During the summer of 2021 the school earned a Beyond School Bells Grant that funded the installation of matching bicycle repair stations for Bayard Elementary School and the Bayard Public Library. During the 2020-2021 school year several students and staff provided help with a library renovation project. This included assistance from many students and staff during the annual Community Cleanup Day.

## Bayard Public Schools Support Fund

The Bayard Public Schools Support Fund was established in partnership with the Oregon Trail Community Foundation. The purpose of this foundation is to receive tax-deductible contributions of cash, securities, property, bequests, other gifts, and grants in support of the current and long-term betterment of the Bayard Public Schools, including replacement of the track at the Bayard Public Schools Sports Complex.

## Bridgeport Public Schools

Both schools have an interlocal agreement partnering to provide transportation to students who are enrolled in educational programming at ESU#13 through an inter-local agreement that also includes Garden County Schools. Additionally, the Bayard and Bridgeport schools share an

inter-local agreement for the transportation of students to curricular and extra-curricular activities.

## CJUMP

Bayard Public Schools is a member of the CJUMP (Choice Joint Utilities Management Program). This consortium of several regional schools through the Nebraska Association of School Boards works to secure natural gas purchasing at a volume discounted rate.

## City of Bayard

Bayard Public Schools partners with the City of Bayard on mutually beneficial projects, including Community Cleanup Day and other efforts to engage students and citizens in active participation in a strong community. Additionally, the City of Bayard provides a crossing guard to promote safety for students walking to school.

## Conference Affiliations

Bayard Public Schools shares in costs related to providing high-quality activities and competitions through the Western Trails Conference and the Minuteman Activities Conference.

## Educational Service Unit #13

Multiple services, including staff development and occupational therapy are provided to Bayard Public Schools through a partnership with ESU#13.

## Head Start (Educational Service Unit #13)

Provide services for early childhood learning at Bayard Tiger Cub Preschool.

## Minatare Public Schools

Bayard Public Schools shares a Spanish teacher with the Minatare Public Schools. Both schools have an inter-local agreement partnering to provide transportation to students who are enrolled in educational programming at ESU#13 through an inter-local agreement. Additionally, the Bayard and Minatare schools share an inter-local agreement for the transportation of students to curricular and extra-curricular activities.

## Nebraska Extension (University of Nebraska – Lincoln) and 4-H

Partnership to provide family and community engagement activities including development of the Pathfinders Program (21st Century Community Learning Center).

## NEVA (Nebraska Educational Virtual Academy)

Online credit recovery and dual credit opportunities for high school students.

## Panhandle Prevention Coalition

Bayard Public School partners with the Panhandle Prevention Coalition to provide a safe and effective school environment through combined efforts to engage students in healthy behaviors.

## VALTS (Valley Alternative Learning and Transitioning School)

Alternative School in partnership with ESU#13 and other area schools.

## Western Nebraska Distance Learning Consortium

Classes are provided to students over the regional distance learning network.

## WNCC

Dual Credit courses in College Algebra, English Composition, Psychology, Medical Terminology, and Body Structure.

## United Way of Western Nebraska

Provision of school supplies to students with needs.

## Nondiscrimination in Education Programs and Activities

It is the policy of the Bayard Public Schools not to discriminate on the basis of race, color, national origin, creed, age, marital status, sex, or disability in its educational programs, activities, or employment policies, as required by Titles VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, the Section 504 Rehabilitation Act of 1973, and the Nebraska Equal Educational Opportunity Act.

Any person who believes she or he has been discriminated against, denied a benefit, or been excluded from participation in any district education program or activity on the basis of sex, race, or handicap, in violation of this policy, may grieve such matters using the adopted grievance procedures of this district. Such procedures shall provide for prompt and equitable resolution of complaints alleging acts of discrimination.

Inquiries regarding compliance with Title IX, Section 504, Title VI of the Nebraska Equal Opportunity in Education Act may be directed to the High School Principal, Bayard High School, (308) 586-1700, or in the case of Title IX and Section 504 Rehabilitation Act, to the Director of the Region VII Office for Civil Rights, 10220 North Executive Hills Boulevard, 8th Floor, Kansas City, Missouri 64153, or call (816) 891-8026.

#### Contact Information

Bayard Public Schools

726 4th Avenue

PO BOX 607

Bayard, NE 69334

(308)586-1325

[www.bayardpublicschools.org](http://www.bayardpublicschools.org)

For more information about all Nebraska schools, visit the Nebraska Department of Education web site at [www.education.ne.gov](http://www.education.ne.gov).

## Learning Climate and Stakeholders

Bayard Public Schools takes pride in providing a high quality learning environment. Students are served by a team of committed educators and support staff. Ongoing initiatives seek to continue to improve the learning climate experienced by staff and students alike.

## Grab and Go Breakfast

The district provides a “Grab and Go” breakfast program in which students at all grades are offered a breakfast at the regular breakfast price upon entry into the school building. Students eat breakfast in the classroom during first period classes. Students are not required to take the meal, but are encouraged to eat a breakfast. If parents would like to send a breakfast from home as an alternative to the school’s offering, they are invited to do so, just like students are invited to bring their own lunches for the noon meal. Students are more effective learners when they have consumed a healthy and nutritious breakfast.

## Coordinated School Health and School Health Index

During the 2014-2015 school year, Bayard Public Schools participated in a Coordinated School Health Institute sponsored by the Nebraska Department of Education. As part of that process, a team completed a “School Health Index” which is used to monitor the overall health of the school community. Ongoing initiatives to promote student and staff wellness continue as a result of the work of the Coordinated School Health Institute.

## Bayard Elementary School

308-586-1211

Matthew McLaughlin -- Principal

Cortney Schuller -- Secretary

Julie Cochran -- Counselor

Candace Smith -- Family Liaison

Joy Rafferty -- Kindergarten

Jessica Nesbitt -- PK-1 Teacher

Crystal Batt -- 1st Grade

Jennifer Tavenner -- 2nd Grade

Amanda Anderson -- 2nd -3rd Grade

Cheryl Ferrero -- 3rd Grade

Michelle Martinez -- 4th Grade

Kristyn Rife -- 5th Grade

Brittani Binder -- 6th Grade

Amanda Reilly -- 6th Grade

Laurie Bauer -- Librarian

Michael Simons -- Physical Education

Brandon Stuart -- Special Education

Jessica Scott -- Art

Stephanie Barker -- 4-6 Science and Keyboarding

Sarah Schmidt -- Music and Band

Linda Pilkington -- Vocal Music

Karen Andreas -- Para-educator

Deborah Rose -- Para-educator

Adya White -- Para-educator

Dana Korell -- Para-educator

Ashley Deines-- Para-educator

Stacey Jones -- Para-educator

Lacee James -- Para and STEAM Lab

Tabitha Unzicker -- Special Education

School Health Service

Justine Jobman -- School Nurse

Nutrition Services

Renee Harter -- Head Cook

Connie Dickey -- Cook

Crystal Wood -- Cook

Sally Wright -- Cook

Student Transportation

308-586-1535

Richard Pieper -- Transportation Director

Marie Brown -- Bus Driver

Steven James -- Bus Driver

Kris Hopkins-- Bus Driver  
Linda Safford -- Bus Driver  
Alvin Salazar -- Bus Driver

## Early Childhood Education

Shawna Reish-- Teacher  
Stacey Jones -- Para-educator

## Pathfinders (After School Program)

Kristin Maag -- Director (UNL Partnership)  
Stacey Jones -- Para-educator  
Kathy Ragland -- Para-educator  
Ashley Deines -- Para-educator

## Bayard Jr./Sr. High School

308-586-1700  
Kelley Rice, Ph.D. -- Principal  
Tencie Tonniges -- Activities Director  
Cindy Korell -- Secretary  
Linde Rafferty -- Counselor, Social Science  
Sarah Schmidt -- Band  
Linda Pilkington -- Vocal Music  
Tyson Horn -- Social Science and P.E.  
Kimberly Ferguson -- Social Science  
Laurie Bauer -- Librarian, Speech  
Mykayla Torres -- English  
Steven Posey -- Mathematics  
Barbara Pieper -- Mathematics  
Holly Nolte -- English  
Mark Keszler -- Journalism  
Mariah Bottom -- Spanish  
Colton Ehler -- Physical Education  
Dwight Malcolm -- Industrial Arts and P.E.  
Zach Nesbitt -- Science and P.E.



