BOX BUTTE COUNTY SCHOOL DISTRICT #07-0010

HEMINGFORD PUBLIC SCHOOLS

BOARD OF EDUCATION MEETING AGENDA

Monday, November 9, 2020

South Campus

The Board of Education of School District 07-0010 will meet on Monday, November 9, 2020 in the South Campus as duly advertised in the Hemingford Ledger.

I. Pledge of Allegiance
II. NOTICES
III. Call Meeting to Order
    A. ROLL CALL
    B. Excuse Absent Board Member(s)
IV. Approval of Agenda made by Randolph and seconded by Horstman
V. Regular Meeting Agenda
    A. Public Participation (MAXIMUM OF 30 MINUTES ALLOTTED FOR THIS PORTION)
    B. Correspondence
    C. Consent Agenda
    Approve minutes for October 12 Civics Hearing and Regular Meeting, 2020 meeting
    Approve Treasurer's Report
    Approve School Activity Fund Report
    Approve Receipts Summary Report

    D. Payment of Claims
    E. Policy 402.15 - Staff Conduct with Students
    Policy 404.02 - Employee Injury on the Job
    Policy 404.13 - School Closure under Extraordinary Circumstances
    Policy 503.04 - Addressing Barriers to Attendance
    Policy 706.02 - Petty Cash
    Policy 707.01 - Payroll Procedures
    F. Superintendent Evaluation Instrument
    G. Delete Policy 705.05 - NCLB
    H. Purchase Property
VI. Discussion/Possible Action Items
    A. Administration Evaluation
    B. COVID Impact
VII. Administration Reports

VIII.   Superintendent Report
IX.   Report from Board Committee
X.   VIIA. Policy Review
XI.   Items For Next Board Meeting
XII.   Executive Session
XIII.   Return to Regular Session
XIV.   Adjournment

BOX BUTTE COUNTY SCHOOL DISTRICT 07-0010
HEMINGFORD PUBLIC SCHOOLS
HEMINGFORD, NEBRASKA
October 12, 2020

A Hearing for the Americanism/Civics Curriculum of the Board of Education of School District 07-0010 was called to order at 7:01PM in the High School Library by Justin Ansley. Notice was published in the Ledger and Board members were notified in advance of the meeting.

Members Present: Ansley, Cullan, Horstman, Randolph, Schumacher, Turek
Absent:

Purpose of Special Hearing
Purpose of the hearing to to hear support, opposition, criticism, suggestions or observations relating to the Americanism/Civics curriculum.

The staff is involving the students in more of the aspects of Social Science Studies

Review of the Americanism/Civics Curriculum

Board of Education Questions or Objectives

Public questions and/or comments

Meeting adjourned at 7:07 by President Ansley

Mary Curtis   Blanche Randolph
Board Clerk   Board Secretary

BOX BUTTE COUNTY SCHOOL DISTRICT 07-0010
HEMINGFORD PUBLIC SCHOOLS
HEMINGFORD, NEBRASKA
OCOTBER 12, 2020

A regular meeting of the Board of Education of School District 07-0010 was called to order at 7:08 PM in the Hemingford High School Library by Justin Ansley. Notice of the meeting was given in advance through the Hemingford Ledger. Board members were notified in advance of the meeting.

Members Present: Ansley, Cullan, Horstman, Randolph, Schumacher, Turek
Absent:

Motion by Randolph to approve the Agenda as presented. Second by Turek. Roll Call: Ansley-Aye; Cullan-Aye; Horstman-Aye; Randolph-Aye; Schumacher-Aye; Turek-Aye—6-0-0—Motion carried

No Public Comment

Senior Kylie Mediola talked to the board about implementing organizations for more students to participate. She will visit with Mr. Kluver to continue the discussion.

Motion by Turek to approve the Consent Agenda as presented. Second by Cullan. Roll Call: Ansley-Aye; Cullan-Aye; Horstman-Aye; Randolph-Aye; Schumacher-Aye; Turek-Aye—6-0-0—Motion carried

Motion by Turek to approve the claims for $70,636.48 for the general fund. Second by Horstman. Roll Call: Ansley-Aye; Cullan-Aye; Horstman-Aye; Randolph-Aye; Schumacher-Aye; Turek-Aye—6-0-0—Motion carried

Motion by Cullan to approve Policy 611.06-Class Rankings and Grade Point Averages as presented-waive second reading. Second by Schumacher. Roll Call: Ansley-Aye; Cullan-Aye; Horstman-Aye; Randolph-Aye; Schumacher-Aye; Turek-Aye—6-0-0—Motion carried

The board discussed the COVID situation. Mr. Isom will talk to the 7-12 graders on Tuesday about masking.

The board was provided a new superintendent evaluation. The evaluation will be sent to NDE. The new evaluation system will be worked on and adjusted to fit the districts needs.

The board had the first reading of the following policies:
402.15-Staff Conduct with Students
404.02-Employee Injury on the Job
404.13-School Closure Under Extraordinary Circumstances
503.04-Addressing Barriers to Attendance

The strategic planning process with NASB was discussed. NASB will lead us through evaluating what we are doing and what we need to do as a district.

The School Improvement Process was discussed. The administration filled in the board on what the team is doing in preparation for the external visit coming.

Administration Reports
Elementary Principal--Mr. Arneson
This year's seniors completed the ACT at the end of September and beginning of October. It was not required, but most students took it.

PT Conferences are on Wednesday. We're taking a few extra precautions concerning COVID-19.

The Highway 20 schools, (+Hemingford and Alliance) are participating in grade-level PLCs to work on aligning curriculum to the Nebraska Standards. We've sent teachers and they've mentioned that the days have been very productive.

Junior-Senior High Principal--Mr. Kluver

- National Honor Society service project at Highland Park went well and was much appreciated by the staff.
- Would like to do a school-wide (7-12) service project in the spring like we did in 2018.
- We will be limiting the number of parents in the building at a time during parent teachers conferences on Wednesday.

Special Education--Mrs. Plog
As of Oct. 9, we have 70 students in our district Birth-Age 21 that are identified with a disability and have an IEP, have been referred to the Student Assistance Team, or are in the process of being evaluated. This is approximately 18% of our student population and pretty typical for this point in the school year.

Zoom meetings have been taking up a large part of my days lately. Because of COVID, ESU #13 and NDE have suspended in-person training, however, they have made most of them available through zoom on the computer. Since the September Board meeting, I have participated in ESU #13 Targeted Improvement Process/Continuous Planning, Western Region Transition Team Grant Planning, the NDE High Ability Learner Forum, a legislative MDT Subcommittee meeting, Person-Centered Planning training, Advisor/PowerSchool Work Day with Natalie Wood to get our state student data uploaded to NDE, and our Fall Nebraska Association of Special Education Supervisors (NASES) General Membership meeting. While I appreciate the ability to attend these trainings, and it does save on travel time, it is hard to gain as much information from a zoom training compared to an in-person situation. I will be glad if/when we can return to "normal."

We recently completed the yearly ESSA Consolidated Federal Grant Application. We use the funds that we receive from this to pay for our Title I teacher, Lauren Morava's salary and benefits. Lauren was on maternity leave at the beginning of this school year and Robyn Prochazka subbed for her. We greatly appreciate it when our retired teachers continue to be a part of our school system.

As always, let me know if you have any questions or concerns that you want me to address at the next board meeting. Thanks!

Superintendent Report
NASB Conference--Virtual--Anyone want registered? Blanche wants registered
T-Shirt sizes to Mr. Arneson
Tour of the Bobcat Pit Stop

Report from Board Committee
September 14, 2020-Building Committee--We met after the board meeting to discuss direction for the south building. We decided we would tour it at the November meeting.
Mr. Isom was able to reach out to the owner of the property north of the Superintendent's home and is waiting on a reply

October 12, 2020-Negotiations Committee met and set some dates for the Negotiation meetings

X. VIIA. Policy Review
0700.00 - 0705.05

XI. Items for Next Board Meeting
Policy review for November will be 0705.06 through 0716.00.
Approve Superintendent evaluation

The board toured the former Bobcat Pitstop.

Adjournment at 8:52 PM by President Ansley.

The next regular meeting of the Hemingford Board of Education will be held on November 9th at 5:00 at Hemingford High School.

Mary Curtis   Blanche Randolph
Board Clerk   Board Secretary

Current Cash Balance Report

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ATHLETICS					
1010 Athletics	39,768.70	5,687.27	1,632.00	0.00	43,823.97
1020 Athletic Club / Concession Stand	13,356.24	2,010.00	1,585.57	0.00	13,780.67
1030 Cheerleaders	2,800.21	0.00	50.75	0.00	2,749.46
1040 Volleyball	-1,179.80	547.00	542.00	0.00	-1,174.80
1050 CC Fundraiser	278.40	0.00	0.00	0.00	278.40
A ATHLETICS Totals:	55,023.75	8,244.27	3,810.32	0.00	59,457.70
B CLUBS AND ORGANIZATIONS					
3010 DC Trip-World Stride	14,715.47	0.00	1,594.10	0.00	13,121.37
3020 Dramatics	-3,259.36	0.00	0.00	0.00	-3,259.36
3030 FFA	14,782.30	640.00	234.90	0.00	15,187.40
3035 SHOP MATERIALS	1,830.00	0.00	0.00	0.00	1,830.00
3040 FCCLA	609.90	0.00	39.98	0.00	569.92
3050 Honor Society	-539.55	0.00	0.00	0.00	-539.55
3060 FB Concessions Stand	0.00	0.00	0.00	0.00	0.00
3070 Music	4,037.86	2,000.00	0.00	0.00	6,037.86
3080 Scholarships	0.00	0.00	0.00	0.00	0.00
3090 StuCo - Middle School	4,351.94	0.00	0.00	0.00	4,351.94
3100 Student Council	3,850.31	0.00	383.48	0.00	3,466.83
3110 Health Professions Club	989.17	0.00	0.00	0.00	989.17
3120 Yearbook	21,864.43	1,260.00	0.00	0.00	23,124.43
3200 Science	316.96	0.00	0.00	0.00	316.96
B CLUBS AND ORGANIZATIONS Totals:	63,549.43	3,900.00	2,252.46	0.00	65,196.97
C MISCELLANEOUS					
4010 Courtesy Fund	1,480.04	0.00	0.00	0.00	1,480.04
4020 Elementary Teachers	12,012.41	0.00	0.00	0.00	12,012.41
4025 High School Teachers	7,162.34	0.00	0.00	0.00	7,162.34
4040 Miscellaneous / Student Stuff	2,663.85	0.00	0.00	0.00	2,663.85
4045 Bookfair	1,679.88	0.00	0.00	0.00	1,679.88
4050 Art	626.90	0.00	0.00	0.00	626.90
C MISCELLANEOUS Totals:	25,625.42	0.00	0.00	0.00	25,625.42
D CLASSES					
2021 Class of 2021 - Seniors	3,200.42	0.00	0.00	0.00	3,200.42
2022 Class of 2022 - Juniors	4,198.23	0.00	0.00	0.00	4,198.23
2023 Class of 2023 - Sophomores	2,717.28	0.00	356.00	0.00	2,361.28
2024 Class of 2024 - Freshman	738.06	0.00	0.00	0.00	738.06
2025 Class of 2025 -- 8th Grade	-26.00	465.00	0.00	0.00	439.00
2026 Class of 2026 - 7th Grade	349.00	0.00	0.00	0.00	349.00
D CLASSES Totals:	11,176.99	465.00	356.00	0.00	11,285.99
Report Totals:	155,375.59	12,609.27	6,418.78	0.00	161,566.08

FINANCIAL REPORT					
HEMINGFORD SCHOOLS					
	11/9/20				
GENERAL FUND					
BALANCE	10/15/2020			$	740,796.56
	MISC-OCT	$	25,993.47		
	INTEREST	$	43.14		
	ST Aid	$	82,088.00		
				$	108,124.61	
BALANCE				$	848,921.17
	TAX RECEIPTS	November			
	BOX BUTTE	$	49,516.03		
	DAWES	$	-		
	SHERIDAN	$	205.44		
				$	49,721.47	
				$	898,642.64
		BILLS	$	55,641.12	$	55,641.12
		PAYROLL	$	469,597.35	$	469,597.35
			TOTAL EXPENSE	$	525,238.47
FUNDS AVAILABLE			11/9/2020	$	373,404.17
BUILDING FUND					
	10/15/2020	BALANCE		$	1,091,244.28
TAX RECEIPTS	November				
BOX BUTTE	$	4,147.53			
DAWES	$	-			
SHERIDAN	$	-			
		$	4,147.53		
INTEREST		$	230.15		

				$	4,377.68	
BILLS					$	-
		BALANCE			$	**1,095,621.96**
CD'S		INTEREST TO DATE				
18 MONTH	$ 120,000.00	$	1,427.84	$	121,427.84	
24 MONTH	$ 150,000.00	$	2,324.06	$	152,324.06	
30 MONTH	$ 150,000.00	$	2,324.06	$	152,324.06	
				TOTAL CD'S	$	426,075.96
NLAF						
BALANCE	$ 401,201.69					
INTEREST	$ 7.17					
				TOTAL NLAF	$	401,208.86
FUNDS AVAILABLE	11/9/2020				$	**1,922,906.78**

General Fund Receipts

	Ck#	Description	Acct	Amount
	DD	BBC TREASURER	1-01100	$ 140,998.43
	DD	DAWES TREASURER	1-01100	$ 94,557.36
	DD	SHERIDAN TREASURER	1-01100	$ 219.84
	DD	FINES AND LICENSES	1-02110	$ 1,320.25
	DD	ST of NE State Aid	1-03110	$ 82,088.00
	DD	ST of NE IDEA	1-03512	$ 5,075.00
	DD	ST of NE IDEA	1-03512	$ 11,578.92
	CHKS	BX/BS PAYMENTS	1-09000	$ 4,269.30
	CHKS	MISC	1-09000	$ 3,750.00
	DD	INTEREST ON DEPOSITS	1-01510	$ 43.14
		TOTAL		$ 343,900.24

GENERAL FUND BILLS FOR NOVEMBER 2020

VENDOR	FOR	AMOUNT
B&C STEEL	VoAg Supplies	$ 188.79
Black Hills Energy	Natural Gas	$ 550.22
Bloedorns Lumber	Supplies	$ 189.99
Lisa Briggs	OT Services	$ 1,831.00
CDW G	Computer Supplies	$ 13.05
Chadron Public Schools	Sped Services	$ 173.60
Crossroads Music	Music Supplies	$ 342.00
Comfort Inn	FB Districts	$ 1,256.78
Culligan Water	Softwater Maint	$ 186.17
DAS State Accounting	Internet Fee	$ 232.49
Elan Visa	Supplies/Travel	$ 6,556.37
ESU 13	Sped Services	$ 7,181.47
GoldenWest	Offsite Backup	$ 595.00
GNMSS ALLIANCE	Health Exams	$ 218.00
Hemingford Coop	Telephone Service	$ 728.29
Hemingford Utilities	Utility Service	$ 8,042.56
Huss Auto	Vehicle Maintenance	$ 62.36
Ideal/Bluffs	Custodian Supplies	$ 8,594.98
Innovative	Toner	$ 475.32
IXL Learning	Site License	$ 2,475.00
Keating & Assoc	125 Plan Fee	$ 120.00
Kully Supply	Maintenance Supplies	$ 998.10
Midwest Technology	Maintenance Supplies	$ 10.53
Morfords	Carpet Supplies	$ 154.39
NASB	Fees	$ 275.00
NCEBVI	Sped Services	$ 4,200.00
Northwest Pipe Fittings	Maintenance Supplies	$ 65.04
Paper 101	Sanitation Supplies	$ 738.80
Paradise	CarWash	$ 60.00
Phillips F & T	Fuel	$ 142.46
Quill	Supplies	$ 556.62
Rabens	Supplies	$ 224.92
Rasmussen Mechanical	Maintenance Supplies	$ 579.67
Rocky Mountain Air	VoAg Supplies	$ 235.93
Rschool Today	Fees	$ 390.37
Soar Pediatric	PT Services	$ 3,261.78
Synchrony	Library Books	$ 103.64
WPCI	Health Exams	$ 225.00
Westco	Fuel	$ 3,353.80
	TOTAL BILLS	$ 55,589.49

STAFF CONDUCT WITH STUDENTS

The Board expects all staff members, including teachers, coaches, counselors, administrators, and others to maintain the highest professional, moral, and ethical standards in their conduct with students. For the purposes of this policy, staff members also include school volunteers. The term "students" excludes a staff member's immediate family members.

