

Board of Education Regular Meeting
Wednesday, September 12, 2018 6:30 PM
East Butler School
212 South Madison Street
Brainard, NE 68626-0036

1. Call Meeting To Order
2. Roll Call
3. Flag Salute
4. Approve Agenda
5. Patron's Comments
6. Informational Items
 - 6.1. Student Presentation
 - 6.2. Recognition of New Teachers
 - 6.3. Strategic Plan
7. Consent Agenda
 - 7.1. Approval of Minutes
 - 7.2. Treasurer's Report
8. Regular Agenda
 - 8.1. 2018-2019 Budget
9. Administrative Comments
10. Items for next Meeting
11. Adjournment

EAST-BUTLER PUBLIC SCHOOLS

2018-2023 DISTRICT STRATEGIC PLAN

Sam Stecher, Superintendent of Schools

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Guiding Principle IV: District Resources Page 40

East Butler Schools

Sam Stecher, Superintendent

Board of Education

Megan Kozisek, President

Marlene Wade, Vice President

Dan Zysset, Secretary

Jan Bostelman

Mark Janak

Kim TePoel

Introduction

This strategic plan is a recognition by the East Butler Schools Board of Education that its mission requires not only the commitment and contributions of the teachers, administrators, and staff of East Butler, but also the commitment and contributions of our district's internal and external stakeholders: parents, students, community leaders, and all the citizens of our community. We all have a stake in the success of EAST BUTLER and we should all have the opportunity to help shape the idea of what success looks like for our district. Therefore, it was central to this entire strategic planning process that we engage all stakeholder groups.

We would like to thank members of the Strategic Overview Committee for their considerable contributions to the creation of this strategic plan.

East Butler Public Schools
Strategic Overview Committee

[List]

Strategic Process

Working with facilitators from the Nebraska Association of School Boards, we established a Strategic Overview Committee comprised of board members, administrators, teachers, students, parents, and community leaders. The Strategic Overview Committee reexamined our district mission and vision for our future and helped guide the strategic planning process. We conducted meetings with business and community leaders, parents, and students. We met with staff and asked all of these groups to share their thoughts, ideas, and concerns about the district. We listened.

This process allowed us, as a community, to closely examine where we are now as a district. We examined our strengths, but also had frank conversations about what our most pressing needs are today and the challenges we are sure to face in the days ahead. To be clear, while we reaffirmed that we have much to be proud of in our district, we also learned that we have many areas in which we must improve if we are to fulfill our mission.

Because all of us – the East Butler Board, administrators, teachers, and staff – are committed to doing all we can to improve our district, we used those identified areas of need to form the structure of this strategic plan. These are the priorities we have set for our District for the next five years. The effort to address these priorities – by setting goals, defining specific strategies, and completing concrete actions – will inform much of what the District does over the next five years: methodologies employed in individual classrooms, programs enacted in buildings, district-wide initiatives implemented by district administration, and policy set by the EAST BUTLER board will all be influenced by this plan.