Justin Rafferty -- Vocational Agriculture, FFA  
Elliot Reish -- Special Education  
James Roberts -- Science  
Jessica Scott -- Art  
Tressa White -- Para-educator  
Jenny Posey -- Para-educator  
Isaiah Mancinas -- Para-Educator  
Joe Foland -- Para-Educator

## Custodial and Maintenance Services

Roberto Gonzales -- Head Custodian  
Jon Coon -- Custodian  
Connie Loutzenhiser -- Custodian  
Herman Ziegler -- Custodian  
Jeff Erdman -- Custodian

## Central Administrative Office

308-586-1325  
Travis W. Miller, Ed.D. -- Superintendent of Schools  
Bobbie Stuart -- Secretary/Treasurer  
Heather Oliverius -- Administrative Assistant  
Jennifer Gier -- Technology Specialist  
Micki McKibbin -- Special Education Director

## General Contact Information

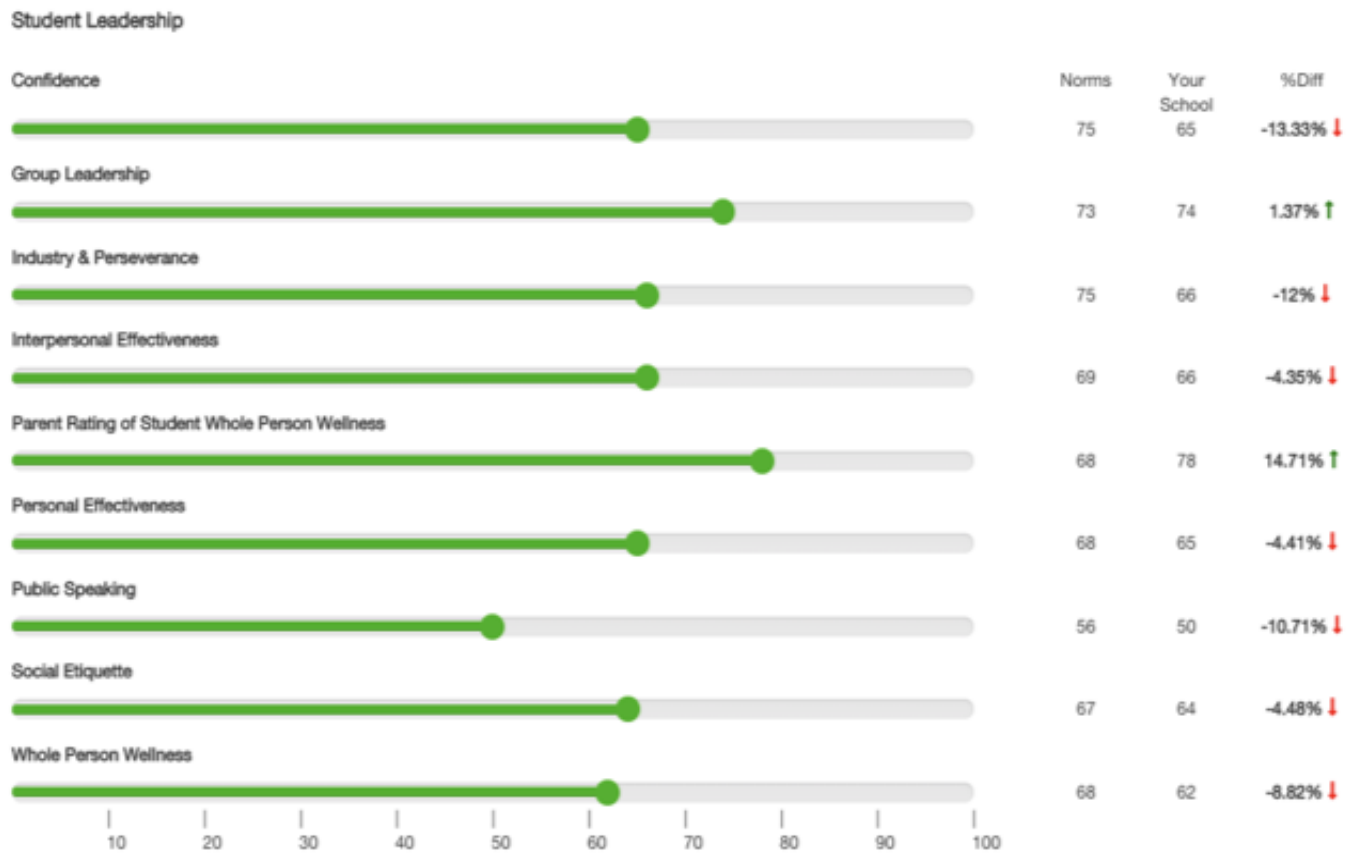
School Website: [www.bayardpublicschools.org](http://www.bayardpublicschools.org)  
Facebook:  
<https://www.facebook.com/BayardPublicSchools>  
Twitter Handle: @BayardTigers  
Twitter Hashtag: #BayardTigers  
Address:  
Bayard Public Schools  
726 4th Avenue  
PO Box 607  
Bayard, NE 69334

## School Climate

### School Learning Climate Data from Leader in Me Measurable Results Assessment Baseline Data

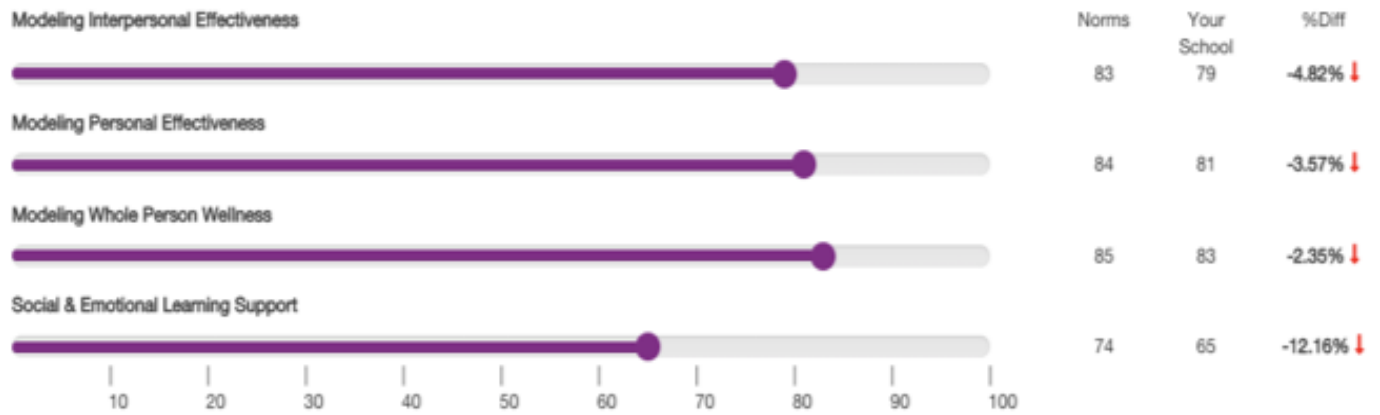
The following data displays show the baseline data (year 1) compared to the normative data for other schools (in various stages of implementation) within the Leader in Me network.