The interactions and relationships between staff members and students should be based upon mutual respect and trust; an understanding of the appropriate boundaries between adults and students in and outside of the educational setting; and consistency with the educational mission of the schools.

Staff members are expected to be sensitive to the appearance of impropriety in their conduct with students. Staff members are encouraged to discuss issues with their building administrator or supervisor whenever they are unsure whether particular conduct may constitute a violation of this policy.

Unacceptable Conduct
Examples of unacceptable conduct by staff members include but are not limited to the following:

- "Grooming," which includes building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student's life the sexual contact or sexual penetration would take place;

- Any type of sexual or inappropriate physical contact or engaging in a dating or romantic relationship with a student or former student within one year of the student's graduation or end of enrollment, with students or any other conduct that might be considered harassment under Board policiesthe Board's policy on Harassment By Employees;

- Singling out a particular student or students for personal attention and friendship beyond the normal teacher-student relationship;

- Associating with students in any situation or activity that includes the presence of alcohol, drugs, or tobacco or that could be considered sexually suggestive;

- For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to be supportive but to refer the student to appropriate

guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student's school performance;

- ~~Sending students on personal errands;~~

- ~~Sexual banter, allusions, jokes, or innuendos with students;~~

- ~~Asking a student to keep a secret;~~

Approved _____ Reviewed _____ Revised _____

- Sending students on personal errands;

- Sexual banter, allusions, jokes, or innuendos with students or discussing sexual topics not related to that employee's instructional curriculum;

- Asking a student to keep a secret;

- Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students;

- Addressing students with terms of endearment, pet names, or otherwise in an overly familiar manner; and

- Permitting students to address you by your first name, nickname or otherwise in an overly familiar manner.

- Being alone with individual students by closing a room door except when dealing with issues of health by appropriate personnel, or being alone with individual students outside of normal school hours;

- Maintaining personal contact with a student outside of school by phone, email, Instant Messenger or Internet chat rooms, social networking websites, or letters (beyond homework or other legitimate school business). Communications between staff, student teachers or interns and the students, when required for school-related purposes shall be handled through means using the district's electronic network;~~;~~

- Exchanging personal gifts (beyond the customary student teacher gifts); and/or

- Socializing or spending time with students (including but not limited to activities such as going out for meals or movies, shopping, traveling, and recreational activities) outside of school sponsored events or except as participants in organized community activities.

Students and/or their parents/guardians are strongly encouraged to notify the principal if they believe a teacher or other staff member may be engaging in conduct that violates this policy.

Staff members requesting an exception to this policy must have clear prior permission from their administrator. Administrators must be notified by the employee of any unintended violation within 24 hours of the incident. ~~are required to notify promptly the principal or superintendent if they become aware of a situation that may constitute a violation of this policy.~~

Staff violations of this policy may result in disciplinary action up to and including dismissal. Violations involving sexual or other abuse will also result in referral to the Department of Health and Human Services and/or law enforcement in accordance with the Board's policy on Child Abuse Reporting. Violations by certificated staff may result in referral to the Nebraska Department of Education with consequences including disciplinary action up to and including dismissal.

Every report of alleged violations of this policy that can be interpreted at the outset to fall within the protections of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of an ongoing investigation of this policy, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged violations of this policy.

This policy shall be included in future employee, student and volunteer handbooks.

EMPLOYEE INJURY ON THE JOB

When an employee becomes seriously injured on the job, the building principal shall notify a member of the family, or an individual of close relationship, as soon as the building principal becomes aware of the injury.

If possible, an employee may administer emergency or minor first aid. An injured employee shall be turned over to the care of the employee's family or qualified medical employees as quickly as possible. The school district is not responsible for medical treatment of an injured employee.

It shall be the responsibility of the employee injured on the job to inform their supervisor~~the superintendent~~ within one business day of the occurrence. It shall be the responsibility of the employee's immediate supervisor to file an accident report within one business day after the employee reported the injury and notify the building principal.

It shall be the responsibility of the employee to file claims, such as workers' compensation, through the central administration office.

Injury Leave

If a district employee suffers physical injury within the scope of employment by another individual who intentionally, knowingly, or recklessly causes that injury, notification of the supervisor shall be made as described above. If, after investigation of the circumstances of the injury by the administration, and in consultation with the employee's physician, the employee may be granted up to seven calendar days of paid leave for such time as the employee is absent and unable to work as a result of the injury. This injury leave will not count against any other leave available to the employee. The administration's decision regarding injury leave is not subject to appeal.

Legal Reference: Neb. Statute 79-8,106

Cross Reference: 404   Employee Health and Well-Being
                     410.02 Certificated Employee Personal Illness Leave
                     415.02 Support Staff Personal Illness Leave
                     905.06 Accident Reports

Approved _____ Reviewed _____ Revised _____

SCHOOL CLOSURE UNDER EXTRAORDINARY CIRCUMSTANCES

In extreme or extraordinary circumstances the district may close one or more buildings to protect the health, safety and welfare of staff and students. In a case of epidemic sickness or other circumstances forcing prolonged closure the district may utilize agreements, procedures, government directives or other measures to pay staff for such time as the school or schools shall be closed to ensure staff continuity.

Legal Reference: Neb. Statute 79-8,106

Approved _____ Reviewed _____ Revised _____

ADDRESSING BARRIERS TO ATTENDANCE

Regular attendance by the students at school is essential for students to obtain the maximum opportunities from the education program. Parents and students alike are encouraged to ensure an absence from school is a necessary absence. Students shall attend school unless excused by the principal of their attendance center. This policy, developed and annually reviewed in collaboration with the county attorney for the district's principal office location, is an attempt to address the barriers to student attendance. This policy shall include a provision indicating how the district and the county attorney will handle cases in which excessive absences are due to illness and shall state the circumstances and number of absences or hourly equivalent upon which the school shall render all services to address barriers to attendance.

Any superintendent, principal, teacher, or member of the school board who knows of any violation of the state school attendance laws (79-201) shall report that violation to the school attendance officer within 3 days.

The superintendent shall designate an attendance officer. The attendance officer will immediately investigate the report of any child who may be in violation of the state's compulsory attendance statutes.

If any student has exceeded the number of unexcused absences as defined in the student handbook, the school shall render all services to address barriers to attendance. These services shall include the following:

1. Verbal or written communication by school officials with the person or persons who have legal or actual charge or control of any child; and

2. A meeting or meetings between the school attendance officer, school social worker, a school administrator or designee, the person who has legal or actual control of the child, and the student (when appropriate) to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall consider, but not be limited to:
    (i)   Illness related to physical, mental, or behavioral health of the child;
    (ii) Educational counseling;
    (iii) Educational evaluation;
    (iv) Referral to community agencies for economic services;
    (v)   Family or individual counseling; and
    (vi) Assisting the family in working with other community services.

Approved _____ Reviewed _____ Revised _____

The school may report to the county attorney of the county in which the person resides when the school has documented the efforts it has made as required by statutes, that the collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and that the child has been absent more than twenty days per year. The school shall notify the child's family in writing prior to referring the child to the county attorney. Illness that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney.

Students are subject to disciplinary action for excessive absenteeism including suspension and expulsion. It shall be within the discretion of the principal to determine, in light of the circumstances, whether a student may make up work missed because of excessive absenteeism. Disciplinary action for students receiving special education services will be assigned in accordance with the goals and objectives of the student's Individualized Education Program.

The superintendent shall report to the Commissioner of Education as directed by the commissioner regarding the number of and reason for any long-term suspension, expulsion, or excessive absenteeism of a student; referral of a student to the office of the county attorney for excessive absenteeism; or contacting of law enforcement officials other than school resource officers by the district relative to a student enrolled in the district. The superintendent shall report annually to the Commissioner the required data for the number of students who have dropped out of school.

It shall be the responsibility of the superintendent to implement this policy. The implementation may include regulations indicating the disciplinary action to be taken for excessive absenteeism.

Legal Reference: Neb. Statute 79-208 and 209
                            NDE Rule 10.012.01B
Cross Reference: 411.03 Attendance Officer
                            505   Student Discipline
                            506   Student Activities
                            507   Student Records

PETTY CASH

Petty cash funds (Benefit Fund) will be established annually in the central administrative office. Such funds will be used for the payment of properly itemized bills of nominal amounts and under conditions calling for immediate payment. Allowances, responsibility, security and accounting of petty cash funds will be in accordance with Board policy and requirements of law.

The handling and processing costs of a single purchase order for nominal purchases are very expensive. To facilitate small expenditures, a petty cash revolving fund will be established for ~~each building and the district administration office~~ the district.

Administrative regulations will be developed establishing the amount of petty cash to be allowed, the maximum dollar amount for a single purchase, and the accounting system to be used for record keeping.

Petty cash will not be used to thwart or circumvent established purchasing procedures. It is a convenient accommodation to facilitate immediate acquisition of low-cost goods and services in an efficient manner.

Records will be kept of all expenditures from the petty cash fund and receipts will be furnished to account for all money expended. Expenses will be assigned to the proper budget account.

A petty cash voucher is required for each disbursement from a petty cash fund including refunds. Each voucher should have documentation attached in the form of receipts and invoices.

Approved _____ Reviewed _____ Revised _____

PAYROLL PROCEDURES

The payroll period for the school district shall be monthly. Employees shall be paid on the 15th day of each month. If this day is a holiday~~, recess,~~ or weekend, the payroll shall be paid on the last working day prior to the holiday~~, recess~~ or weekend.

It shall be the responsibility of the superintendent to issue payroll to employees in compliance with this policy.

The requirements stated in the Negotiated Contract between employees in a certified collective bargaining unit and the board regarding payroll periods of such employees shall be followed.

Approved _____ Reviewed _____ Revised _____

HEMINGFORD SCHOOLS
BOARD OF EDUCATION

SUPERINTENDENT EVALUATION TOOL

NAME OF SUPERINTENDENT: _____

NAME OF EVALUATOR: _____

DATE: _____

TIME COVERED FOR THIS EVALUATION:

Each Board member shall complete the evaluation individually and a total Board Composite will be made with the information provided from each Board member. The Board President will then review the composite information and comments with the Superintendent upon a review and finalization of the composite evaluation by the full Board. Issues addressed in the evaluation should be limited to the time period covered for the evaluation period. During the process of establishing a composite, the Board may discuss items with the Superintendent whenever questions about certain items emerge.

First year Superintendents are to be evaluated once each semester and thereafter once a year as the minimum. The formal evaluation of the Superintendent will be completed in December with the second evaluation in June.

Each Board member shall rate the Superintendent in each specific category by marking in the Satisfactory or Unsatisfactory box. When giving an Unsatisfactory, the Board member must list specific criteria to support such a rank, so that the Board can discuss this specific item with the Superintendent.