East Butler Mission Statement

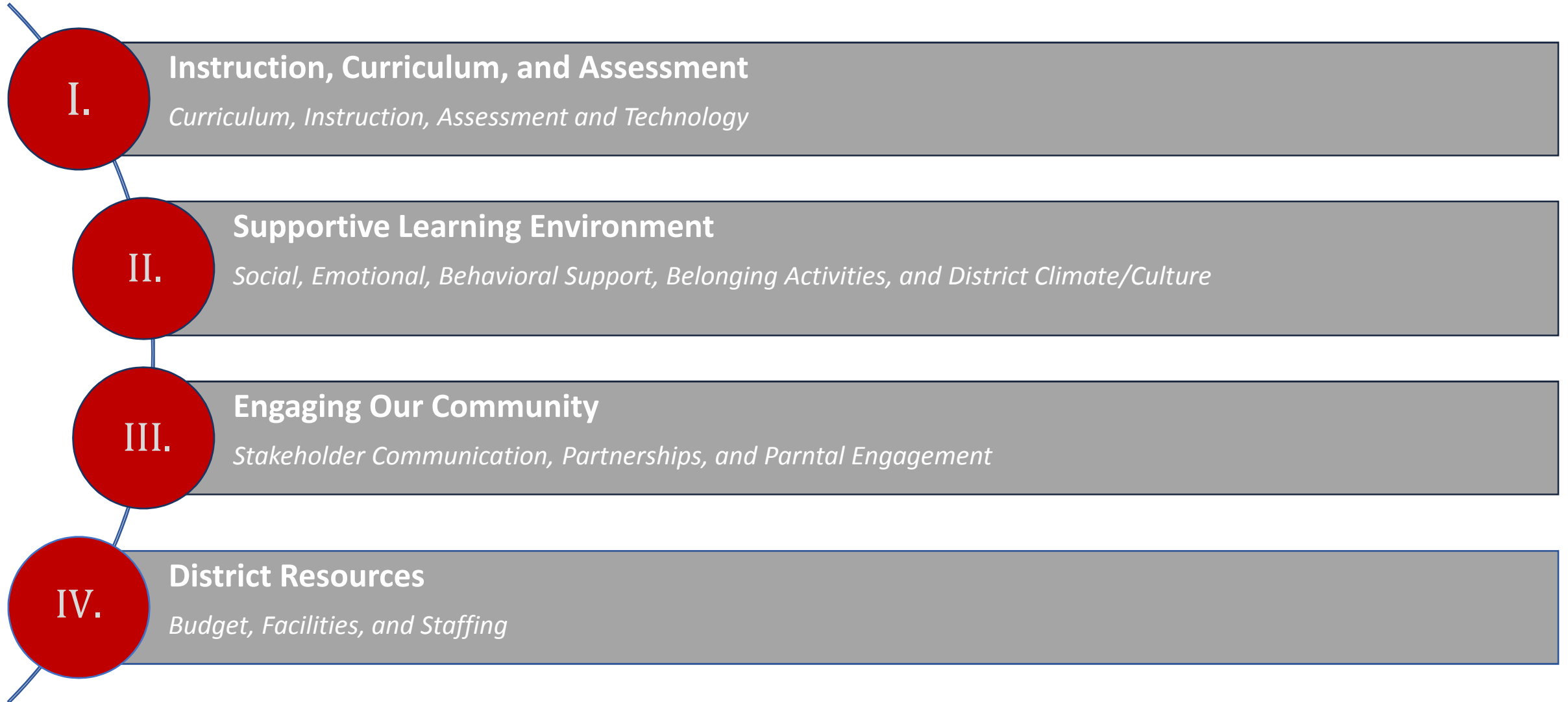
“East Butler Public Schools, in cooperation with the communities we serve, will inspire students to become responsible and innovative citizens in the world.”

East Butler Vision Statements

Elements of an effective vision statement include: inspires, provides a clear picture of what the school district aspires to be, future oriented and describes where the district is going.

- Create a safe and respectful environment for students and staff members.
- Expect and provide for high levels of commitment, collaboration, and communication among students, staff and community members.
- Provide and maintain an effective curriculum that aligns with recognized standards and is systematically monitored.
- Empower students with innovative technology and strategies to succeed in a global society.
- Value diversity in ways that enrich student learning.

Framework



Guiding Principles, Objectives, Strategies, and Performance Indicators

Our process enabled us to identify needs and establish priorities (“Guiding Principles”). To have an impact on student learning, however, a strategic plan must include a plan of action for affecting change. In the following Strategic Plan, each Guiding Principle is further defined in the form of an Objective. Each Objective state, with specificity, a goal that when achieved, will have a direct impact on East Butlers’ ability to meet our mission. For each Objective, Strategies have been created that define the action necessary to meet the objective. Each Strategy is expressed through manageable and measurable action steps (“Performance Indicators”).

Implementation of the Strategic Plan

This strategic plan represents our collective resolve to inspire and empower students. The Guiding Principles, Objectives, and Strategies set forth below are the building blocks of the path we have laid out to achieve success. Meeting the defined priorities depends on more than just designing a path – we must be dedicated, at every level, to the consistent and effective implementation of the specific strategies and measurable action steps (Performance Indicators) and work to integrate the strategic plan into the regular operation of the District.

To ensure the success and implementation of the East Butler Strategic Plan, district leadership will:

- A. Assign staff to manage and oversee Measures and Objectives
- B. Monitor and assess the implementation, making necessary and appropriate adjustments as needed
- C. Commit resources needed to ensure the progress and success of the plan
- D. Align the plan to the Board’s Annual Calendar and Monthly Meeting Agenda to measure progress and success of the plan
- E. Communicate progress of the plan to internal and external stakeholders annually

Guiding Principles

The Guiding Principles highlight the priorities East Butler will build upon to support the mission and vision of the school district.

Objective

The objective states the area of focus and outcome that East Butler will achieve.