#### Student Leadership:



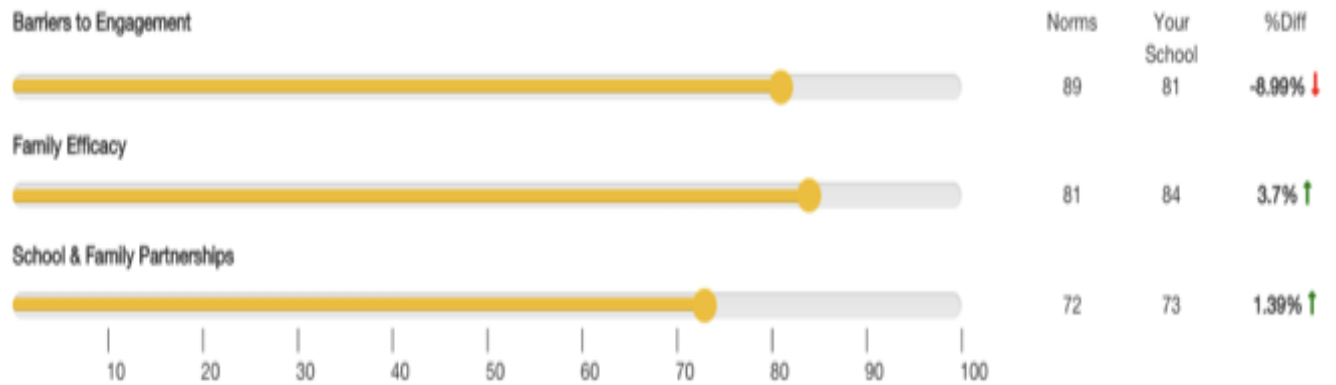
## Staff Social/Emotional Teaching Readiness

### Staff Social/Emotional Teaching Readiness



## Family Involvement

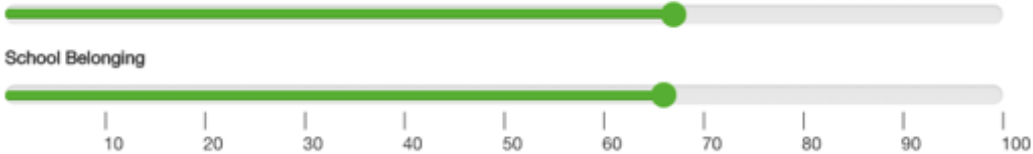
### Family Involvement



# Student Engagement

## Student Engagement

Learning Engagement



School Belonging



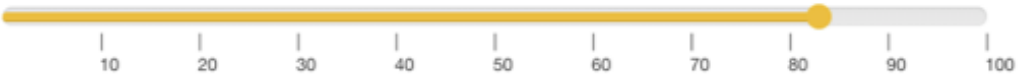
# Staff Satisfaction

## Staff Satisfaction

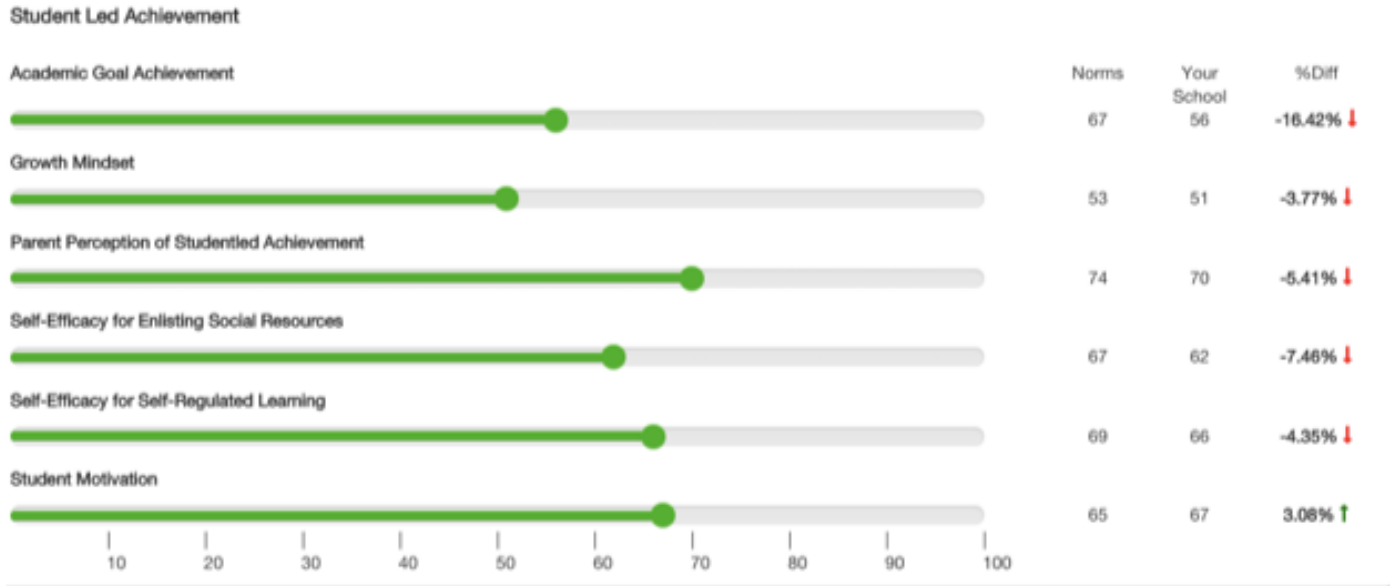
Staff Empowerment



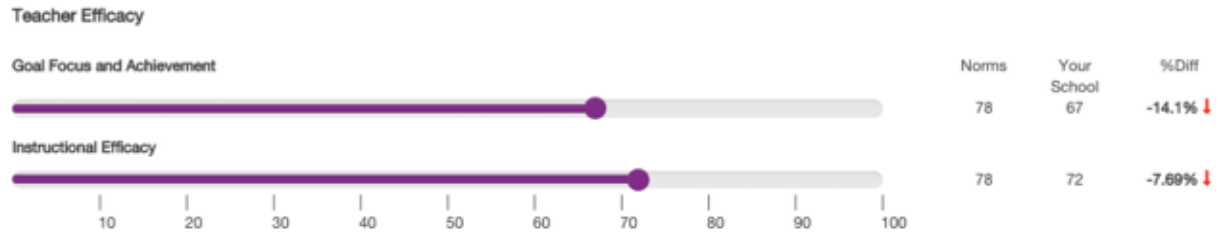
Staff Fulfillment



# Student Led Achievement



## Teacher Efficacy

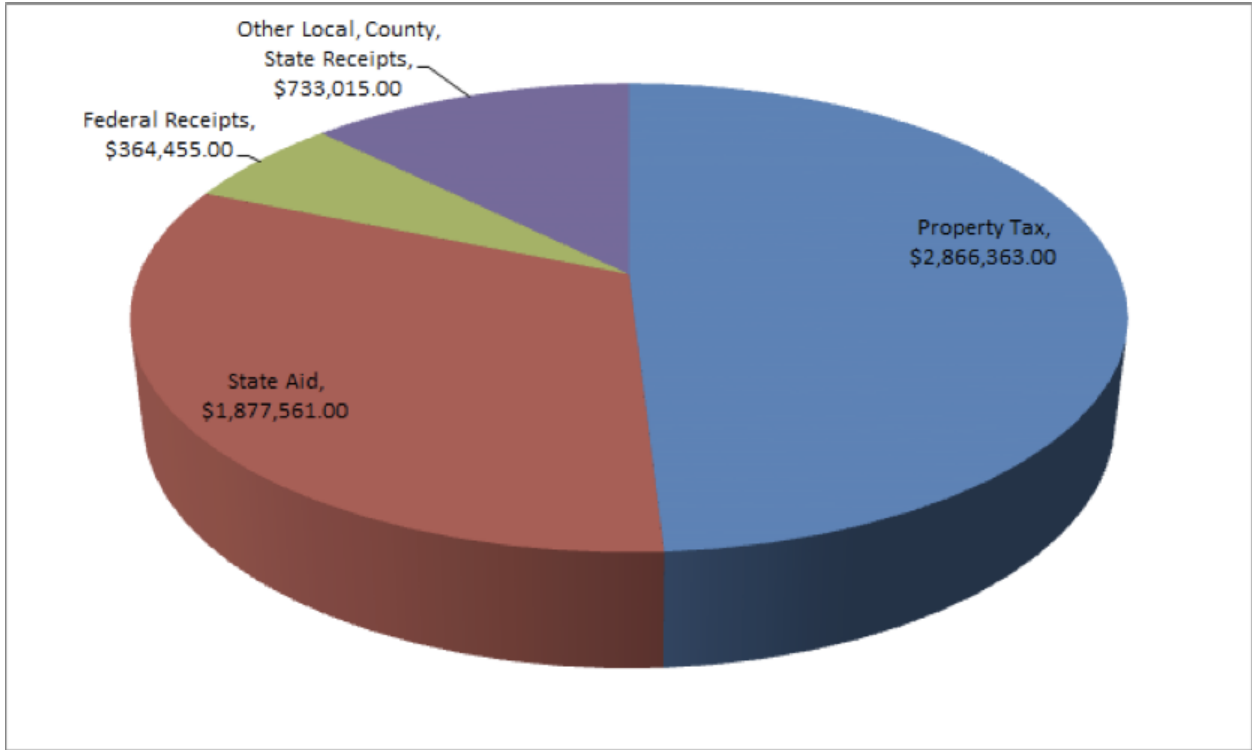


## School District Financials

During the 2017-2018 fiscal year the district general fund receipts were \$5,841,394. The district general fund expenditures for the same fiscal year were \$5,767,693. The following pages show the major receipt and expenditure categories for the 2017-2018 fiscal year.