BOARD RELATIONS	S	U
Promotes, demonstrates, and supports clear, two-way communication with the Board		
Adequately prepares the Board for conducting board business and provides board members with the guidance and information necessary for effectively carrying out their duties.		
Keeps the Board informed on the programs and conditions of the school and keeps the president of the Board of Education informed of pertinent issues.		
Develops the necessary rules and regulations to effectively carry out board policy, takes care of all other administrative duties not specifically covered in board policy		
Interprets, clarifies, assembles data, provides professional guidance and assistance to the Board of Education.		
COMMENTS		

COMMUNITY/DISTRICT RELATIONS	S	U
Communicates clearly to the patrons about district issues and performance.		
Acts in a manner that is ethical, trustworthy, and professional in working with the parents, district patrons, administration, certified staff, non-certified staff, and the Board.		
Formulates, implements, and effectively communicates plans for collaborating with parents and district patrons in an effort to improve district programs and operations.		
Advocates for the school and cultivates supportive relationships among parents and district patrons within the district-at-large.		
Maintains accessibility and visibility while serving as a spokesperson for the district.		
COMMENTS:		

EDUCATIONAL AND PERSONNEL LEADERSHIP	S	U
Provides leadership for the development, communication, and implementation of a vision and goals for the educational program.		
Articulates and promotes high expectations for teaching and student learning.		
Ensures accountability of high expectations described by the district.		
Recommends changes when needed in curricular program and administrative procedures which will ensure a quality and current educational program.		
Represents the district in its dealings with other school systems, conferences, legislative matters, legal matters, institutions, agencies, community organizations and the district as a whole.		
Formulates and implements plans for the effective evaluation of school personnel.		
Ensures that school personnel are accountable for meeting the performance standards established by the district.		
Ensures that school personnel are clear in their understanding of the roles and responsibilities that they are assigned.		
COMMENTS:		

POLICY AND GOVERNANCE	S	U
Provides direction and support for the formulation and periodic review of district policies.		
Administers the school in conformity with the adopted Board of Education policies.		
Assures that new policies are not in conflict with current board policy/positions.		
COMMENTS:		

PROFESSIONAL GROWTH	S	U
Shows awareness and involvement while communicating how legislative action may impact our school district.		
Maintains professional development by reading, course work, conference attendance, participation on professional committees, visiting other school districts, and meeting other superintendents.		
Demonstrates an understanding of school law as it relates to district.		
COMMENTS:		

FINANCIAL MANAGEMENT	S	U
Formulates, implements, and manages an annual budget that prioritizes student learning while supporting the district goals and mission.		
Formulates and implements systems for the management, evaluation, maintenance, and improvement of the districts buildings, transportation, and instructional resources.		
Supervises negotiations with recognized bargaining units and assists the board in related settlements.		
Provides ongoing budget information to the board.		
COMMENTS:		

IMPROVEMENT OF PERFORMANCE INDICATORS	DESIRED IMPROVEMENT MADE	SOME IMPROVEMENT MADE	NO IMPROVEMENT MADE
1)			
2)			
3)			
COMMENTS:			

SUPERINTENDENT ANNUAL GOALS

GOAL 1:	
	MET
	NOT MET

GOAL 2:	
	MET
	NOT MET

GOAL 3:	
	MET
	NOT MET

<p style="text-align: center;">**PURCHASE AGREEMENT**
<u>READ CAREFULLY</u></p>

<p style="text-align: center;">**THIS WILL BE A LEGALLY BINDING CONTRACT WHEN SIGNED BY ALL PARTIES.**</p>

Seller: Elizabeth H. Marsden Johnson   Buyer: Box Butte County School District #10
        % Robert Worthan   a political subdivision
        2367 Rainbow Acres   % Charles Isom
        Alliance, Nebraska 69301   P.O. Box 217
                                            Hemingford, Nebraska   69348

<p style="text-align: center;">**<u>OFFER</u>**</p>

Buyer offers to purchase the following described real estate:

> Lot 3, Block 5, Original Town of Hemingford, Box Butte County, according to the recorded plat thereof,

on the terms and conditions set forth in this Purchase Agreement. Purchase will include all property ad goods situate in or on the real estate being acquired at time of execution hereof, which property will be left on the premises when Buyer takes possession. No additional consideration will be paid for the personal property acquired.

<p style="text-align: center;">**<u>Purchase</u> <u>Price</u>**</p>

Buyer agrees to pay $6,000 for the real state and personal property, payable in full at closing.

<p style="text-align: center;">**<u>Title</u> <u>and</u> <u>Deed</u>**</p>

Seller is to furnish a commitment for title insurance within twenty-five (25) days following acceptance of this Offer. The commitment is to show marketability title of record vested in Seller free and clear of liens (or liens to be released at or prior to closing); and subject only to any patent reservations; existing easements; apparent or of record; building restrictions of record and zoning regulations of the Village of Hemingford and public roads, if any. If the commitment sets forth other matters affecting marketability of title, Seller shall have a reasonable time in which to eliminate those objections. If Seller is unwilling or unable to eliminate the objections, Buyer may terminate this Agreement; may waive an objection; may remedy the defect and charge the expense thereof to Seller; or may proceed as provided in the section on "Default." The cost of any title work required to provide a marketable title of record shall be paid by Seller.

The cost of a sellers' title insurance policy will be paid one-half by Seller and one-half by Buyer. Any additional costs for a lenders policy for Buyer shall be paid by Buyer.

<p style="text-align: center;">-1-</p>

Conveyance shall be by warranty deed, free and clear of liens, and subject only to the aforesaid matters. Seller shall have a release of any lien on the real estate available at closing.

Taxes

Buyer purchases the property subject to outstanding real estate taxes and tax sale certifictes.

Risk of Loss

Any risk of loss to the property is on Seller until closing. If, prior to closing, there is material damage to the property, Buyer shall have the right to terminate this Agreement, and in such event, Buyer's earnest money deposit shall be returned to Buyer forthwith.

Closing and Possession

Closing shall take place at Curtiss, Moravek & Curtiss, 416 Niobrara Avenue, Alliance, Nebraska, on or before December 31, 2020, at 11:00 a.m., or at such other time and place as the parties agree. Possession shall be delivered at closing.

Default – Liquidated Damages

TIME IS OF THE ESSENCE IN THE PERFORMANCE OF THE PROVISIONS OF THIS AGREEMENT.

Should Buyer fail to make the payment due at closing, Seller may elect to retain the earnest money deposit as fixed and liquidated damages, and in such event all rights of Buyer shall terminate. In the alternative, Seller may exercise any other remedy available at law or equity for enforcement of this Agreement, and the ascertainment and collection of any damages sustained by virtue of Buyer's default.

Should Seller fail to perform any covenant to be performed by Seller, Buyer may exercise any remedy available at law or equity for enforcement of this Purchase Agreement, and the ascertainment and collection of any damages sustained by virtue of Seller's default, including specific performance of this contract.

"As Is"

Buyer is familiar with the property, and is purchasing "as is" and without warranty as to its condition.

Costs

Buyer and Seller shall split the cost of title insurance as aforesaid. Buyer shall be responsible for the cost of preparation of the Offer. Charges made at Seller or Seller's attorney's request shall be at Seller's expense. Seller shall pay for the preparation of the warranty deed, transfer statement, and the documentary stamp tax owed upon recording the deed. Seller shall pay all expenses related to recording releases of liens and corrective title work as aforesaid. Each party shall pay for the representation of their attorney in this matter. Buyer shall be responsible for all other costs, specifically including all costs of financing and survey.

Deadline

This is an offer to purchase the above-identified property. If not accepted by November 30, 2020, the offer is withdrawn unless Buyer extends the offer in writing. This proposal has been approved by the School District #10 Board of Education or will be subject to approval November 9, 2020, if executed by Seller prior to that.

Benefit

When this Offer is accepted by Seller, this Purchase Agreement is binding on the parties hereto, and their respective heirs, personal representatives, successors, and assigns.

<div align="right">

School District #10
Box Butte County, Nebraska

By: _____
_____ – President of the
Board of Education

</div>

STATE OF NEBRASKA, Box Butte County: ss.

The foregoing instrument was acknowledged before me on _____ _____, 2020, by _____, President of the Board of Education of School District, #10, Box Butte County, Nebraska.

<div align="right">

_____
Notary Public

</div>

My commission expires:

ACCEPTANCE

The undersigned Seller accepts and agrees to sell the property described in the foregoing Offer, on the terms and conditions set forth therein.

<div align="right">

_____
Elizabeth H. Marsden Johnson, a single person

</div>

HEMINGFORD DISTRICT ADMINISTRATOR EVALUATION

Aligned to the Danielson Framework of Teaching

ADMINISTRATOR INFORMATION

Principal/Administrator name:
Assignment:
School

Evaluator: Mr. Isom
School Year: 2019-2020

_____Probationary—

_____Permanent—

Part I: Nebraska Effective Practices.

EFFECTIVE PRACTICE: (1) **Vision for Learning**. The principal uses multiple sources of information and engages key school community members to establish and communicate a shared vision and set of core values for teaching and learning that results in improved student achievement, reduction of achievement gaps, and enhanced student wellbeing.

Evaluator Rating	Description
☐ Exemplary	The principal implements a systematic and comprehensive analysis of multiple sources of data and collaborates extensively and effectively with school and community members in order to shape a shared vision and set of core values that results in a high level of student achievement, closing of achievement gaps, and enhanced student well-being.
☐ Proficient	The principal analyzes multiple sources of data and engages key school and community members in order to shape a shared vision and set of core values designed to result in improved student achievement and enhanced student well-being.
☐ Basic	The principal conducts a limited analysis of data on current practices and outcomes and is inconsistent in engaging school and community members in shaping a vision and set of core values designed to result in improved student achievement and enhanced student well-
☐ Unsatisfactory	The principal ineffectively analyzes data or fails to engage key school and community members in shaping a vision and set of core values designed to result in improved student achievement and enhanced student well-being.

Narrative Feedback (Required for Basic or Unsatisfactory rating)

Click here to enter text.

Examples of Artifacts Standard 1:
- Student achievement and testing data
- Statement of school vision, mission, values, beliefs and goals
- Evidence of stakeholder involvement in development and review of vision, mission, value, belief and goal statements
- Evidence of shared decision making and distributed leadership
- Newsletter/Blog/Social Media
- MTSS building meeting logs
- PLC artifacts
- Accreditation or documentation from AdvancEd or Nebraska Frameworks perceptual survey data (important for many standards)

EFFECTIVE PRACTICE: (2) Developing Relationships. The principal develops and supports productive relationships with students, staff, families and the community in an effort to support and enhance each student's academic success and well-being.

Evaluator Rating	Description
☐ Exemplary	The principal places a high priority on developing positive and productive relationships with students, staff, families, and the community in an effort to promote the school vision and support each student's academic success and well-being.
☐ Proficient	The principal develops positive and productive relationships with students, staff, families, and the community in an effort to promote the school vision and support each student's academic success and well-being.
☐ Basic	The principal attempts to develop positive and productive relationships with students, staff, families and the community, but these attempts may be haphazard or less than fully effective. As such, the potential for promoting the school vision and the potential for supporting student's academic success and well-being is not fully realized.
☐ Unsatisfactory	The principal fails to effectively engage in the conversations and activities necessary to develop positive, productive relationships with students, staff, families, and the community. The principal fails to build support for the school's vision and core values. The principal fails to realize the potential for promoting the school vision and supporting student's academic success and well-being.

Narrative Feedback (Required for Basic or Unsatisfactory rating)

Click here to enter text.

Examples of Artifacts Standard 2:
- School Improvement Plan
- School Profile
- Building Professional Learning Plan
- Building Newsletter/Blog/Social Media
- Customize reports through data warehouse
- Data Protocol Instrument
- Results of student performance
- Data, instruction, goals, and professional development and action plans all aligned
- Norm and criterion-referenced data, other school and community information
- Copy of school improvement plan
- Calendar showing time for teacher collaboration
- Walk-through data
- External review report
- Faculty meeting agendas
- MTSS data

EFFECTIVE PRACTICE: (3) Continuous School Improvement. The principal leads a continuous school improvement process that results in improved student achievement, enhanced student well-being, and greater school effectiveness.

Evaluator Rating	Description
☐ Exemplary	In collaboration with members of the school community, the principal leads a systematic continuous school improvement process that results in change initiatives promoting improved student academic achievement, enhanced student well- being, and greater school effectiveness.
☐ Proficient	The principal leads a systematic continuous school Improvement process that results in improved student academic performance, enhanced student well- being, and greater school effectiveness.
☐ Basic	The principal leads a continuous school improvement process but with inconsistent outcomes; as a result, improvement in student performance and school effectiveness are limited.
☐ Unsatisfactory	The principal is ineffective in leading the continuous school improvement process and fails to develop essential components of the process.
Narrative Feedback (Required for Basic or Unsatisfactory rating)	
Click here to enter text.	

Examples of Artifacts Standard 3:
- Student achievement and testing data
- Student drop-out data
- Documented use of formative assessment instruments to impact instruction
- Development and communication of goal-oriented personalized education plans for identified students
- Evidence of team development and evaluation of classroom lessons
- Use of research-based practices and strategies in classrooms
- Master school schedule documenting individual and collaborative planning for every teacher
- Reflection feedback conferences with teachers
- Collaboration cycle
- Principal attendance at PD
- Principal professional development activities
- Participate in grade level meetings
- Walk-through data
- PLC meeting notes
- Design team notes
- Board Reports
- Monitor use of instructional coach
- MTSS Data
- I/E time usage
- Building professional learning plans
- Work groups in content area

EFFECTIVE PRACTICE: (4) Instructional Leadership. The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for each student's academic success and well-being.

Evaluator Rating	Description
☐ Exemplary	The principal provides systematic and collaborative leadership to ensure implementation of a rigorous curriculum, highly effective instruction, quality assessment practices, and accountability for student learning.
☐ Proficient	The principal provides leadership to ensure the implementation of a rigorous curriculum, effective instruction, assessment practices, and accountability for student learning.
☐ Basic	The principal provides limited leadership toward the implementation of a rigorous curriculum, effective instruction, assessment practices, and accountability for student learning.
☐ Unsatisfactory	The principal fails to provide effective leadership toward the implementation of a rigorous curriculum, effective instruction, quality assessment practices, and accountability for student learning.

Narrative Feedback (Required for Basic or Unsatisfactory rating)

Click here to enter text

Examples of Artifacts Standard 4:
- Newsletters (Staff and/or school)
- Surveys for various topics (i.e. staff, climate, etc)
- Club listings
- Evidence of shared decision making and distributed leadership
- Establishing recognition criteria and structures that are utilized for students and staff
- Documented use of Design Team in decision making
- Student achievement and testing data (MTSS)
- Existence and documented work of professional learning communities
- Teacher retention data
- Teacher engagement data (Gallup)
- Student Assistance Team Logs (SAT)
- PBIS Documents
- Individual student goals
- Communication with parents about student progress
- Student achievement data
- Teacher retention rates
- Teacher/staff perception
- Exit Interviews
- Welcome packets
- ELL family representation on Community Clubs
- Cultural awareness events
- Hope and Engagement data
- SEL activities

EFFECTIVE PRACTICE: (5) Staff Leadership. The principal builds a professional community within the school and develops the professional capacity and practice of personnel by recruiting, selecting, developing, retaining, supporting, and leading teachers and staff in accord with the school's vision and core values.

Evaluator Rating	Description
☐ Exemplary	The principal builds a highly effective and engaged professional community within the school and develops the professional capacity and practice of personnel by consistently recruiting, selecting, developing, supporting, retaining, and leading high-quality teachers and staff in accord with the school vision and core values.
☐ Proficient	The principal develops a professional community within the school and develops the professional capacity and practice of personnel by recruiting, selecting, developing, supporting, retaining, and leading high-quality teachers and staff in accord with the school vision and core values.
☐ Basic	The principal's understanding and use of effective personnel practices is inconsistent or ineffective, and improvements are needed in the functions of recruiting, hiring, retaining, developing, supporting or leading high quality teachers and support staff in ways that accord with the school's vision and core values. The teachers and support staff are not yet formed into an effective professional community.
☐ Unsatisfactory	The principal fails to effectively recruit, hire, retain, develop, support and lead high quality teachers and support staff in ways that accord with the school's vision and core values. The principal's personnel practices are ineffective, and a high functioning professional community has not been formed.