Strategy

The strategy provides detail of how the objective will be met

Performance Indicator

The performance indicators identify specific tasks, assignments, or action staff members will follow to realize the stated objective and strategy.

Program/Building Level

The Program/Building Level identifies the point of impact.

Responsible

The assigned responsibility is to ensure progress/success of the Indicator.

Target Date

The Target Date identifies when the indicator is to be assessed for progress and/or a target completion date.

Funding

The Funding identifies an approximate figure for how the program/service will impact district resources.

Evidence of Progress

The Evidence of Progress identifies the action that has been taken to meet the Indicator.

GUIDING PRINCIPLE I:
Instruction, Curriculum, and Assessment
Curriculum, Instruction, Assessment and Technology

East Butler Schools
 Strategic Plan
 2018-2023

Objective: To increase student achievement for overall success through a guaranteed and viable curriculum, effective instruction, and assessments.

Strategy 1: Implement a scheduled curriculum review process to ensure it is rigorous, relevant, viable, using an instructional approach that will enhance engagement and depth of understanding.

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2018-19	Funding/Evidence of Progress 2019-20	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.1(a) Develop and adopt a curriculum review process to provide a systematic schedule to review content and to ensure the curriculum is meeting the needs of students.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
Target Date	Responsible						

SIT Progress Report: (date)

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	1.1(b) Ensure the curriculum is aligned to the district identified essential standards.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
	Target Date	Responsible						

SIT Progress Report: (date)

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East Butler Schools
 Strategic Plan
 2018-2023

Objective: To increase student achievement for overall success through a guaranteed and viable curriculum, effective instruction, and assessments.

Strategy 2: Adopt and implement a district Instructional Framework to support consistency of instruction and a resource to support effective teacher evaluation expectations.

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2018-19	Funding/Evidence of Progress 2019-20	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.2(a) Maintain the consistent implementation and fidelity of the framework with support to engage students and elevate the depth of understanding and successful student academic learning.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
	Target Date	Responsible						

SIT Progress Report: (date)

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	1.2 (b) Provide professional development to equip and prepare staff for success through the integration and implementation of the new Instructional Framework.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
	Target Date	Responsible						

SIT Progress Report: (date)

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	1.2(c) Align the teacher evaluation tool and process to the use and integration of the Instructional Framework by all teachers with effective use of technology.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
	Target Date	Responsible						

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	1.2(d) Evaluate the effectiveness of the district Instructional Framework.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
Target Date	Responsible						

SIT Progress Report: (date)

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Objective: To increase student achievement for overall success through a guaranteed and viable curriculum, effective instruction, and assessments.

Strategy 3: Utilize district identified formative and summative assessments to support the analysis of data to measure instruction and student academic learning.

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2018-19	Funding/Evidence of Progress 2019-20	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.3(a) Compile and distribute data to staff in a timely, appropriate, and understandable format to support data analysis.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
	Target Date	Responsible						

SIT Progress Report: (date)

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	1.3(b) Equip staff to understand and process data to support instructional decision-making.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
	Target Date	Responsible						

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	1.3(c) Identify other relevant sources of data to support analysis.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
	Target Date	Responsible						

SIT Progress Report: (date)

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	1.3(d) Evaluate the effectiveness of the data collection and analysis process.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
Target Date	Responsible						

SIT Progress Report: (date)

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Objective: To increase student achievement for overall success through a guaranteed and viable curriculum, effective instruction, and assessments.

Strategy 4: To provide expanded learning opportunities to enrich the learning experience for all students.

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2018-19	Funding/Evidence of Progress 2019-20	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.4(a) Expand learning opportunities for three and four-year old children to provide early interventions and supports.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
	Target Date	Responsible						

SIT Progress Report: (date)

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Strategy 4: To provide expanded learning opportunities to Enrich the learning experience for all students.

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	1.4(b) Consider opportunities for expanding college-credit and dual enrollment coursework to provide alternative curriculum options.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
	Target Date	Responsible						

SIT Progress Report: (date)

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Objective: To increase student achievement for overall success through a guaranteed and viable curriculum, effective instruction, and assessments.

Strategy 5: To enhance technology education and distance learning opportunities to support students' access to alternative curriculum and to support technology integration.