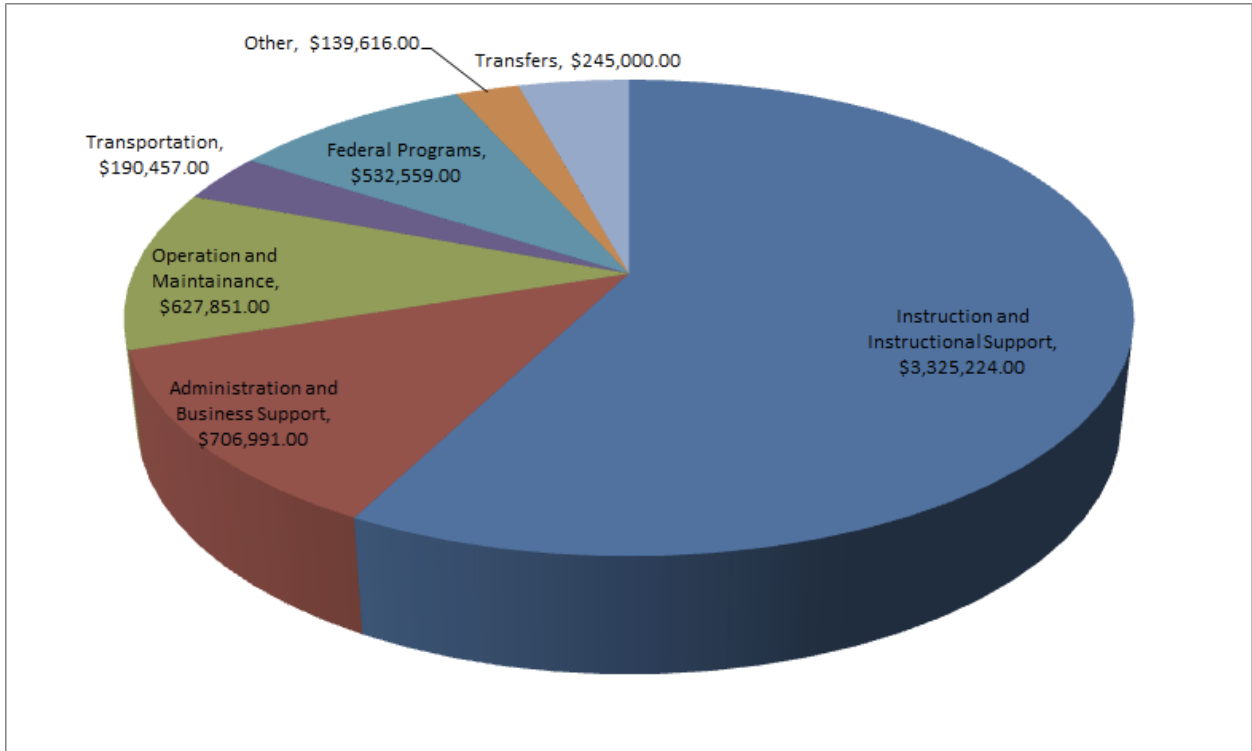
School District Financial Information (2017-2018 Audited Figures)

Receipts by Source:



School District Financial Information (2017-2018 Audited Figures)

Disbursements:



## School Song

*We're here to boost you, Bayard High, here's to you.*

*The school we love the best of all.*

*Our colors proudly waving never fall,*

*We'll carry on and fight, fight, fight, forever more.*

*And when the victory you have won again,*

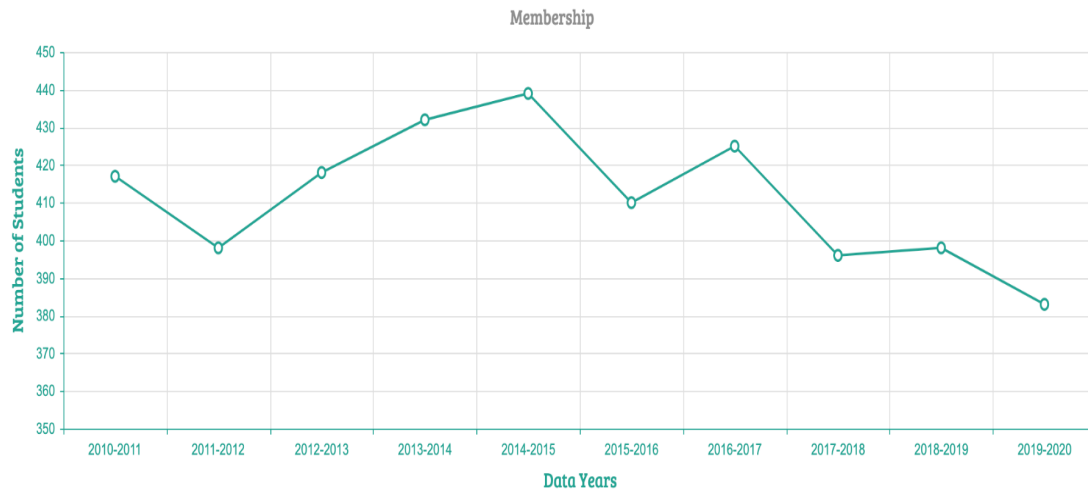
*We will salute your loyal men.*

*We'll rally 'round your colors, Bayard High,*

*And always FIGHT, FIGHT, FIGHT.*



**Graphs**  
**Student Demographics**

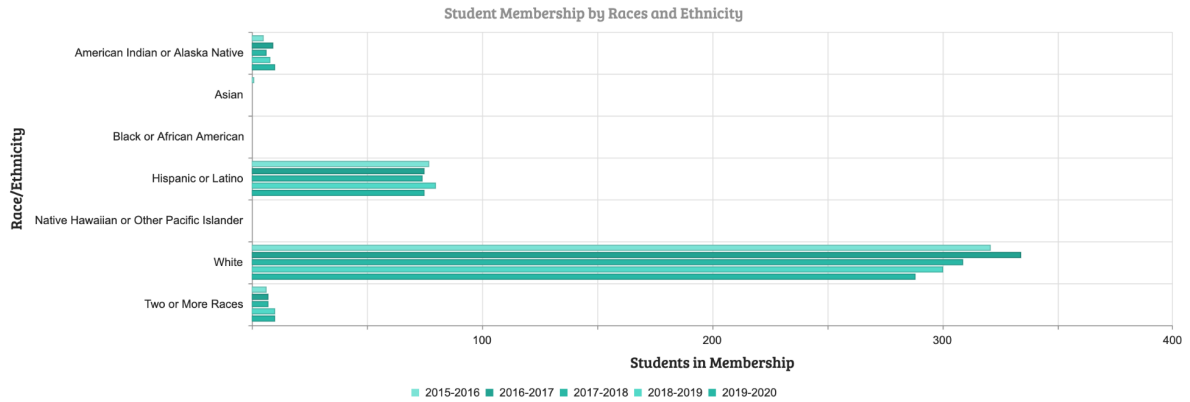


Data Years	PK	KG	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
2019-2020	26	20	20	27	30	22	23	29	33	34	30	29	30	30	383
2018-2019	33	21	24	30	22	26	29	34	28	29	30	28	29	35	398
2017-2018	24	27	33	21	26	24	33	26	33	28	31	30	35	25	396
2016-2017	31	36	24	32	29	32	27	33	29	37	30	38	24	23	425
2015-2016	37	23	27	26	30	28	32	27	33	27	40	26	27	27	410
2014-2015	33	31	25	32	29	36	27	40	31	37	33	28	26	31	439
2013-2014	4	28	29	31	33	25	40	31	42	34	35	29	33	38	432
2012-2013	3	29	28	33	21	35	32	38	35	30	29	31	40	34	418
2011-2012	5	24	30	19	30	31	36	38	32	30	29	35	29	30	398
2010-2011	2	29	16	38	34	34	39	35	32	30	36	30	34	28	417
2009-2010	1	22	34	31	31	35	36	32	34	37	33	37	30	31	424
2008-2009	3	35	31	36	28	33	32	33	39	32	41	34	36	29	442
2007-2008	0	30	36	27	30	27	31	30	28	35	39	36	31	35	415
2006-2007	0	35	27	29	30	32	34	32	35	35	39	34	35	40	437
2005-2006	0	28	34	29	34	32	28	36	39	36	39	40	42	32	449

**Student Race and Ethnicity**

## Student Race/Ethnicity

What percent of students fall in each race/ethnicity category?



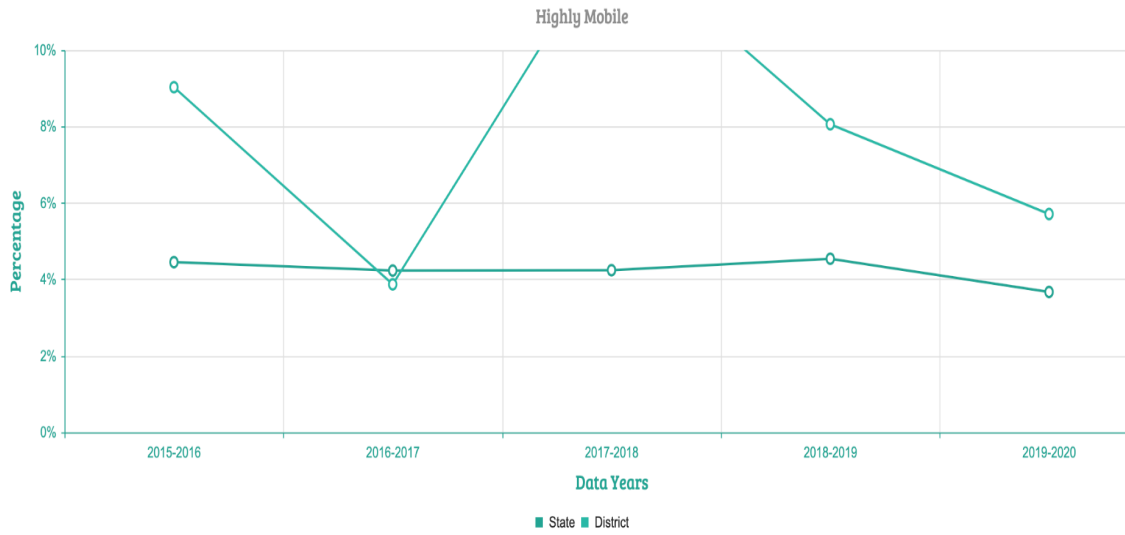
### Student Membership by Race and Ethnicity

Data Years	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2019-2020	10	0	0	75	0	288	10
2018-2019	8	0	0	80	0	300	10
2017-2018	6	0	0	74	0	309	7
2016-2017	9	0	0	75	0	334	7
2015-2016	5	1	0	77	0	321	6

# Mobility

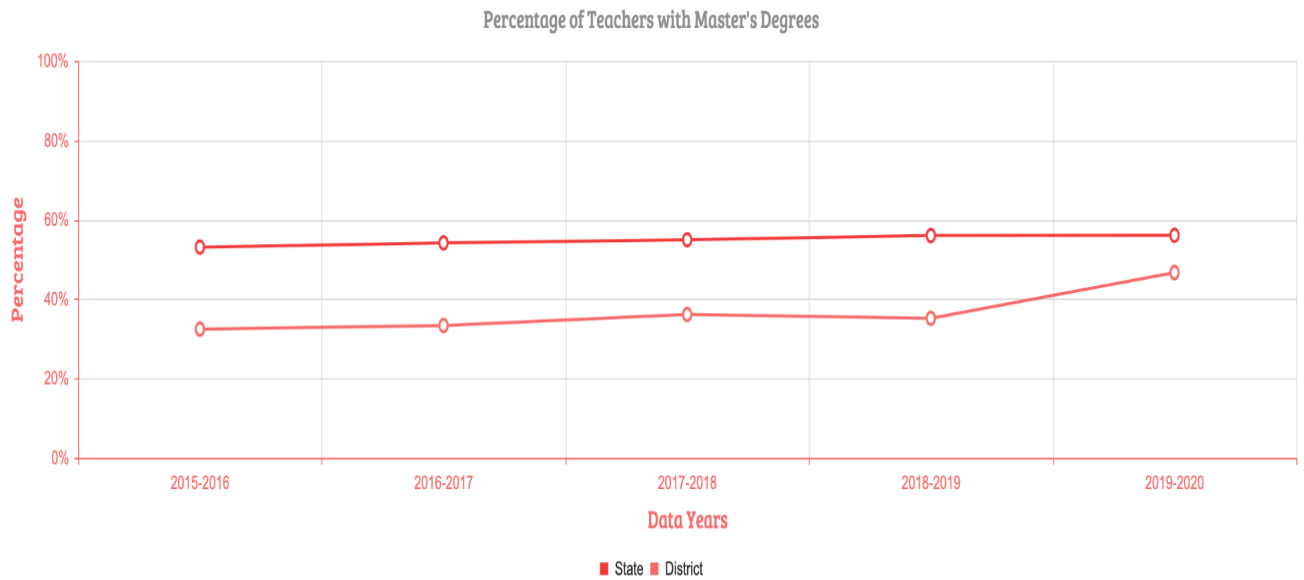
## Highly Mobile

What percent of students attend two or more schools during one school year?



Data Years	PERCENTAGE	
	State	District
2019-2020	3.67%	5.71%
2018-2019	4.54%	8.06%
2017-2018	4.24%	13.06%
2016-2017	4.23%	3.87%
2015-2016	4.45%	9.03%

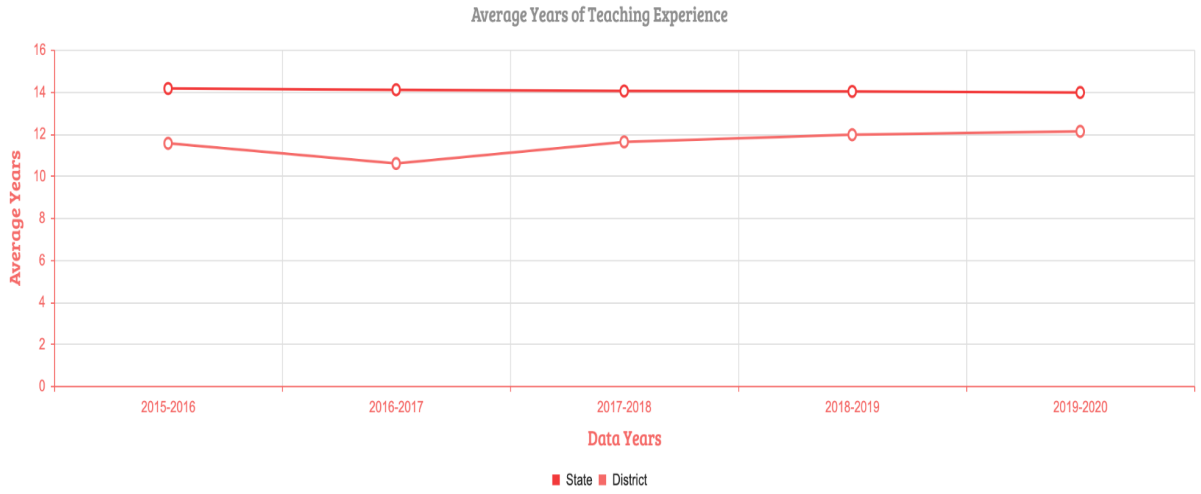
What percentage of teachers have a Masters degree?