Narrative Feedback (Required for Basic or Unsatisfactory rating)
Click here to enter text.

Examples of Artifacts Standard 5:
- Student achievement and testing data
- Teacher retention data
- Teacher professional growth plans
- Master school schedule documenting individual and collaborative planning for every teacher
- Record of professional development provided staff
- Impact of professional development on student learning
- Collaboration Cycle Documentation (Framework for Teaching)
- Record of collaboration with Human Resources department
- Record of completion of evaluation
- Mentorship programs
- Portfolio artifacts
- Exit survey data

EFFECTIVE PRACTICE: (6) Systems Management. The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

Evaluator Rating	Description
☐ Exemplary	The principal has a broad and deep understanding of school management functions and systematically undertakes them. The principal's highly effective management of the organization, operations, and resources of the school results in a learning environment that is safe, highly effective, highly efficient, and in accordance with the vision of the school.
☐ Proficient	The principal ensures a safe, efficient, and effective learning environment for students and staff by competently managing the organization, operations, and resources of the school in accordance with the vision and core values of the school.
☐ Basic	The principal displays a basic understanding of and willingness to carry out school management functions, but he/she is inconsistent or not fully effective in managing, the organization, operations, and resources of the school in accordance with the school vision and core values. As a result, there may be problems that result in a learning environment that has some concerns related to safety, efficiency, or effectiveness.
☐ Unsatisfactory	The principal's understanding of management functions is incomplete or his/her willingness or ability to carry out those functions is limited. The principal ineffectively manages the organization, operations, and resources of the school, resulting in a school that has an unsafe, inefficient, or ineffective learning environment.
Narrative Feedback (Required for Basic or Unsatisfactory rating)	
Click here to enter text.	

Examples of Artifacts Standard 6:

- School financial information (i.e. budget, eFinance, bank accounts, activity accounts)
- School safety and behavioral expectations
- Master school schedule documenting individual and collaborative planning for every teacher
- Evidence of formal and informal systems of communication
- Dissemination of working agreements and clear norms
- Evidence of ability to confront conflict and then reach consensus (Meeting minutes.)
- Building Professional Learning Plan
- Levering Technology for organization
- Student /staff/parent community perceptions
- Compliance with Nebraska Department of Education Rules
- Safety drill log
- Critical Issues Reflection
- Student Response Protocol
- CPI trainings
- EA trainings

EFFECTIVE PRACTICE: (7) Culture for Learning. The principal creates a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.

Evaluator Rating	Description
☐ Exemplary	The principal collaborates effectively with staff to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.
☐ Proficient	The principal collaborates with staff to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.
☐ Basic	The principal collaborates with staff in an attempt to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students, but these efforts may lack consistency or effectiveness. As a result, student growth may be less than expected.
☐ Unsatisfactory	The principal fails to provide the leadership to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.
Narrative Feedback (Required for Basic or Unsatisfactory rating)	
Click here to enter text.	

Examples of Artifacts Standard 7:

- Newsletters
- Surveys
- Business partnerships
- Community Involvement evidence
- Stakeholder Involvement evidence
- School Profile
- Social Media
- Parent meetings
- Interactions with students. (Before school/after school, lunch duty, recess, outside of school through attendance at activities, etc)
- School wide Enrichment Clusters

EFFECTIVE PRACTICE: (8) Professional Ethics and Advocacy. The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the school.

Evaluator Rating	Description
☐ Exemplary	The principal models an exceptionally high level of fairness, integrity, and professional ethics and provides leadership to staff and colleagues in these qualities; the principal is a strong advocate for policies of equity and excellence in support of the vision and core values of the school.
☐ Proficient	The principal consistently acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the school.
☐ Basic	The principal usually acts with fairness, integrity and an acceptable level of professional ethics; he/she advocates for policies of equity and excellence but may be inconsistent or less than fully effective in doing so.
☐ Unsatisfactory	The principal does not routinely act with the expected degree of fairness, integrity, and professional ethics and lapses in these behaviors may occur; he/she is not an effective advocate for his/her school or the educational system.
Narrative Feedback (Required for Basic or Unsatisfactory rating)	
Click here to enter text.	

Examples of Artifacts Standard 8:
- Evidence of Student Groups
- Decision-making matrix
- District Committees
- Community Committees
- Perception Surveys
- Work with outside agencies

SUMMARY OF EFFECTIVE PRACTICES:

Areas of Strength
Click here to enter text.

Areas of Development
Click here to enter text.

☐   Plan for Improvement (Optional)

☐   Plan for Assistance attached (required for rating "Unsatisfactory")

Part II: Principal/Administrator Action Plans. Combined rating.
For probationary principals/administrators, Action Plans are reviewed during the first semester evaluation conference and rated during the second semester evaluation conference. For permanent administrators, Action Plans are reviewed at the annual conference

Evaluator Rating	Description
☐ Exemplary	Results across all Action Plans demonstrate that objectives have been met or exceeded to a significant degree. Improvement in student achievement or school/district performance as a result of the Plans exceeds expectations. Plan design is exemplary and implementation strategies were carried out in a highly effective fashion. The results can serve as a model for other administrators.
☐ Proficient	Results across all Action Plans demonstrate that objectives have been met or nearly met on an overall basis. Significant improvement in student achievement or school/district performance as a result of the Plans is evident. Plan design evidenced appropriate quality and/or rigor and implementation strategies were carried out effectively.
☐ Basic	Results across all Action Plans demonstrate that objectives have been met in part. Some improvement in student achievement or school district performance as a result of the Plans is evident. Plan design may have been somewhat lacking in quality and/or rigor and implementation strategies were not carried out as effectively as expected.
☐ Unsatisfactory	Results across all Action Plans demonstrate that objectives have not been achieved or have been achieved at a level that is significantly below expectations. Improvement in student achievement or school/district performance as a result of the Plans has been minimal. Plan design may have evidenced insufficient quality and/or rigor and implementation strategies were not carried out effectively.
Narrative Feedback (Required for Basic or Unsatisfactory rating)	
Click here to enter text.	

☐   Plan for Improvement attached (Optional)

☐   Plan for Assistance attached (required for rating "Unsatisfactory")

Part III: Individual Professional Development Plan. (Attach plan)	
Evaluator Rating	**Description**
☐ Exemplary	The Individual Professional Development Plan's goals have been met or exceeded in all respects. There is evidence that implementation and completion of the Plan has led to significant, positive, and lasting change in job performance.
☐ Proficient	The Individual Professional Development Plan's goals have been met or nearly met on an overall basis. There is evidence that implementation and completion of the Plan has led to a positive change in job performance.
☐ Basic	The Individual Professional Development Plan's goals have not been met or have been only partially met on an overall basis. There is limited evidence to date that implementation of the Plan has led to a positive change in job performance.
☐ Unsatisfactory	The Individual Professional Development Plan's goals have not been met to a satisfactory degree. Implementation of the plan has not led to a positive change in job performance.
Comments (Required for Basic or Unsatisfactory rating):	
Click here to enter text.	

☐   Plan for Improvement attached (Optional)

☐   Plan for Assistance attached (required for rating "Unsatisfactory")

Part IV: Local District Standards (Optional). Local standards may be evaluated in either or both semesters.	
Local District Standards Meets District Standards	**Meets District Standards**
☐	☐ YES ☐ NO

Part V: Overall Rating - An overall rating is provided in the second semester conference only for probationary principals/administrators. For permanent administrators, an overall rating is provided at the final conference of the summative year.

Evaluator Rating	Description
☐ Exemplary	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for all evaluative criteria and exceeds expected performance in many respects. He/she is actively engaged in professional improvement and provides leadership to other school/district administrators.
☐ Proficient	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for the evaluative criteria on an overall basis and is actively engaged in professional improvement and school and/or district leadership efforts.
☐ Basic	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for most evaluative criteria and is satisfactorily participating in an improvement plan for those criteria rated below "Proficient."
☐ Unsatisfactory	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator does not meet district performance standards for a significant segment of the evaluative criteria and improvement efforts have been inadequate.

Evaluator's Comments:
Areas of Strength
Click here to enter text.
Areas of Development
Click here to enter text.

☐   Plan for Improvement (Optional)

☐   Plan for Assistance

Principal/Administrator Signature: _____

                                  Date: _____

Evaluator Signature: _____

                                  Date: _____

My signature certifies that the evaluation results have been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing to any issues contained in the evaluation. **7**

Hemingford MTSS - Continuous Improvement Template

District Purpose/Vision: Our vision at Hemingford Public Schools is to cooperatively work with parents and the community to provide a safe and healthy learning environment for all students. We provide and promote opportunities for high academic achievement, capitalizing on student career interests and aptitudes while encouraging student involvement and accomplishments to prepare accountable, responsible, self-disciplined, successful citizens for a changing global society.

District Continuous Improvement Goals:
- Our district will improve reading comprehension across the curriculum.
- Our district aspires to create a safe and welcoming environment for all stakeholders.

District Beliefs: Empowering individuals to be resourceful, respectful, and responsible lifelong learners.

NeMTSS: *Meeting the Needs of ALL Learners through Continuous Improvement*
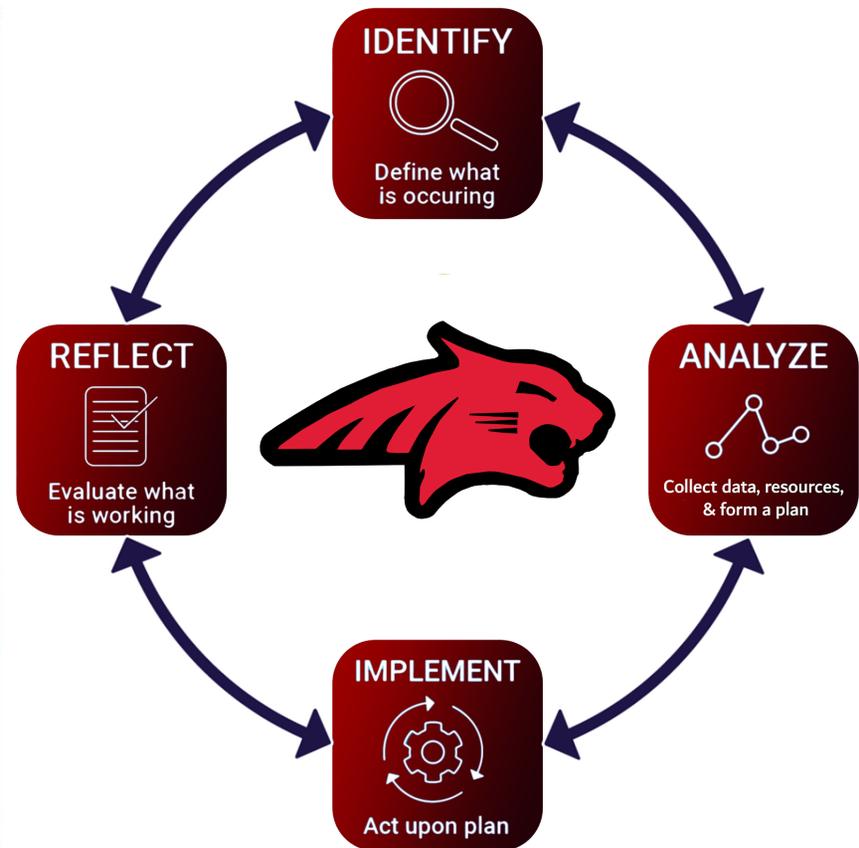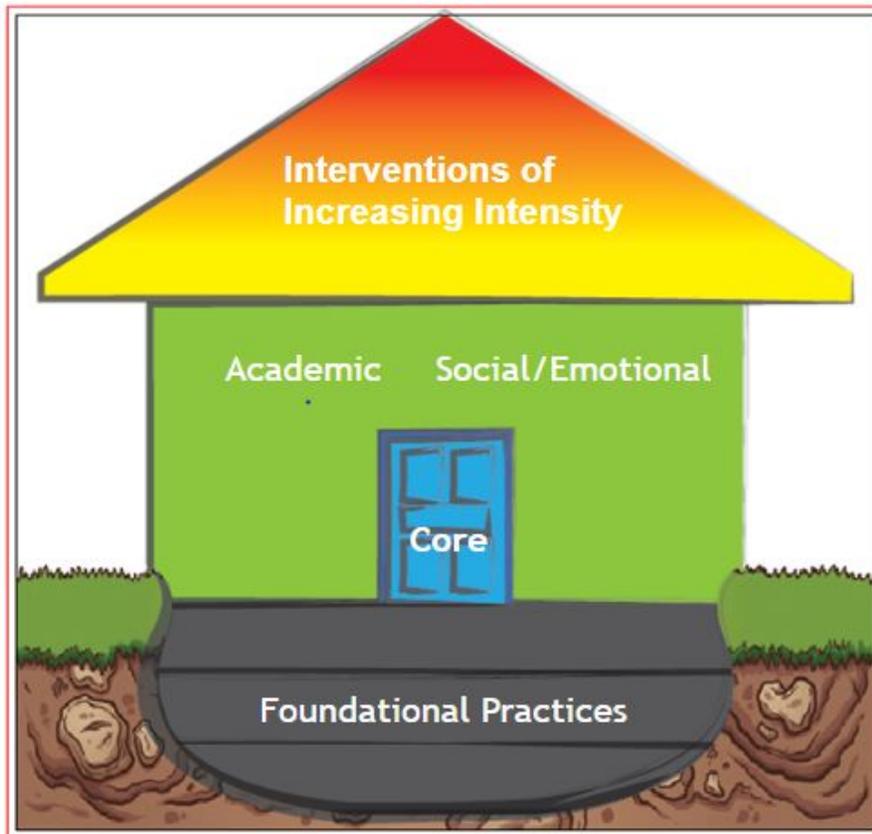
MTSS Defined:

NeMTSS is defined as an instructional system based on the concept that ALL students require early and powerful academic and behavioral core instruction with the potential for high-quality interventions of increasing intensity.

A Multi-Tiered System of Supports (MTSS) is a systematic, continuous-improvement framework in which data-based problem solving and decision-making are practiced across all levels of the educational system to support student learning. MTSS is a way of doing business that utilizes evidence-based core practices, intervention strategies, and assessment tools to ensure that every student receives the appropriate level of support to be successful. MTSS organizes and prioritizes the strategies used by schools to meet the needs of learners into a system and is not a separate or standalone initiative.