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2018-19	Funding/Evidence of Progress 2019-20	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.5(a) Identify, implement, support, and train staff to utilize applications and resources to enhance the integration of technology into instruction and learning.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
	Target Date	Responsible						

SIT Progress Report: (date)

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PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2018-19	Funding/Evidence of Progress 2019-20	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.5(b) Enable and support growth of applications and/or tools available to enhance technology instruction resources to support learning.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
	Target Date	Responsible						

SIT Progress Report: (date)

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	1.5(c) Engage students at an early age in mandatory keyboarding and basic computer skills coursework to support best practice keyboarding skills and the proper use of technology.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
	Target Date	Responsible						

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	1.5(d) Integrate technology into instruction and curriculum to support learning and the use of technology.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
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SIT Progress Report: (date)

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	1.5(e) Evaluate the success of the Technology Program and Services.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
Target Date	Responsible						

SIT Progress Report: (date)

**GUIDING PRINCIPLE II:
Supportive Learning Environment**

Social, Emotional, Behavioral Support, Belonging Activities, and District Climate/Culture

East Butler Schools
Strategic Plan
2018-2023

Objective: To grow and sustain a supportive learning environment that promotes healthy relationships, and positive connections for all staff and students.

Strategy 1: To ensure students have access to comprehensive social – emotional resource services.

PERFORMANCE INDICATOR	2.1 (a) Sustain Tiger Time for all levels equipping students through a character curriculum and purposeful instruction to support the development of coping skills to address social-emotional behavior challenges.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2018-19	Funding/Evidence of Progress 2019-20	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
			What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
		Target Date		Responsible				

SIT Progress Report: (date)

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Strategy 2: To ensure students have access to comprehensive social – emotional resource services.

PERFORMANCE INDICATOR	2.1(b) Develop student outcome goals and competencies to support the social-emotional needs of students by enhancing their personal skills including decision-making, responsible behavior as a student and community member.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2018-19	Funding/Evidence of Progress 2019-20	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
			What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
		Target Date		Responsible				

SIT Progress Report: (date)

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	2.1(c) Assess current staffing to ensure that the district provides adequate and essential staff to support needed to address the student and staff needs related to social-emotional behavior.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
	Target Date	Responsible						

SIT Progress Report: (date)

**GUIDING PRINCIPLE II:
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*Social, Emotional, Behavioral Support, Belonging Activities, and District
Climate/Culture*

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	2.1(d) Research and identify resources available to provide support services to aid in the social-emotional needs of students.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
	Target Date	Responsible						

SIT Progress Report: (date)

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	2.2(a) Identify and assess the resources needed to provide a Before and After School Program.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
Target Date	Responsible						

SIT Progress Report: (date)

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East Butler Schools
 Strategic Plan
 2018-2023

Objective: To grow and sustain a supportive learning environment that promotes healthy relationships, and positive connections for all staff and students.

Strategy 2: Implement a Before and After School Program to ensure equitable access to safe environment and to support student academic learning.

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2018-19	Funding/Evidence of Progress 2019-20	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	2.2(b) Develop a fee schedule to enable all families the opportunity to access the program and services provided.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
	Target Date	Responsible						

SIT Progress Report: (date)

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	2.2(c) Structure program services to provide productive learning, growth of social skills, and academic support.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
	Target Date	Responsible						

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	2.2(d) Provide training to equip staff with the skills necessary to envelope Social-emotional supports and effective student engagement competencies to support students.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
Target Date	Responsible						

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Objective: To grow and sustain a supportive learning environment that promotes healthy relationships, and positive connections for all staff and students.

Strategy 2: Implement a Before and After School Program to ensure equitable access to safe environment and to support student academic learning.

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2018-19	Funding/Evidence of Progress 2019-20	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	2.2(e) Evaluate the effectiveness of the Before and After School Program.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
	Target Date	Responsible						

SIT Progress Report: (date)

**GUIDING PRINCIPLE III:
Engaging Our Community**

Stakeholder Communication, Partnerships, and Parental Engagement

East Butler Schools
Strategic Plan
2018-2023

Objective: To build relationships and grow communications with staff, students, parents, community, and business leaders to support the mission of East Butler Public Schools.

Strategy 1: Cultivate and sustain a positive working relationship with parents and guardians.

PERFORMANCE INDICATOR	3.1(a) Grow parent engagement focused on academic growth and social-emotional development of students to ensure academic success of student.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2018-19	Funding/Evidence of Progress 2019-20	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
			What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
		Target Date		Responsible				

SIT Progress Report: (date)

**GUIDING PRINCIPLE III:
Engaging Our Community**

Stakeholder Communication, Partnerships, and Parental Engagement

East Butler Schools
Strategic Plan
2018-2023

Objective: To build relationships and grow communications with staff, students, parents, community, and business leaders to support the mission of East Butler Public Schools.