Data Years	TOTAL TEACHER FTE		TOTAL TEACHER FTE WITH MASTER'S DEGREE		PERCENTAGE OF TEACHER FTE WITH MASTER'S DEGREE	
	State	District	State	District	State	District
2019-2020	23855.86	34.93	13373.79	16.30	56.06%	46.66%
2018-2019	23702.34	35.70	13570.00	13.00	55.99%	35.14%
2017-2018	23492.07	34.70	13199.00	13.00	54.92%	36.11%
2016-2017	23322.10	34.70	12922.00	12.00	54.14%	33.33%
2015-2016	23001.85	34.79	12491.00	12.00	53.07%	32.43%

# Years of experience

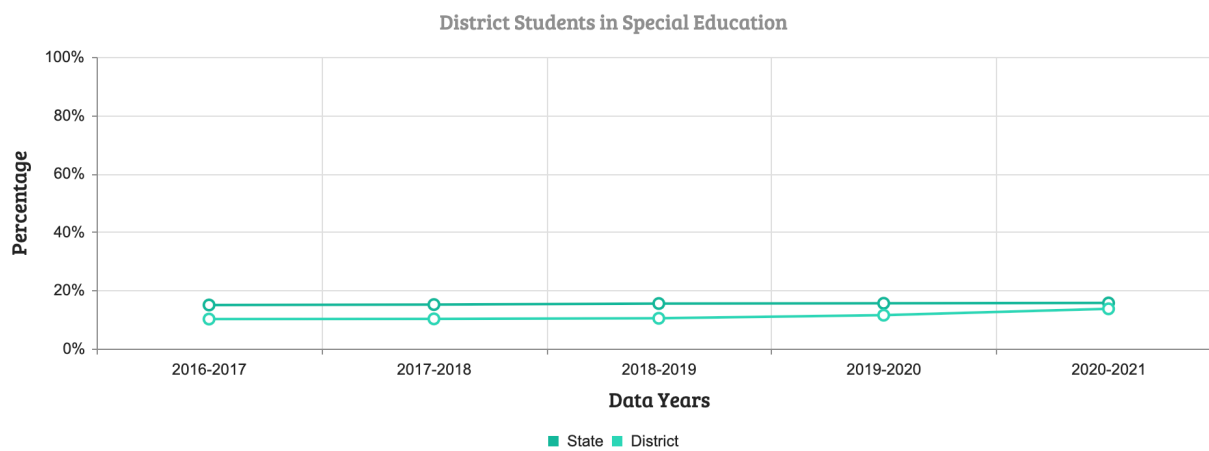
How many years do teachers teach on average?



AVERAGE YEARS OF TEACHING EXPERIENCE		
Data Years	State	District
2019-2020	13.96	12.11
2018-2019	14.01	11.95
2017-2018	14.03	11.61
2016-2017	14.09	10.58
2015-2016	14.15	11.54

## Special Education

What percentage of students receive special education services?

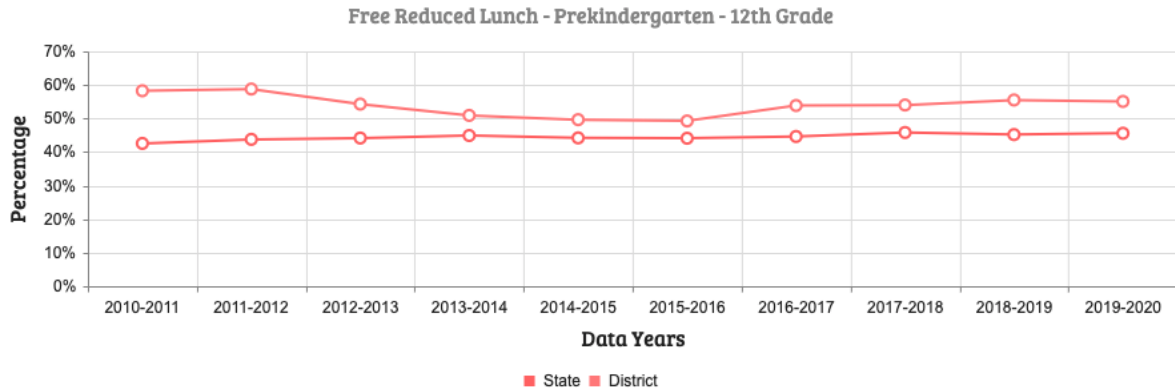


Data Years	PERCENTAGE	
	State	District
2020-2021	15.67%	13.66%
2019-2020	15.56%	11.48%
2018-2019	15.48%	10.41%
2017-2018	15.12%	10.22%
2016-2017	14.97%	10.15%

[Data Definitions for Student Special Education](#)

## Free/Reduced Lunch

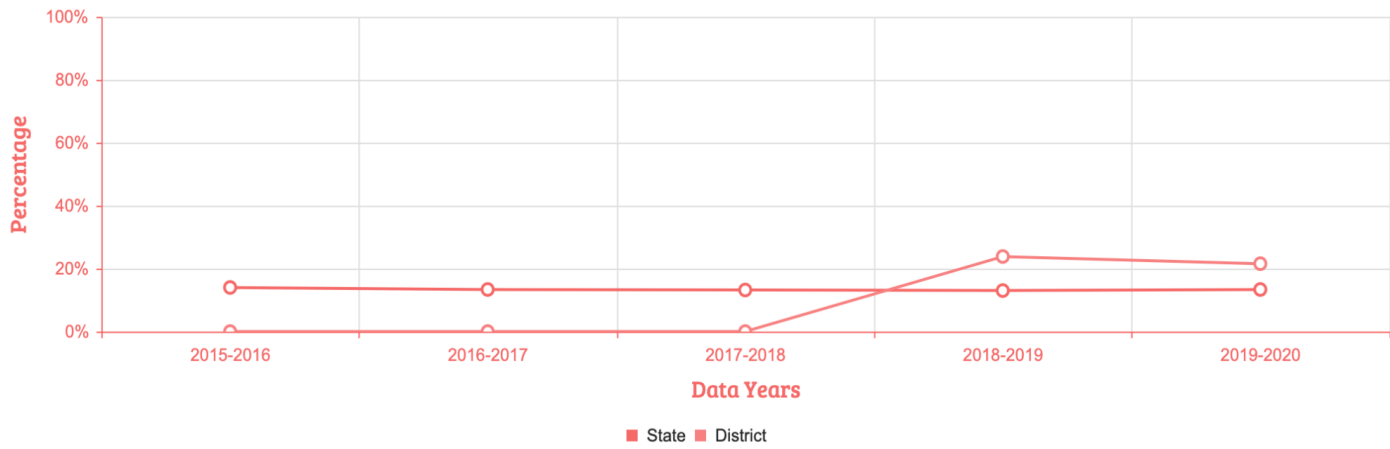
What percent of students are eligible for free/reduced price meals?