Shared Leadership: MTSS Continuous Improvement Teams

Consists of individuals who analyze student and implementation data, and participate in progress monitoring to make decisions about the effectiveness of core instruction and interventions for a student, group of students, school, or district. Buildings have the autonomy to decide who they have on their MTSS team. Given the tight association between the MTSS model and already existing groups such as CIP and problem-solving teams, many buildings may align MTSS work. Stakeholder groups to consider having on the building-level MTSS team would include building leadership, general education teacher, special education teacher, school psychologist and other staff that may play a prominent role in the student problem-solving process.

A document describing the potential roles of MTSS team members is linked here. (NeMTSS Framework document, 2018)

District MTSS Continuous Improvement Team
Members:

Name	Position	Role
Eric Arneson Dan Kluver	Principal	.• Facilitate implementation of NeMTSS process and ensure consensus, buy-in and support of all school personnel. • Develop a system for monitoring and management of the process. • Facilitate access to data systems for collection and analysis. • Establish core and supplemental members of the school's MTSS leadership team and Identify roles and responsibilities for leadership team members. • Involve key stakeholders as needed based on the function of the meeting. • Establish regular MTSS meetings to analyze data, problem solve and plan for multi-tiered approach for prevention, instruction and/or intervention based on identified needs of student and/or

		school. • Manage available resources (internal and/or external) needed to facilitate multi-tiered support. • Provide or coordinate connected and continuous professional development. • Conduct Classroom observations to monitor fidelity.
Lauren Morava	Title I	
Pete Gomez	High School Science	
Jill Hurtt	Media Center	

Building MTSS Continuous Improvement Team:
Members:

Name	Position	Role
Pete Gomez	High School Science	CIP Member
Jill Hurtt	Media Center	CIP Member
Lauren Morava	Title I	CIP Member

Essential Elements of the MTSS Framework:

The MTSS model is a continuum of evidence-based practices that are used strategically as a part of a larger system to ensure the learning of all students. The model includes an intentionally small number of high impact foundational practices, along with instruction and intervention of increasing intensity. The essential elements of the MTSS model are listed below:

- **Shared Leadership**

- **Communication, Collaboration, and Partnerships**

- **Evidence-Based Practices: Curriculum, Instruction, Intervention and Assessment**

- **Building Capacity/Infrastructure for Implementation**

- **Layered Continuum of Support**

- **Data-Based Problem Solving and Decision Making**

A detailed rubric has been provided for each essential element within the **NeMTSS District Self-Assessment**. The purpose of the rubric is to provide a clear signpost as to where your building is in the development of each element, and trajectory for continued improvement.

District Self-Assessment Summary Results:

Baseline: October 23, 2018

Average by Component	
Average Shared Leadership	2.75
Average Communication, Collaboration, and Partnerships	2
Average Evidence-Based Instruction, Intervention, and Assessment Practices	2.312
Average Building Capacity/Infrastructure for Implementation	1.39
Average Layered Continuum of Support	2.5
Average Data-Based Problem Solving and Decision Making	2.253333333

Follow-up:

Foundational Practices:

The purpose of identifying foundational practices within the MTSS model is to focus limited resources and time towards those areas that have the greatest probability of supporting a strong core program and the capacity to systematize subsequent layers of support. The intent is to strive for quality implementation of a small number of high leverage strategies. As such, fidelity of implementation of these strategies is monitored intentionally at the building and district-level. The theory of action driving this approach is that as an organization, it is best to **do the most important things well**, rather than support many strategies with varying levels of implementation quality.

Foundational Practice: Teaming for Problem Solving (PLC Structure)

yellow= 2020-2021 school year

PLC Characteristic	Initiating	Developing	Deepening	Sustaining
Common Schedule	A common school schedule is developed and allows grade level classroom teachers to collaborate weekly, before or after school.	A common school schedule is developed that allows grade level classroom teachers, special educators, and other needed specialists to collaborate weekly.	A common school schedule is developed that allows grade level classroom teachers, special educators, and other specialists time to collaborate weekly. The schedule also allows for staff-supported intervention and enrichment time.	A common school schedule allows for 60 minutes of weekly collaboration during the school day, between classroom teachers, special educators, principal, and other specialists who may contribute to problem solving. The schedule also allows for staff-supported intervention and enrichment time for a minimum of 30 minutes per day.
Working Agreements and Norms	PLC teams have established working agreements and norms, but minimal reflection about what they mean or look like has taken place by team members.	PLC teams have established working agreements and norms that guide meetings. Team members occasionally reflect on their adherence to working agreements and norms but rely on school leadership to support implementation.	PLC teams have established working agreements and norms that guide productive meetings. Team members periodically reflect on their adherence to norms and are beginning to hold each other accountable for following them.	PLC teams have established working agreements and norms that guide productive meetings. Team members regularly reflect on their adherence to the working agreements and norms and hold each other accountable for following them.
Clear PLC Goals	Little or no effort has been made by PLC teams to engage in setting and defining improvement goals related to student learning. If goals exist, they have been developed by the administration or are superficial.	PLCs have participated in a goal setting process, but the goals and/or action steps are typically stated as projects/tasks to be accomplished or are written so broadly that they are difficult to measure. The goals do not yet influence instructional decisions in a meaningful way.	Staff members have worked together in PLC teams to establish shared improvement goals. The goals are clearly communicated. Common assessment tools are being used to measure progress toward the goals. Use of instructional strategies is intentional to move towards goal attainment.	All PLC teams pursue measurable performance goals as part of their routine responsibilities. PLC goals are clearly linked to the school's improvement priorities/shared vision. Goal attainment is monitored and celebrated. PLC teams demonstrate a willingness to set and pursue challenging goals and alter instructional practices to that end.
Essential Learning	PLC teams include conversations about the curriculum guides in their regular meetings, but conversations are at a surface level and teachers largely work	PLC teams work collaboratively to clarify the essential learning in each curriculum guide and develop a plan that works for them around the recommended	PLC teams have clarified the essential learning in each curriculum guide and use common assessments to guide conversations about student	PLC teams continually build shared knowledge about the objectives in curriculum guides and unpack common assessments to clarify student learning expectations. Teams work

	independently to make instructional plans.	pacing guide. Not all staff follow these agreed upon plans within grade-level or content area teams.	learning. Teams are beginning to adjust their use of resources, pacing, and instruction based on evidence of student learning. Collaborative unit planning is broad in scope.	interdependently to plan units, share resources, hone pacing, and develop new strategies and approaches to help all students reach the intended learning objectives.
Evidence Informed Dialogue	PLCs use of data to inform and develop teaching and learning practices are limited. Data may be seen as an end in itself. Staff view the collection and analysis of data as someone else's responsibility. There is limited or no dialogue with data collection.	Data collection is occurring during PLCs but little responsibility is being taken to analyze it to inform teaching and learning efforts.	PLCs take ownership for data collection, analysis, and dialogue and are starting to use this information to inform teaching and learning efforts.	Data is collected, analyzed, and used to support the PLC process. Staff confidently and consistently use a wide range of data to understand student learning and effectiveness of teaching. They use their findings to inform individual and collective efforts to improve student learning and teaching practice.
Differentiation, Intervention & Enrichment	PLCs rarely or never collaborate to develop strategies in order to meet the needs of struggling students or those in need of enrichment.	PLCs typically collaborate to develop strategies in order to meet the need of struggling learners such as differentiated instruction and aligning students with skill gaps with evidence-based interventions.	PLCs collaborate to develop strategies to meet the needs of all learners through differentiated instruction and formalized, evidence-based, interventions for students with skill gaps. Enrichment includes extension opportunities that provide meaningful, cognitively challenging, learning extensions tied to the objectives.	PLCs collaborate to develop strategies to meet the needs of all learners. They work together to plan intentional differentiated instructional plans. Intervention and enrichment are systematic, monitored and adjusted to ensure the learning growth of all students.
Evaluate Grading to Inform Instruction	Little or no evidence of implementation.	Teams have inconsistently committed to evaluating grading to inform instruction.	The PLC is committed to evaluating grading to inform instruction. Where present, the PLC team is aligned with district practices.	The PLC is committed to evaluating grading to inform instruction that accurately shows student growth. Where present, the PLC team is aligned with district practices.
Learning Focused Collaboration	Teachers work in isolation. There is little awareness of what or how colleagues are teaching.	Teachers recognize a common curriculum that they are responsible for teaching, but there is little exchange of ideas regarding instructional materials,	Teachers function in work groups that meet regularly to complete certain tasks such as reviewing intended outcomes, assessments, sharing resources, and coordinating plans.	Teachers function as a team. They work collaboratively to identify collective goals, develop strategies to achieve those goals, gather relevant data, and learn from one another. Unlike a work group, they are

		teaching strategies, or methods of assessment.		characterized by common goals and interdependent efforts to achieve those goals.
Individual Student Problem Solving	Student Problem Solving is an isolated and disconnected event.	Teachers use data to discuss at risk students.	Classroom teachers function as a problem-solving team and invite others with expertise about the student to participate in problem solving in an ongoing and fluid manner.	Classroom teachers and others with expertise function as a problem-solving team using core outcome and implementation data, as well as progress monitoring, to drive decisions for individuals students. A systematic documentation and communication process is defined, streamlined and shared with all stakeholders
Leadership Feedback	Little or no evidence of interactions.	The leadership team provides inconsistent or limited feedback to PLC teams on their work. Some practices such as team self-reflection scales or surveys may be encouraged or required from time-to-time.	The leadership team provides regular feedback to PLC teams regarding the effectiveness, productivity, and focus of their team meetings. Unproductive team member behaviors are addressed. Teams are encouraged to periodically reflect on their own performance.	The leadership team provides regular feedback to PLC teams regarding effectiveness, productivity, and focus of their team meetings. Unproductive team member behaviors are addressed. Systems are in place to promote regular team reflection on their own performance. Effective team practices are developed intentionally by administration.

Our focus for moving forward will be…

-A common school schedule is developed that allows grade level classroom teachers, special educators, and other needed specialists to collaborate weekly.

-Problem Solving Teams (PLC's) take ownership for data collection, analysis, and dialogue and are starting to use this information to inform teaching and learning efforts.

-Problem Solving Teams (PLC's) have clarified the essential learning in each curriculum guide and use common assessment to guide conversations about student learning. Teams are adjusting their use of resources, pacing, and instruction based on evidence of student learning.

Foundational Practice: Data-Based Decision Making

The District employs a balanced assessment system that includes an array of tools geared at understanding and monitoring student learning. These tools help to provide data to all educators to determine the degree to which students are learning the intended outcomes and to determine the success of an instructional practice or intervention strategy. Data is used by staff to navigate and monitor the continuum of supports within the MTSS model. Below is a brief summary of some of the various tools within a balanced assessment system.

Assessment	Overview	Frequency	Role & Purpose
MAP Growth	MAP Growth is a computer adaptive, standards aligned, interim assessment administered for reading, language usage, and math. MAP provides educators with information on Zone of Proximal development and provides a lens to understand student growth over time.	**K-2: Fall, Winter, & Spring Administration** ● Reading ● Math **3-6: Fall, Winter, & Spring Administration** ● Reading ● Science ● Math	● Inform Classroom Instructional Planning ● Monitor Student Growth Over Time ● Understand Local Student Performance and Growth in Comparison to National Norms & NSCAS predictions ● Universal Screener for Nebraska Reading Improvement Act
NSCAS	Nebraska Student-Centered Assessment System (NSCAS). NSCAS is the ESSA accountability and Nebraska State Statute required assessment for grades 3-8. NSCAS assessments are criterion-referenced adaptive assessments of grade level standards.	The NSCAS-ELA, Math & Science test is administered during a six-week window in the spring. ● Grades 3-8: ELA & Math ● Grades 5 & 8: ELA Math, & Science	● Statewide Summative Assessment for Accountability ● Comparison with Other Nebraska Schools & Districts
ACT	The ACT is a standardized norm-referenced test used for college admissions in the United States. The	The ACT is Nebraska's ESSA/State Statute mandated high school accountability assessment for 11th grade students. It is	● Communicates Probability of College and Career Readiness

	ACT consists of five sub-tests: English, Math, Reading, Science, & Writing. The ACT is a timed multiple-choice test that reports student performance on a 36-point scale. ACT Benchmark thresholds in each sub-test communicate the probability of student success in corresponding entry-level college courses.	completed by all students in the spring of 11th grade. Students may also elect on their own to complete the ACT multiple times during high school.	● Statewide Summative Assessment for Accountability ● Comparison with other Nebraska Schools & the Nation
STAR Reading Progress Monitoring	Star Reading is an online assessment program developed by Renaissance Learning for students typically in grades K-12. The program is designed to provide teachers with individual student data, quickly and accurately.	1-6 grade: quarterly assessments	● Monitors student reading level ● Levels students for Accelerated Reader
Behavior Assessments	None at this time		
SEL Assessments SRSS	None at this time		
Early Childhood Assessments	Most often Teaching Strategies GOLD and other assessments that describe students within a readiness strand. These are NEVER used to prevent or discourage kindergarten entry.	Pre-K: Fall, Winter, Spring	● Inform Classroom Instructional Planning ● Monitor Student Growth Over Time ● Understand Local Student Performance and Growth in Comparison to National Norms

Evidence-based Practices: Curriculum, Instruction, Intervention and Assessment

The use of evidence-based practices with fidelity increases the likelihood that students will have positive outcomes. When schools do not consider the research supporting a practice, they are taking a chance that the time and resources put into the practice could be wasted on ineffective practices that do not lead to desired outcomes. In addition, within the continuous improvement process schools are to include information regarding plan implementation (e.g., Targeted Improvement Plan, Continuous Improvement Plan). Schools will want to consider resources for implementation when building their electronic storage unit.

Electronic Resource Storage Unit:

Data-based Focus Priorities:

These unambiguous student learning outcomes are the priority for the organization. Success or failure to improve on these priorities over time will dictate the degree to which the School is achieving its purpose and direction.

Purpose of the Priority Outcome Data Profile:

The purpose of the profile is to provide unambiguous indicators that the school district can use to monitor its progress towards its focus priorities. Multiple indicators are selected for each priority area in order to provide a multidimensional view of performance. The intent from this point forward would be that priority outcomes change when compelled by the local strategic plan or external factors tied to accountability.

District:

The district will update and review the profile on an annual basis as outcomes in the indicator areas are made available. The data from the profile are reviewed comprehensively each year by the MTSS Continuous Improvement District Leadership Team to determine areas of strength and concern within priority areas using the identified problem-solving model. Findings from this needs-assessment, along with the NeMTSS Self-Assessment, will drive targeted action steps at the district-level to support teachers and administrators.

Building:

Buildings will maintain a living profile of its performance for the indicators in each priority outcome area. Buildings may add other priorities based upon the unique needs of their building. Each building maintains up-to-date action plans that capture its findings from the analysis of their data and the corresponding action steps they plan to take (or have taken) in order to continuously improve.

Principal/Central Office Collaboration:

The objective with the NeMTSS Continuous Improvement Framework is for it to serve as the instrument administrators use for goal setting and improvement. The objective for this approach at the district-level is to further reinforce stated priorities and more deeply embed continuous improvement within the district in a collaborative manner. It is also intended to reflect a desire by building leaders to have a clear and consistent focus.

Definitions:

Focused Priority: These represent the broad student outcomes the organization has the greatest interest in targeting for improvement. This is driven by your awareness study in Days 1-3, including Taking Stock of Data Resources, NeMTSS Self-Assessment results, along with student outcome data and fidelity data.

Indicators: These represent the specific measurement tools that will be used to monitor performance in the priority outcome areas each year. Multiple indicators are included within each priority area in order to provide a multidimensional perspective.

District Demographic Trends:

Demographic Categories	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
(PK-12) Student Enrollment	427	449	433	394	
Special Education	11%	15%	15%	18%	
High Ability Learners	21%	18%	20%	15%	
White	392	412	393	356	
Black	2	1	1	2	
Hispanic	19	21	26	30	
Asian	1	0	2	0	
Two or More Races	5	6	1	0	
Native Hawaiian/Other Pacific Islander	0	0	0	0	
American Indian/Alaska Native	8	9	12	7	
Free and Reduced	35%	40%	31%	34%	
English Learners	0	0	0	0	

Elementary Focused Priority: Area to be determined after data review and analysis; must align with Continuous Improvement Plan

Indicators:

Reading and Writing (ELA)				
Indicator: % of students that are proficient on the NSCAS ELA Assessment	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
Grade 3	46%	60%	N/A	
State Average	53%	56%	N/A	
Grade 4	66%	72%	N/A	
State Average	56%	58%	N/A	
Grade 5	46%	37%	N/A	
State Average	51%	48%	N/A	
Grade 6	54%	36%	N/A	
State Average	47%	49%	N/A	
Overall District Average	53%	51%		
Overall State Average	52%	53%		

Reading and Writing (ELA)																
Indicator: % of students that are at or above grade level benchmark in Star Reading	**2017-2018**				**2018-2019**				**2019-2020**				**2020-2021**			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Kindergarten									N/A	N/A	N/A	N/A	N/A			
First Grade									N/A	96%	96%	N/A	N/A			
Second Grade									74%	94%	94%	N/A	72%			
Third Grade									54%	70%	79%	N/A	75%			
Fourth Grade									71%	82%	90%	N/A	57%			
Fifth Grade									55%	67%	70%	N/A	56%			
Sixth Grade									48%	60%	59%	N/A	48%			
Overall District Average									60%	78%	81%	N/A	62%			

Reading and Writing (ELA)																
Indicator: Average %tile rank of students on the MAP Reading test.	**2017-2018**				**2018-2019**				**2019-2020**				**2020-2021**			
	F	W	S	S	F	W	S	S	F	W	S	S	F	W	S	S
Kindergarten	N/A				N/A	N/A	N/A	N/A	62%	80%	N/A	N/A	93%			
First Grade	N/A				63%	79%	94%	N/A	85%	95%	N/A	N/A	66%			
Second Grade	75%				76%	55%	61%	N/A	83%	85%	N/A	N/A	96%			
Third Grade	43%				87%	59%	76%	N/A	65%	67%	N/A	N/A	86%			
Fourth Grade	87%				71%	55%	78%	N/A	76%	86%	N/A	N/A	66%			
Fifth Grade	59%				67%	61%	45%	N/A	60%	64%	N/A	N/A	70%			
Sixth Grade	90%				44%	22%	33%	N/A	62%	68%	N/A	N/A	52%			
Overall District Average	71%				68%	55%	65%		70%	78%			76%			

Reading and Writing (ELA)				
Indicator: Fall-to-Fall Student Median Conditional Growth %tile - MAP Reading	**Fall 2017 to Fall 2018**	**Fall 2018 to Fall 2019**	**Fall 2019 to Fall 2020**	**Fall 2020 to Fall 2021**
Kindergarten	N/A	N/A	N/A	
First Grade	N/A	N/A	43%	
Second Grade	N/A	62%	31%	
Third Grade	62%	43%	34%	
Fourth Grade	69%	40%	57%	
Fifth Grade	34%	38%	47%	
Sixth Grade	40%	56%	33%	
Overall District Average	51%	48%	41%	

Reading and Writing (ELA)				
Indicator: % Met Fall-to-Fall MAP Reading Projected Growth	**Fall 2017 to Fall 2018**	**Fall 2018 to Fall 2019**	**Fall 2019 to Fall 2020**	**2020-2021**
Kindergarten	N/A	N/A	N/A	
First Grade	N/A	N/A	37%	
Second Grade	N/A	51%	34%	
Third Grade	62%	44%	41%	
Fourth Grade	75%	37%	68%	
Fifth Grade	34%	38%	48%	
Sixth Grade	44%	59%	27%	
Overall District	54%	46%	43%	

Math					
Indicator: % of students that are proficient on the NSCAS Math assessment.	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Grade 3	30%	30%	COVID-19		
State Average	50%	55%	COVID-19		
Grade 4	39%	38%	COVID-19		
State Average	50%	52%	COVID-19		
Grade 5	39%	34%	COVID-19		
State Average	50%	54%	COVID-19		
Grade 6	46%	56%	COVID-19		
State Average	55%	55%	COVID-19		
Overall District	38%	37%			
State Average	51%	52%			

Indicator: Average %tile rank of students on the MAP Math test.	2017-2018				2018-2019				2019-2020				2020-2021				2021-2022			
Math																				
	F	W	S	S	F	W	S	S	F	W	S	S	F	W	S	S	F	W	S	S
Kindergarten									60%	69%	COVID-19		96%							
Grade 1					74%	68%	69%		68%	82%	COVID-19		57%							
Grade 2	62%				51%	37%	43%		65%	67%	COVID-19		52%							
Grade 3	46%				47%	47%	52%		44%	34%	COVID-19		47%							
Grade 4	63%				44%	27%	53%		68%	61%	COVID-19		21%							
Grade 5	32%				32%	27%	29%		41%	40%	COVID-19		57%							
Grade 6	57%				37%	31%	31%		31%	38%	COVID-19		42%							
Overall District Average	52%				48%	40%	46%		54%	56%			53%							

Math					
Indicator: Fall-to-Fall MAP Math Student Median Conditional Growth %tile	Fall 2017 to Fall 2018	Fall 2018 to Fall 2019	Fall 2019 to Fall 2020	Fall 2020 to Fall 2021	2021-2022
Kindergarten					
Grade 1			41%		
Grade 2		37%	30%		
Grade 3	23%	46%	30%		
Grade 4	51%	70%	24%		
Grade 5	15%	41%	30%		
Grade 6	65%	62%	28%		
Overall District					

Math					
Indicator: % Met Fall-to-Fall MAP Math Projected Growth	Fall 2017 to Fall 2018	Fall 2018 to Fall 2019	Fall 2019 to Fall 2020	2020-2021	2021-2022
Kindergarten					
Grade 1			37%		
Grade 2		49%	31%		
Grade 3	38%	48%	26%		
Grade 4	52%	78%	11%		
Grade 5	18%	43%	35%		
Grade 6	69%	56%	19%		
Overall District	44%	55%	27%		

Behavior								
Indicator: Number of Out of School Suspensions	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 1		**1**						
Grade 2		**4**						
Grade 3		**8**	**1**					
Grade 4			**4**					
Grade 5		**2**						
Grade 6		**9**						
Overall District		**24**	**5**					

Attendance								
Indicator: Positive Attendance	**2017-2018**	**2018-2019**						
Kindergarten	**96.40%**	**94.60%**						
Grade 1	**96%**	**96.10%**						
Grade 2	**96.40%**	**95.90%**						
Grade 3	**97.40%**	**95.60%**						
Grade 4	**95.90%**	**97.40%**						
Grade 5	**9**	**96.10%**						
Grade 6		**96.90%**						
Overall District		**96.10%**						

Elementary District Factual Data Bullets:

Middle Level Focused Priority: Area to be determined after data review and analysis; must align with Continuous Improvement Plan

Indicators:

Reading & Writing (ELA)					
Indicator: % of students that are proficient on the NSCAS ELA assessment.	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Grade 7	33%	64%	N/A		
State Average	47%	49%			
Grade 8	55%	44%	N/A		
State Average	51%	50%			

Reading & Writing (ELA)

Indicator: Average %tile rank of students on the MAP Reading test.	2017-2018				2018-2019				2019-2020				2020-2021				2021-2022			
	F	W	S	S	F	W	S	S	F	W	S	S	F	W	S	S	F	W	S	S
Grade 7	59%				86%				45%	49%			50%							
Grade 8	68%				65%				82%	85%			18%							

Reading & Writing (ELA)

Indicator: Fall-to-Fall Student Median Conditional Growth %tile-MAP Reading	2017-2018				2018-2019				2019-2020				2020-2021				2021-2022			
	F	W	S	S	F	W	S	S	F	W	S	S	F	W	S	S	F	W	S	S
Grade 7	53%				37%				44%											
Grade 8	42%				50%				24%											

Reading & Writing (ELA)																				
Indicator: % Met Fall-to-Fall MAP Reading Projected Growth	**2017-2018**				**2018-2019**				**2019-2020**				**2020-2021**				**2021-2022**			
	F	W	S	S	F	W	S	S	F	W	S	S	F	W	S	S	F	W	S	S
Grade 7	57%				45%				42%											
Grade 8	49%				52%				32%											

Math								
Indicator: % of students that are proficient on the NSCAS Math assessment.	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 7	38%	36%	N/A					
State Average	49%	49%						
Grade 8	41%	31%	N/A					
State Average	50%	47%						

Math																				
Indicator: Average %tile rank of students on the MAP Math test.	**2017-2018**				**2018-2019**				**2019-2020**				**2020-2021**				**2021-2022**			
	F	W	S	S	F	W	S	S	F	W	S	S	F	W	S	S	F	W	S	S
Grade 7	55%				57%		58%		43%	39%			45%							
Grade 8	77%				52%		N/A		61%	59%			28%							

Math								
Indicator: % Met Fall-to-Fall MAP Math Projected Growth	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 7	53%	58%	49%					
Grade 8	42%	42%	18%					

Science								
Indicator: % of students that are proficient on the NSCAS Science assessment.	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 8	64%	64%	N/A					
State Average	67%	66%	N/A					

Behavior								
Indicator: Number of Out of School Suspensions	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 7			1					
Grade 8		1						
Overall District		1	1					

District Middle School Factual Data Bullets:

High School Focused Priority: Area to be determined after data review and analysis; must align with Continuous Improvement Plan **and consider** Graduation & Post-Secondary Preparedness

Indicators:

Graduation Rate								
Four-Year Graduation Rate	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
4 Year Cohort								
4 Year State Average	89%	96%						
Junior ACT								
Junior ACT	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Junior ACT English - % 18+								
State Average	50%							
Junior ACT Math – % 18/22+	56%	83%						
State Average	50%/31%	52%						
Junior ACT Reading - % 22+								
State Average	35%							
Junior ELA - % 18	68%	61%						
State Average	50%	51%						
Junior ACT Science – % 19/23+	72%	72%						
State Average	54%/29%	53%						
Junior ACT Composite	18.9	20.1						

State Average	20.1	20.0						

ACT Graduate Profile								
ACT Graduate Profile	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Senior ACT English - % 18+	56%	60%						
State Average	56%	55%						
Senior ACT Math - % 22+	11%	36%						
State Average	35%	34%						
Senior ACT Reading - % - 22+	30%	48%						
State Average	40%	40%						
Senior ACT Science - % 23+	15%	36%						
State Average	33%	33%						
Senior ACT Composite	18.9	20.1						
State Average	20.1	20.0						

Other Indicators								
Additional Indicators of Post-Secondary Preparedness	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
(% of Seniors) Six or More College Credits	N/A	20%	42%	44%				
(% Students) Successful Completion of Four-Years of Math (Including ALG II)	38%	44%	46%	48%				
(# Students) School to Work Experience	N/A	9	11	17				
(#) Industry-Based Certifications Earned (e.g., CNA; CMA; OSHA 10)	N/A	N/A	6	4				
(%) Involvement in One or More Organized Extra/Co-Curricular Activities								
Behavior								
Indicator: Number of Out of School Suspensions	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 9		3	1					
Grade 10		4	3					
Grade 11		2						
Grade 12								
Overall District		9	4					

District High School Factual Data Bullets:

Focused Priority: Accreditation

Nebraska Department of Education Rule 10 requires that school districts have an external team visit once within every five-year period of time. One objective of the profile is that the district and each building will be prepared for a visit as a result of the proposed model. Rule 10 (and the AdvancED and Frameworks accreditation process) require that schools regularly collect and analyze a variety of data sources, set improvement goals, develop and implement improvement plans and evaluate progress towards goals. Documentation that comes through this MTSS process will satisfy those requirements at both the building and district level. When this process is implemented effectively, an accreditation event will be a seamless experience because evidence of work will be well organized, consistent, and focused.