Data Years	PERCENTAGE	
	State	District
2019-2020	45.60%	55.09%
2018-2019	45.21%	55.53%
2017-2018	45.83%	54.04%
2016-2017	44.65%	53.88%
2015-2016	44.12%	49.27%
2014-2015	44.23%	49.66%
2013-2014	44.93%	50.93%
2012-2013	44.18%	54.31%
2011-2012	43.79%	58.79%
2010-2011	42.58%	58.27%
2009-2010	41.22%	63.21%
2008-2009	38.35%	59.95%
2007-2008	37.33%	64.34%
2006-2007	36.42%	61.78%
2005-2006	34.64%	64.14%

[Data Definitions for Free/ Reduced Price Meals](#)

### High Ability Learners



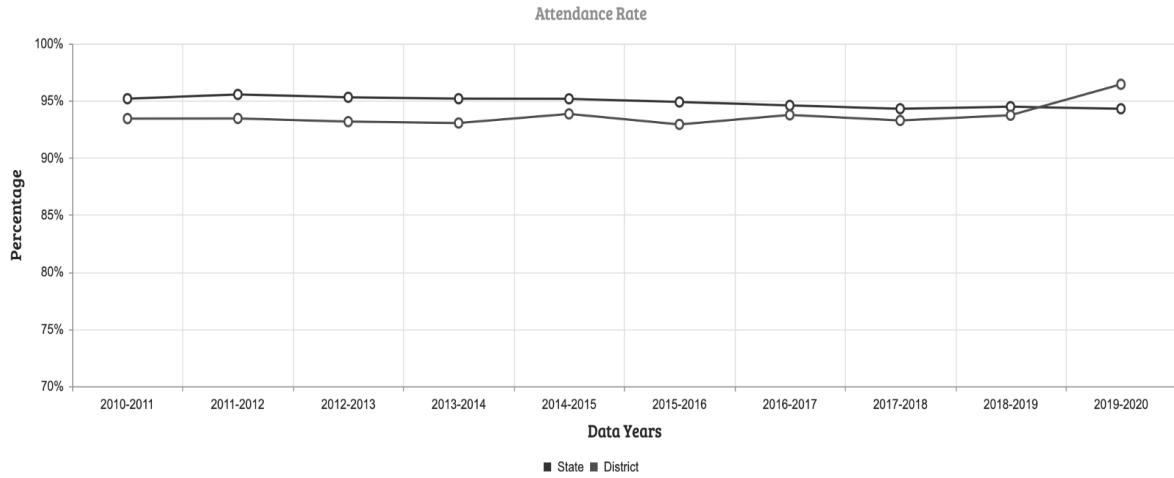
Data Years	PERCENTAGE	
	State	District
2019-2020	13.37%	21.57%
2018-2019	13.03%	23.84%
2017-2018	13.21%	*%
2016-2017	13.37%	*%
2015-2016	14.01%	*%





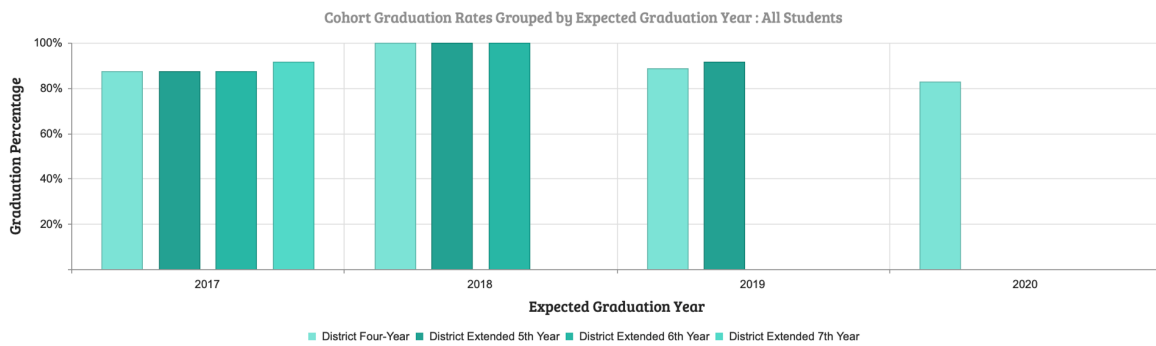
## Attendance Rate

What percent of days do student attend school?



Data Years	PERCENTAGE	
	State	District
2019-2020	94.30%	96.44%
2018-2019	94.48%	93.73%
2017-2018	94.30%	93.27%
2016-2017	94.59%	93.76%
2015-2016	94.89%	92.93%
2014-2015	95.17%	93.85%
2013-2014	95.18%	93.05%
2012-2013	95.30%	93.17%
2011-2012	95.55%	93.45%
2010-2011	95.18%	93.44%

## Graduation rates



Expected Graduation Year	Years to Graduate	STATE		DISTRICT	
		Graduation Rate	# Graduates	Graduation Rate	# Graduates
2016	4	89.27%	19668	100.0%	27
2017	4	89.11%	19931	87.50%	21
2018	4	89.03%	20546	100.0%	24
2019	4	88.42%	20491	88.57%	31
2020	4	87.51%	20690	82.76%	24
2015	5	91.59%	20036	96.67%	29
2016	5	91.32%	20149	100.0%	27
2017	5	91.55%	20502	87.50%	21
2018	5	91.26%	21053	100.0%	24
2019	5	90.49%	21000	91.43%	32
2014	6	92.78%	20215	93.94%	31
2015	6	92.47%	20250	96.67%	29
2016	6	92.32%	20380	100.0%	27
2017	6	92.40%	20715	87.50%	21
2018	6	92.09%	21247	100.0%	24
2013	7	92.73%	20358	90.63%	29
2014	7	93.42%	20364	93.94%	31
2015	7	93.08%	20419	96.67%	29
2016	7	93.11%	20566	100.0%	27
2017	7	93.23%	20906	91.67%	22

Perceptual Data: The data below is the aggregate data from all three groups surveyed; parents, staff and students.

BPS has been administering the Leader In Me MRA survey for the past 4 years in order to identify the perceptions of staff, students and parents in regards to the leadership, culture and academics of the district. The survey is used to identify goals for improvement.

Over the past four years the overall score has stayed consistently between 67-69 which falls in the “needs improvement category”. “Effective” scores are highlighted in blue, “Moderately Effective” scores are highlighted in green, “Needs Improvement” scores are highlighted in yellow and we had no “Not At All Effective” scores. The breakdown of each category is as follows:

Category	Survey Year	2018-2019	2019-2020	2020-2021	2021-2022
Leadership	Student Leadership	64	62	62	61
	Staff Social-Emotional Teaching	77	80	78	80

	<b>Readiness</b>				
	<b>Family Involvement</b>	79	75	69	77
<b>Culture</b>	<b>School Environment</b>	66	68	73	68
	<b>Student Engagement</b>	66	52	53	59
	<b>Staff Satisfaction</b>	76	77	76	77
<b>Academics</b>	<b>Teacher Efficacy</b>	69	69	73	71
	<b>Student-Led Achievement</b>	62	60	59	61

	<b>Actions Taken to Address Concerns:</b>	<b>Challenges Faced:</b>	<b>Current Plan of Action:</b>
<b>Student Leadership</b>	<ul style="list-style-type: none"> <li>• School nutritional plan: taking sugared beverages and snacks out of vending machines to assist students in choosing healthy behaviors.</li> <li>• LEAD Lighthouse team to cultivate student leadership and involvement.</li> <li>• Student</li> </ul>	<ul style="list-style-type: none"> <li>• Our LEAD team experienced a great deal of flux as adult sponsorship changed. This is the second year with our current team leaders and stability has resumed.</li> <li>• COVID and the school closure drastically interrupted the newly formed flow of the group and</li> </ul>	<ul style="list-style-type: none"> <li>• Last year's focus for the LEAD team was to encourage daily kindness. This year the focus is to increase inclusivity amongst the student body. Students are taking more active roles in the planning and executing of projects.</li> <li>• Student School Board members</li> </ul>

	<p>School Board Members</p>	<p>limited the types of activities allowed due to social distancing.</p> <ul style="list-style-type: none"> <li>● Many students are involved in many activities, time is always a challenge.</li> <li>● This is the second year of the Student School Board Member program. It is new but exciting!</li> </ul>	<p>have applied and been chosen.</p>
<p><b>Staff Social-Emotional Teaching Readiness</b></p>	<ul style="list-style-type: none"> <li>● Staff are encouraged to participate in the state sponsored wellness program with incentives within our local building for participation.</li> <li>● Staff are encouraged to model goal-setting and discuss those goals with students.</li> <li>● Breakfasts provided by the administration are healthy choices.</li> <li>● Staff are offered vaccinations</li> </ul>	<ul style="list-style-type: none"> <li>● Encouraging ALL staff to participate has been a challenge but each year participation increases!</li> </ul>	<ul style="list-style-type: none"> <li>● The wellness team continues to offer incentives to encourage participation in the wellness program.</li> </ul>