Foundational Practice: Continuous Improvement Process

Continuous Improvement Characteristics	Initiating	Developing	Deepening	Sustaining
School Purpose & Direction	The school has a purpose and direction (or mission & vision) that was developed with limited stakeholder involvement and is	The school has a purpose and direction (or mission & vision) that was developed with some stakeholder involvement and is	The school has a purpose and direction (or mission & vision) that was developed with broad stakeholder involvement. It can be articulated by administration	The school has a purpose and direction (or mission & vision) that was developed with broad stakeholder involvement and is known by most internal and external stakeholders. It

	not known by internal and external stakeholders. The purpose and direction have very little influence on the culture of the school.	known by limited internal and external stakeholders. The purpose and direction have some influence on the culture of the school.	and some key staff members (e.g., CIP team) not only in words, but in stories and artifacts that provide evidence that it is living. School administration and key staff members (e.g., CIP team) regularly reflect on their purpose and direction and its influence on the culture of the school.	can be articulated by the staff not only in words, but in stories and artifacts that provide evidence that it is living. The school staff regularly reflect on their purpose and direction and its influence on the school culture.
Data Profile	Little to no evidence of the use of data to inform continuous improvement.	Data are collected and displayed within a school data profile. Improvements and growth areas within data can be discussed by school administration and key staff.	Data are collected and displayed within a school data profile and there is a collaborative process in place for examining growth and improvement of data over time with staff. Data are analyzed at the sub-group level across multiple data sources to understand themes in school performance. Staff understand the strengths and growth opportunities within the data and can associate improvement actions with the outcomes.	Data are collected and displayed within a school data profile and there is a collaborative process in place for examining growth and improvement of data over time. Data are analyzed at the sub-group level across multiple data sources to understand themes in school performance. Staff understand the strengths and growth opportunities within the data and can associate improvement actions with the outcomes. Data checkpoints have been identified and are monitored regularly and over time as indicators to inform progress towards school goals.
Problem Solving Process	The school does not use the steps in their problem-solving process to evaluate student learning outcomes or other data.	The school uses the Problem-solving Process specifically the identification and analysis steps, but other steps receive superficial (or surface level) attention. The school has set improvement goals that are aligned with improving student outcomes.	The school uses the PS Process to evaluate its present reality. Special attention is paid to the action and evaluation phases of the process in order to gain a deep understanding of the current strengths and opportunities to improve. Action steps selected within the CIP plan are aligned with goals.	The school uses the PS Process to evaluate its present reality. Special attention is paid to all phases of the process in order to gain a deep understanding of the current strengths and opportunities to improve. Action steps selected within the improvement plan are aligned with goals. The CIP or MTSS team has intentionally identified data checkpoints to monitor goals and reflects regularly on the effectiveness of the plan.
Common Improvement Goals	The school has not explicitly established goals to improve student learning.	The school has goals to guide the continuous improvement process. Goals provide a broad categorical focus (e.g., reading)	The school has measurable performance goals related to student learning.	The school has measurable performance goals related to student learning. Goals are rigorous and compel the school to reach beyond its

		for continuous improvement efforts, but may lack the necessary precision, clarity or rigor to compel the ambitious pursuit of improvement. Goal attainment is celebrated but may not yet actively live in the culture of the school.	Goals are rigorous and compel the school to reach beyond its present level of performance. The celebration of the achievement of goals is part of the schools culture. School goals are known and understood by all staff. Individual and team goals are congruent with school goals.	present level of performance. School goals are known and understood by all staff. Individual and team goals are congruent with school goals. Teachers/teams work interdependently to achieve common goals for which members feel mutually accountable. The celebration of the achievement of goals is a regular part of the school culture.
Improvement Action Plans	The school does not have a formal continuous improvement plan. Goals and action steps may exist, but they have not been formally documented.	The school has a formally documented continuous improvement plan. The plan includes, goals, action steps and assigned responsible staff, and timelines for implementation. Any data checkpoints that exist within the plan are superficial or lack clarity to ensure consistent implementation or use. The plan is not specific enough to drive continuous improvement efforts in the building (e.g., professional development priorities, collaborative team focus, etc.).	The school has a formally documented continuous improvement plan. The plan includes scaffolded action steps, assigned responsible staff, clear (and realistic) timelines for implementation. The plan influences professional development activities and the focus of collaborative teams. Data checkpoints to monitor implementation may be present but are insufficient to truly understand the progress towards the goal area and already completed (or in progress) action steps. The plan is updated at least annually by the CIP team.	The school has a formally documented continuous improvement plan. The plan includes well-researched, scaffolded action steps, assigned responsible staff, clear (and realistic) timelines for implementation and data checkpoints to monitor implementation for all school improvement goal areas. The plan is continuously updated by the CIP/MTSS team as a living document. The plan drives professional development, collaborative team focus, communication and allocation of resources within the building.
Productive Improvement Environment	The school has not developed a collaborative and ongoing process for improvement that aligns the functions of the school with expectations for student learning. The school cannot demonstrate progress in improving student performance and school effectiveness. New improvement efforts are not informed by the results of earlier efforts through reflection	The school is developing a collaborative and ongoing process for improvement that aligns the functions of the school with expectations for student learning. Improvement efforts are being developed, but the school cannot yet demonstrate progress in improving student performance and school effectiveness. New improvement efforts are somewhat informed by the	The school implements a collaborative and ongoing process for improvement that aligns most functions of the school with expectations for student learning. Improvement efforts are sustained, and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and	The school fully implements a collaborative and ongoing process for improvement that aligns all functions of the school with expectations for student learning. Improvement efforts are systemic, sustained, fully embedded, and the school demonstrates significant progress in improving student performance and school effectiveness. There is a positive sense of urgency at the school to improve student learning. New improvement efforts are clearly informed by the documented results of

	and assessment of the improvement process.	results of earlier efforts through reflection and assessment of the improvement process.	assessment of the improvement process.	earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement.

Foundational Practice: Instructional Model

Instructional Model Characteristics	Initiating	Developing	Deepening	Sustaining
Clear Vision to Support the Instructional Model	Actions may be taken to support the growth and sustainability of the instructional model, but there is not yet a clear vision guiding the school.	The school is in the early stages of a vision to support the growth and sustainability of the instructional model, but it is not yet sophisticated enough to support the diverse needs of all staff.	The school is acting on its vision to support the growth and sustainability of the instructional model. It strategically leverages formal professional development time, PLCs, and other staff meeting time to advance quality instruction in the school. The plan is differentiated to meet the needs of new and existing staff members.	The school is acting on its vision to support the growth and sustainability of the instructional model. It strategically leverages formal professional development time, PLCs, and other staff meeting time to advance quality instruction in the school. It is differentiated to meet the diverse growth needs of all staff. The plan is regularly reflected and improved upon by school leadership as part of the continuous improvement process.
Instructional Practices are Known	Knowledge of the instructional model is at a surface level by many staff members.	Teachers and school leaders can describe the features of the Instructional Model. School staff can speak to how they use the model intentionally to inform instructional planning.	Teachers and school leaders can describe the features of the Instructional Model in detail. There is an understanding that some elements are best applied in some types of lessons more so than others and this understanding informs the planning of instruction.	Teachers and school leaders can describe the features of the Instructional Model in detail. There is an understanding that some elements are best applied in some types of lessons more so than others and this understanding informs the planning of instruction. Staff share ideas about instructional practices and strategies using instructional model language. There is evidence that a common language of instruction is part of the culture of the school.

Use of Trainer of Trainer Teachers (ToTs)	Building level ToTs may be used occasionally, but are not yet a strategic part of the continuous improvement or professional development plan.	Building level ToTs are incorporated as a resource into the overall professional development plan of the school. They routinely present to staff on strategies associated with the elements of the instructional model during staff development or other meeting times.	ToTs are utilized strategically to support the instructional improvement goals of the school. Individual teacher, grade level or department support they provide is targeted (e.g., new staff) or aligned with explicitly stated goals (e.g., IDEAL goals, dept, grade level or school goals).	ToTs are utilized strategically to support the instructional improvement goals of the school. Individual teacher, grade level or department support they provide is targeted (e.g., new staff) or aligned with explicitly stated goals (e.g., IDEAL goals, dept, grade level or school goals). ToTs identify and develop other instructional leaders within the school by highlighting positive examples of teacher growth or effective strategy use. (e.g., coordination of staff led PD sessions on strategies or instructional model elements).
Support for Teacher Reflective Practice	Staff set required goals associated with evaluation procedures to improve their instructional capacity.	Staff formally self-reflect at least once annually to identify areas of strength and growth within the instructional model. Staff use this reflection to inform the setting of meaningful goals that guide instructional improvement over the course of the year.	Staff formally self-reflect at the beginning and end of each year to identify areas of strength and growth within the instructional model. Staff use this reflection to set meaningful goals to improve instructionally. A school leader (admin, coach, dept. leader) meets with staff members to discuss goals at the beginning and end of each year. Time is dedicated during staff meetings to discuss effective instructional practices. Instructional rounds may occur but have not yet been formalized (e.g., unguided or without training).	Staff self-reflection is systematized and occurs regularly throughout the school year. Staff use reflection to set meaningful goals to improve instructionally. A school leader (admin, coach, dept. leader) meets with staff members to discuss goals at the beginning, during and at the end of each year to support staff growth. Time is dedicated during staff meetings to discuss effective instructional practices. Instructional rounds are guided by a specific protocol that ensures meaningful reflection and promotes instructional growth within the model.
Instructional Practices are Monitored	Monitoring of instructional practices occurs, but it is not yet formal or systematized.	The school relies predominantly on teacher self-reflection to monitor their own growth instructionally. Classroom observation feedback on the instructional model may occur, but it is inconsistent or is not aggregated in a systematic way to understand the depth of	School leaders (admin or coach) are intentional about monitoring classroom instruction and providing feedback using instructional model language through required classroom observations. School leadership (Admin & CIP team) discuss perceptions of the depth of implementation of the	School leaders (admin or coach) frequently visit classrooms and provide feedback to teachers using instructional model language. Monitoring is general to the instructional model and specific to individual teacher goals. Progress is assessed regularly using information such as aggregated teacher self-reflection (e.g., scales

	implementation of the model across the school.	instructional model and use this information to inform continuous improvement efforts.	self-assessment) and formal classroom observation data/evidence. School leadership can connect aspects of the continuous improvement plan to findings from monitoring activities.

Foundational Practice: Behavior Support System (Enter TFI, if available)

Behavior Response Systems Characteristics	Initiating	Developing	Deepening	Sustaining
Tier I – Universal				
Teaching Behavior Expectations	Behavioral expectations have not been identified, are not all positive, or are more than 5 in number	Five or fewer behavioral expectations are directly taught that are positive, posted, and identified for specific settings	Five or fewer behavioral expectations are directly taught that are positive, posted, and identified for specific settings and 100% of staff and students can list and describe them	Evidence exists that these expectations are a part of the culture of the building with students and staff
Effective Classroom Management	Classrooms are not implementing school-wide expectations, routines, acknowledgements, and in-class continuum of consequences and no formal system exists.	Classrooms are inconsistently implementing school-wide expectations, routines, acknowledgements, and in-class continuum of consequences and/or no formal systems exist.	School-wide expectations, routines, acknowledgements, and in-class continuum of consequences are implemented within classrooms and consistent with school-wide systems.	Evidence exists that school-wide expectations, routines, acknowledgements, and in-class continuum of consequences are embedded in the culture of the building.
Positive Reinforcement	No formal system for positive reinforcement is in place.	A formal system is in place for specific positive feedback but it is used inconsistently by staff.	A formal system is in place for specific positive feedback linked to school-wide expectations and used across settings and in classrooms by most staff.	A formal system is in place for specific positive feedback linked to school-wide expectations and used across settings and in classrooms by all staff.
Social and Emotional Learning	No formal system for teaching social and emotional skills is in place.	A formal system is in place for teaching social and emotional skills, but it is used inconsistently by staff.	A formal system is in place for teaching social and emotional skills and is used across settings and in classrooms by most staff.	A formal system is in place for teaching social and emotional skills and is used across settings and in classrooms by all staff.
Firm, Fair and Corrective Discipline	Only reactive and punitive consequences are in place.	Documents are developed that emphasize proactive approaches to discipline.	School policies and procedures describe and emphasize proactive,	School policies and procedures describe and emphasize proactive, instructive and

			instructive and restorative approaches to student behavior.	restorative approaches to student behavior that are implemented consistently.
Tier II & III – Targeted				
Decision Making Rules	No common decision-making rules are in place.	Decision making rules are in place but used inconsistently.	Building wide, common decision-making rules are in place and applied consistently.	Building wide, common decision-making rules are in place, updated and reviewed annually with staff and applied consistently.
Multiple Interventions (e.g., Small Group, Check In/Check Out, Check & Connect etc.)	No Tier II/Tier III interventions are in place.	The building team has limited interventions in place for Tier II/Tier III intervention.	The building team has multiple ongoing behavior support interventions in place.	The building team has multiple ongoing behavior support interventions in place with documented evidence of effectiveness matched with student need.
Professional Development	Staff do not receive any professional development in Tier II or Tier III assistance and intervention.	A process is in place that is used inconsistently to teach staff in requesting assistance, implementing an intervention and progress monitoring Tier II and Tier III interventions.	A written process is in place that is used to teach all staff in requesting assistance, implementing an intervention and progress monitoring Tier II and Tier III interventions.	A written process is in place that is used to teach and coach all staff in requesting assistance, implementing an intervention, delivering feedback and progress monitoring Tier II and Tier III interventions.
Individual Behavior Intervention Plans (BIPs)	BIP data and function of behavior is reviewed inconsistently or not at all.	BIP data and function of behavior is reviewed but follow up with plans doesn't occur.	Outcome data and function of behavior is reviewed regularly and used by building team to improve the fidelity of BIP implementation.	Outcome data and function of behavior is reviewed regularly and used by building team to improve the fidelity of BIP implementation, impact on quality of life, behavior and academic outcomes.