	<p>(COVID and flu) in house with sign-up.</p> <ul style="list-style-type: none"> <li>• Annual wellness check with registered nurses offered.</li> </ul>		
<p><b>Family Involvement</b></p>	<ul style="list-style-type: none"> <li>• The district utilizes multiple methods of communication with families.</li> <li>• The district SIS sends weekly notifications if students have a grade below a 75% in a class.</li> <li>• The district SIS sends daily notifications if a student is unverified absent.</li> <li>• Staff utilize the Remind messaging system to contact families if students are struggling.</li> <li>• The district family liaison coordinates “family nights” to help families understand various school programs and encourage</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at PT conferences is very low, decisions need to be made to address the lack of involvement.</li> <li>• COVID did interrupt programming due to social distancing.</li> </ul>	<ul style="list-style-type: none"> <li>• The district will continue with current strategies.</li> <li>• The annual open-house will utilize the LEAD Team to host a Back-to-School carnival to encourage families to participate.</li> </ul>

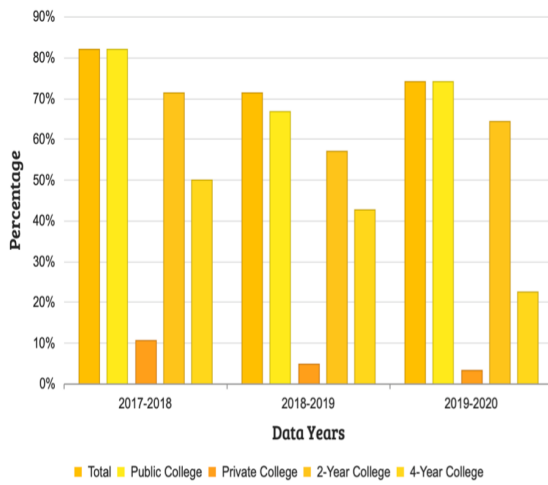
	<p>involvement.</p> <ul style="list-style-type: none"> <li>● Parent-Teacher conferences are scheduled twice a year.</li> <li>● The district hosts an annual back-to-school open house, providing a meal.</li> <li>● The district liaison sponsors the TigerCare program to provide resources for families in need.</li> <li>● The district liaison and principals have made home visits to connect with families.</li> </ul>		
<p style="text-align: center;"><b>School Environment</b></p>	<ul style="list-style-type: none"> <li>● LEAD team and art classes are working to add murals to school walls.</li> <li>● Several large painting projects occurred at the elementary and the bleachers at the football field.</li> <li>● Elementary installed an outdoor learning area.</li> </ul>	<ul style="list-style-type: none"> <li>● COVID has restricted the types of furnishings allowed.</li> </ul>	<ul style="list-style-type: none"> <li>● Focus more on student-led events.</li> </ul>

	<ul style="list-style-type: none"> <li>• Celebrate student achievements</li> <li>• Teachers greet students at the doors to welcome them.</li> </ul>		
<b>Student Engagement</b>	<ul style="list-style-type: none"> <li>• Teachers know all their students and treat them as individuals.</li> <li>• Teachers are encouraged to engage students in a variety of ways.</li> <li>• 1:1 chromebook policy district wide.</li> <li>• Leadership classes teach goal-setting and review those goals weekly.</li> </ul>	<ul style="list-style-type: none"> <li>• Encouraging student involvement has been challenging.</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing student involvement in activities is a priority of the student LEAD team.</li> </ul>
<b>Staff Satisfaction</b>	<ul style="list-style-type: none"> <li>• EHA Wellness program.</li> <li>• Mental health resources offered via BlueCross/BlueShield</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher buy-in of the LIM program has challenged the benefits the program creates.</li> <li>• 20% of the staff participate in 80% of the “work”</li> </ul>	
<b>Teacher Efficacy</b>	<ul style="list-style-type: none"> <li>• Teachers are required to set goals annually and track</li> </ul>	<ul style="list-style-type: none"> <li>• The past two years have experienced a great deal of</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use PD opportunities.</li> <li>• Utilize the</li> </ul>

	<p>those goals throughout the year.</p> <ul style="list-style-type: none"> <li>● PLC groups to collaborate.</li> <li>● Teachers are encouraged to participate in professional development opportunities they deem appropriate.</li> <li>● Professional development opportunities are provided by the district.</li> </ul>	<p>flux. Teachers have moved between buildings, grade levels and positions have been modified.</p>	<p>Instructional Technology Coordinator to work with teachers one-on-one.</p>
<p><b>Student-Led Achievement</b></p>	<ul style="list-style-type: none"> <li>● Students set and track goals.</li> <li>● The Leader In Me curriculum is being taught in grades 7-12.</li> <li>● Students are celebrated annually for their achievements .</li> <li>● Publish the honor roll quarterly.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff leadership changed and caused the secondary building to essentially start the program over.</li> <li>● COVID changes forced other priorities ahead of the LIM incentives.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue developing the program to become a seamless part of the school culture.</li> </ul>



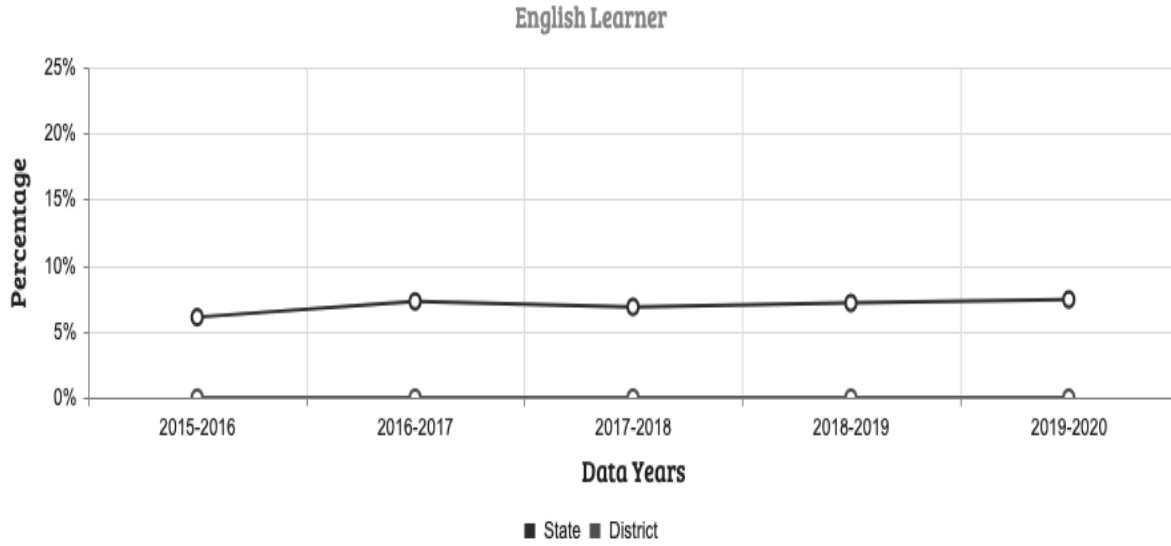
## College Going Rate



Data Years	PERCENTAGE				
	Public School	Private School	2-Year College	4-Year College	Total Rate
2019-2020	74.19%	3.23%	64.52%	22.58%	74.19%
2018-2019	66.67%	4.76%	57.14%	42.86%	71.43%
2017-2018	82.14%	10.71%	71.43%	50.00%	82.14%

# English Learners

What percent of students are learning the English language?



Data Years	PERCENTAGE	
	State	District
2019-2020	7.43%	*
2018-2019	7.16%	*
2017-2018	6.87%	*
2016-2017	7.28%	*
2015-2016	6.09%	*

[Data Definitions for English Learner](#)

\* This website masks or hides data for groups with fewer than 10 students to protect confidential information about individual students as required by federal law.

[NWEA Longitudinal Data](#)

Our Title 1 Data is on a flash drive.

[Acadience-Kindergarten](#)

[Acadience-First](#)

[Acadience-Second](#)

[Acadience-third](#)

[Acadience-fourth](#)

[Acadience-fifth](#)

[Acadience -sixth](#)