Foundational Practice: System Implementation

MTSS System Characteristics	Initiating	Developing	Deepening	Sustaining
MTSS School Leadership Team	There is no building team with responsibility for leading MTSS implementation.	There is a school team responsible for leading MTSS implementation, but it is lacking key members.	There is a school team responsible for leading MTSS implementation and it includes the following members who: ● Have authority to make decisions related to the master	All of previous section -AND- Decisions and actions by the team are made based on data

			schedule, professional development and special education services. ● Are authorized to allocate resources (e.g., time, funds, personnel, etc.). ● Represent general and special education.	and proactively support MTSS essential components. Support for MTSS is high.
Staff Engagement in MTSS	Staff are not provided opportunities to gain understanding of the need for MTSS or to provide input on how to implement MTSS.	Staff are provided opportunities to gain understanding of the need for MTSS.	All of section 2 -AND- Staff has opportunities to gain understanding of its relevance to their roles and responsibilities.	All of section 3 -AND- Staff has opportunities to provide input on how to implement MTSS.
MTSS Procedures and Process of Communicating Implementation issues	Staff are not provided with information about MTSS procedures or with a process for sharing issues/concerns or implementation barriers with the team for problem solving.	Staff receive inconsistent communication about MTSS procedures and decisions and a process for communicating implementation issues.	Staff receive consistent communication about MTSS procedures and decisions and a process for communicating implementation issues.	MTSS teams acts on input and feedback from staff regarding implementation issues.
Evidence-Based Programs and Practices	Programs and practices do not have evidence support indicating a high-likelihood they will work if implemented with fidelity.	Programs and practices are evidence-based -BUT- not all are being implemented with a high degree of fidelity by teachers or other interventionists.	Programs and practices are evidence-based -AND- all are being implemented with a high degree of fidelity by teachers or other interventionists.	All of the previous section -AND- Selected in alignment with student needs.
Effective School Schedules	School schedules are not aligned to support multiple layers of intervention and high-quality instruction based on student need; inadequate time is available for interventions; schedules are	School schedules are partially or inconsistently aligned to support multiple levels of intervention and high-quality instruction based on student need; some additional time is built in for interventions; schedules are somewhat flexible and can	School schedules are aligned to support multiple levels of intervention and high-quality instruction based on student need; adequate additional time is built in for interventions; schedules are flexible and can support changes to student groupings as needed.	All of previous section -AND- The school schedules are being consistently implemented and revisited/revised based on data.

	inflexible and cannot support changes to student groupings.	support some changes to student groupings.		
Progress Monitoring	Progress monitoring does not occur and student progress is not evaluated.	Plans for monitoring progress toward expected student outcomes are developed.	All of previous section -AND- In most cases data are collected to monitor student progress and intervention fidelity.	All of previous section -AND- Changes are made to instruction/intervention based on student progress.
Universal Screening Process	Universal screening does not occur.	There is a plan for universal screening to occur systemically, 3 times per year.	All of previous section -And- Data are gathered for the purpose of guiding instruction.	All of previous section -And- Screening leads to further diagnosis and decision rules.
Fidelity Data Collection and Use	There is no plan for monitoring implementation/fidelity of instruction.	There is a plan for monitoring implementation/fidelity of instruction, but there is no evidence that implementation/fidelity data are collected.	There is a plan for monitoring implementation/fidelity of instruction, and implementation/fidelity data are collected systematically.	There is a plan for monitoring implementation/fidelity data are collected systematically, and fidelity data are used for decision-making.
Core Academic Practices	Core academic practices are not developed and/or clearly defined.	Core academic practices incorporate 2 of the following 5: ● Clearly defined learning standards – linked to State Standards. ● School-wide expectations for instruction and engagement. ● Link to behavior and social-emotional content/instruction. ● Assessments/data sources ● Differentiated instruction.	Core academic practices incorporate 3 of the following 5: ● Clearly defined learning standards – linked to State Standards. ● School-wide expectations for instruction and engagement. ● Link to behavior and social-emotional content/instruction. ● Assessments/data sources ● Differentiated instruction.	Core academic practices incorporate all of the following: ● Clearly defined learning standards – linked to State Standards. ● School-wide expectations for instruction and engagement. ● Link to behavior and social-emotional content/instruction. ● Assessments/data sources ● Differentiated instruction.
Core Behavior and Social and Emotional Practices	Core behavior and social and emotional practices are not yet developed or clearly defined.	Core behavior and social and emotional practices incorporate 1 of the following: ● Clearly defined school-wide expectations. ● Classroom management practices.	Core behavior and social and emotional practices incorporate 2 or 3 of the following: ● Clearly defined school-wide expectations. ● Classroom management practices.	Core behavior and social and emotional practices incorporate all of the following: ● Clearly defined school-wide expectations. ● Link to Core academic content/instruction.

		• Link to Core academic content-instruction. • Accessing school-wide behavior and social and emotional data sources.	• Link to Core academic content/instruction. • Accessing school-wide behavior and social and emotional data sources.	• Accessing school-wide behavior and social and emotional data sources.
Supplemental Academic Intervention Practices	Supplemental academic intervention practices are not developed and/or clearly defined.	Supplemental academic intervention practices incorporate 1 of the following 4: • Common student needs • Link to Core instruction • Link to academic content/instruction • Assessments/data sources link directly to the skills taught	Supplemental academic intervention practices incorporate 2 or 3 of the following 4: • Common student needs • Link to Core instruction • Link to academic content/instruction • Assessments/data sources link directly to the skills taught	Supplemental academic intervention practices incorporate all of the following: • Common student needs • Link to Core instruction • Link to academic content/instruction • Assessments/data sources link directly to the skills taught
Supplemental Behavior and Social and Emotional Intervention Practices	Supplemental behavior and social and emotional intervention practices are not developed and/or clearly defined.	Supplemental behavior and social and emotional intervention practices incorporate 1 of the following 4: • Common student needs • Link to Core Instruction • Link to academic content/instruction • Assessments/data sources link directly to the skills taught	Supplemental behavior and social and emotional intervention practices incorporate 2 or 3 of the following 4: • Common student needs • Link to Core instruction • Link to academic content/instruction • Assessments/data sources link directly to the skills taught	Supplemental behavior and social and emotional intervention practices incorporate all of the following: • Common student needs • Link to Core instruction • Link to academic content/instruction • Assessments/data sources link directly to the skills taught
Systematic Problem-Solving Process for Intensified Intervention Supports	Intensified intervention support teams do not follow a systematic problem-solving process.	Intensified intervention support teams follow some steps of a systematic problem-solving process to develop intervention intensification plan for students: • Operationally defining the problem • Analyzing multiple sources of data (e.g., curricular, instructional, environmental, and learning variables; interviews, observations, record reviews, permanent products, additional assessments) to determine	Intensified intervention support teams follow all steps of a systematic problem-solving process to develop intervention intensification plan for students: • Operationally defining the problem • Analyzing multiple sources of data (e.g., curricular, instructional, environmental, and learning variables; interviews, observations, record reviews, permanent products, additional assessments) to determine why the problem may be occurring.	All of section 3 -AND- Intensified intervention support teams continues to recycle through the problem-solving process until they find interventions that are intensive enough to be effective for students.

		why the problem may be occurring. ● Developing intervention intensification plan (including fidelity checks) for the student based on the problem analysis. ● Developing a plan for evaluating the effectiveness of the intensification plan.	● Developing intervention intensification plan (including fidelity checks) for the student based on the problem analysis. ● Developing a plan for evaluating the effectiveness of the intensification plan.	
Intervention Intensification Plan Content	Intensification plans are not individualized based on each student's need (i.e., intensification plans appear to be applied to all students receiving intensified intervention supports.	Intensification plans are individualized based on each student's need -BUT- do not include programs/practices/strategies that are based on research.	Intensification plans are individualized based on each student's need -BUT- include changes that are based on research that have a high likelihood of being effective. For example: ● Altering the instructional environment ● Increasing explicitness ● Increasing preciseness of interventionist ● Increasing intervention duration and/or frequency ● Increased time or frequency of intervention ● Narrowing the skill focus	Plans get increasingly more intensive and precise when Intensified Intervention support teams continue to recycle through the problem solving process to find interventions with intensification that are effective for students.
Integrated Data-Based Problem-Solving	Data on academic, behavior and social and emotional outcomes may be collected, but data-based problem-solving does not occur across: ● Academic, behavior and social and emotional ● Content areas ● Any grade levels ● Anywhere on the intervention support continuum	Data-based problem solving occurs across 1 of the following 4: ● At least 2 content areas (e.g., reading, behavior, social and emotional) ● At least 50% of grade levels ● Some areas of the intervention support continuum ● Only academic outcomes or only behavior and social and emotional outcomes	Data-based problem-solving occurs across 2 of the following 3: ● At least 3 content areas ● At least 75% of grade levels ● A majority of the intervention support continuum	Data-based problem-solving occurs across all of the following: ● Across all content areas ● All grade levels ● The entire intervention support continuum

Data-Based Evaluation of Effectiveness of Instruction	MTSS Leadership Team does not use student data or implementation/fidelity data to evaluate the effectiveness of instruction.	MTSS Leadership Team uses student data or implementation/fidelity data but not both to evaluate the effectiveness of instruction.	MTSS Leadership Team uses both students data and implementation/fidelity data to evaluate effectiveness of instruction.	All of number 3 -AND- Makes decisions regarding sustaining current implementation plan or planning for strengthening instruction based on evaluation data.
Decision Rules for Identifying Students for Intervention Support	There are no written decision rules for identifying students for intervention.	There are written decision rules for identifying students for intervention that include: ● Measure that will be used ● Criteria needed to be identified in need of intervention (cut scores for each measure) ● Intervention student will receive ● Frequency in which progress monitoring will occur ● Date by which intervention will begin	All of section 2 -AND- Decisions are applied consistently (e.g., all students identified as needing intervention support receive it, students not identified as needing intervention are not receiving it, and interventions begin by date outlined in the decision rule) after each Universal Screening benchmark period.	All of number 3 -AND- Makes decisions regarding sustaining current implementation plan or planning for strengthening instruction based on evaluation data.
Evaluating Response to Instruction for Individual Students	There are no written intervention response rules used for determining adequate progress and decision-making regarding support for students receiving intervention.	Written response rules for determining adequate progress and guiding decision-making regarding intervention support for individual students exist, but they are missing some of the following: ● Types of data needed for decision-making ● Amount of progress monitoring data needed for accurate decision-making ● Steps to follow when applying criteria needed to discontinue intervention, continue intervention, or intensify intervention	Response rules include all of the following information: ● Types of data needed for decision-making ● Amount of progress monitoring data needed for accurate decision-making ● Steps to follow when applying criteria needed to discontinue intervention, continue intervention, or intensify intervention. ● Use of graphed progress data ● Fidelity data	All of section 3 -AND- The team uses the response rules to determine effectiveness of intervention supports and next steps (i.e., when interventions for students need to be: continued, discontinued, faded, or intensified)

		● Use of graphed progress data ● Fidelity data		

Foundational Practice: District Improvement Action Planning

Before going further, answer the question: Is CORE instruction meeting the needs of 80-85% of students without interventions?

Consider goal/priority in content areas of Reading, Math, or Behavior:

Example Goal: Improve student performance in Reading Comprehension, through a multi-tiered system of support, grades 3-8, from 50% meeting growth expectations to 60% meeting growth expectations as measured by MAP, by spring of 2022.

Action Steps Related to NeMTSS Essential Elements
Examples:
- Complete alignment study of ELA instructional materials to Ne State Standards; develop plan to address gaps
- Provide real-time data for teachers to use in bi-weekly, grade level problem solving meetings
- Use documented selection process to choose an evidence-based intervention for students identified as having characteristics of dyslexia or one word decoding issues
- Evaluate access to CORE instruction for students with disabilities
- Provide specific training to teachers on CORE delivery with emphasis on student engagement
- Assure fidelity of ELA Instruction at the core and intervention levels, beginning with appropriate time alloted in daily schedules
- Establish decision-making rules for the addition and intensification of intervention for individual students
- Provide timely updates to parents regarding student progress and meaningful home-school collaboration
- Increase the percentage of time students with disabilities spend in a general education setting accessing core instruction

Example: Improve student behavior school-wide, through a multi- tiered system of support, grades K-12, from 60% to 80% total implementation as measured through fidelity instruments, e.g., Self -Assessment Survey, Tiered Fidelity Inventory, SWIS or other behavioral data systems, by spring of 2020.

Action Steps Related to NeMTSS Essential Elements
Examples:
- Provide real-time data for teachers to use in monthly at grade level problem solving meetings
- Use documented selection process to choose an evidence-based multi-tiered preventative intervention process (i.e. PBIS) for schoolwide behavior improvement.
- Provide specific training to building level teams and staff on core features of a behavior improvement process, with emphasis on teaching and reinforcing expectations, following a consistent plan for responding to behavior and active supervision.
- Assure fidelity of behavior implementation process by providing time for staff development (at a minimum monthly).
- Establish referral and data-based decision-making rules for advancement of student to tier 2 or 3 problem solving team as needed.
- Provide information about school-wide positive behavioral improvement process to parents and community regarding student progress and meaningful home-school collaboration

IDENTIFY	Goal/Priority Outcome:

	Strengths and Growth Areas in Priority Outcomes/Indicators (Including Student-Groups), Essential Core Practices	
	Strengths	**Growth Areas**
	•	•
	•	•

ANALYZE	Why do we believe we are seeing these results and how might we improve them?
When? What? Why?	•
	•

Implement, Act and Reflect (How will staff be supported with implementation, what are the criteria for successful implementation?)

Action Step:	

Activity	Staff Responsible	Timeline	Evaluation/ Reflection **Formative Check** (What worked/didn't? Interim Data Points?)	Result (Goal) Outcome End Quarter 4
			End Quarter 1:	
			End Quarter 2:	
			End Quarter 3:	

Action Step:	

Activity	Staff Responsible	Timeline	Evaluation/ Reflection **Formative Check** (What worked/didn't? Interim Data Points?)	Result (Goal) Outcome End Quarter 4
			End Quarter 1:	
			End Quarter 2:	
			End Quarter 3:	

Action Step:	

Activity	Staff Responsible	Timeline	Evaluation/ Reflection **Formative Check** (What worked/didn't? Interim Data Points?)	Result (Goal) Outcome End Quarter 4
			End Quarter 1:	
			End Quarter 2:	
			End Quarter 3:	

Action Step:	

Activity	Staff Responsible	Timeline	Evaluation/ Reflection **Formative Check** (What worked/didn't? Interim Data Points?)	Result (Goal) Outcome End Quarter 4
			End Quarter 1:	
			End Quarter 2:	

			End Quarter 3:	

Foundational Practice: Professional Learning Plan for Action Steps

Professional learning is a comprehensive, sustained, and intensive approach to improve teachers' and principals' effectiveness in raising student achievement. The length and focus of professional learning opportunities directly impact teaching quality and student outcomes. Professional learning should be intentionally linked to implementation of evidence-based practices. What professional development support is necessary for high-fidelity adoption, implementation, and sustainability of curriculum and interventions included within this plan?

Intended Participants	Training Topics and NeMTSS Essential Element	Training Dates
Teachers		
Administrators		
Interventionists (Paraeducators, Title I, and SPED)		
Coaches		
Individual student problem solving team members		
Building and district MTSS team members		

Assessment team		

Plan for NeMTSS Follow-up:

- **Set up regular District internal review meetings as indicated in your District Improvement Action Planning**
- **Align your Frameworks - utilizing this plan to meet your continuous improvement planning needs**
- **Invite an ESU, NDE or UNL consultant to your district**
- **Schedule a Zoom meeting with a consultant**
- **Share products in the ESU/MTSS folder**
- **Schedule a visit to another district**
- **Schedule Refocus and Revision Meeting with NeMTSS (1 year later)**

Contents of this template are adapted from:

Nebraska Department of Education, NeMTSS Framework Document, 2019

Nebraska Department of Education, NeMTSS Implementation Support Team, Grant Project #19-96-0011-4415-P-62 (USDE grant #H027A027170079)

Papillion La Vista Community Schools, Teaching and Learning Team, 2019

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