Strategy 1: Cultivate and sustain a positive working relationship with parents and guardians.

PERFORMANCE INDICATOR	3.1 (b) Engage parents through parenting classes to build strong relationships with our parents and to create a safe place where parents can access the supports they need.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2018-19	Funding/Evidence of Progress 2019-20	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
			What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
		Target Date		Responsible				

SIT Progress Report: (date)

**GUIDING PRINCIPLE III:
Engaging Our Community**

Stakeholder Communication, Partnerships, and Parental Engagement

East Butler Schools
Strategic Plan
2018-2023

Objective: To build relationships and grow communications with staff, students, parents, community, and business leaders to support the mission of East Butler Public Schools.

Strategy 1: Cultivate and sustain a positive working relationship with parents and guardians.

PERFORMANCE INDICATOR	3.1 (c) Foster a positive working relationship with parent/patrons through continued communication to identify the priority methods and message to ensure purposeful, timely, and appropriate communications.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2018-19	Funding/Evidence of Progress 2019-20	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
			What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
		Target Date		Responsible				

SIT Progress Report: (date)

**GUIDING PRINCIPLE III:
Engaging Our Community**

Stakeholder Communication, Partnerships, and Parental Engagement

East Butler Schools
Strategic Plan
2018-2023

Objective: To build relationships and grow communications with staff, students, parents, community, and business leaders to support the mission of East Butler Public Schools.

Strategy 2: Develop and sustain a mutually supportive and trusting working relationship with the East Butler parents and patrons.

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2018-19	Funding/Evidence of Progress 2019-20	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	3.2(a) Increase the opportunities of business related internships, job shadowing opportunities, and mentoring partners to support career-college readiness.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
	Target Date	Responsible						

SIT Progress Report: (date)

**GUIDING PRINCIPLE III:
Engaging Our Community**

Stakeholder Communication, Partnerships, and Parental Engagement

East Butler Schools
Strategic Plan
2018-2023

Objective: To build relationships and grow communications with staff, students, parents, community, and business leaders to support the mission of East Butler Public Schools.

Strategy 2: Develop and sustain a mutually supportive and trusting working relationship with the East Butler parents and patrons.

PERFORMANCE INDICATOR	3.2(b) Review and assess how effective current district communications with stakeholders and identify how the district may grow and expand purposeful and timely.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2018-19	Funding/Evidence of Progress 2019-20	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
			What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
		Target Date		Responsible				

SIT Progress Report: (date)

GUIDING PRINCIPLE IV:
District Resources
Budget, Facilities, and Staffing

East Butler Schools
 Strategic Plan
 2018-2023

Objective: To ensure effective and efficient use of resources to support continuous growth of instruction and learning, balanced with fiscal responsibility.

Strategy 1: Recruit, develop, and retain highly-qualified staff who possess the skills to support students in academic, personal, and social growth.

PERFORMANCE INDICATOR		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2018-19	Funding/Evidence of Progress 2019-20	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	4.1(a) Create and market the district to attract highly-qualified applicants who possess innovative and effective knowledge, skills, and abilities.			What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
	Target Date	Responsible							

SIT Progress Report: (date)

GUIDING PRINCIPLE IV:
District Resources
Budget, Facilities, and Staffing

East Butler Schools
 Strategic Plan
 2018-2023

Objective: To ensure effective and efficient use of resources to support continuous growth of instruction and learning, balanced with fiscal responsibility.

Strategy 1: Recruit, develop, and retain highly-qualified staff who possess the skills to support students in academic, personal, and social growth.

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2018-19	Funding/Evidence of Progress 2019-20	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	4.1 (b) Conduct exit-interviews with staff to better understand the strengths of the working environment at East Butler Schools as well as an area of growth that will benefit staff and students.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
	Target Date	Responsible						

SIT Progress Report: (date)

GUIDING PRINCIPLE IV:
District Resources
Budget, Facilities, and Staffing

East Butler Schools
 Strategic Plan
 2018-2023

Objective: To ensure effective and efficient use of resources to support continuous growth of instruction and learning, balanced with fiscal responsibility.

Strategy 2: Maintain a short and long-term facilities plan to ensure the district is providing a quality safe and effective learning environment for students and staff.

PERFORMANCE INDICATOR	4.2(a) Appoint a district/community committee to report to the superintendent a report detailing the identified areas of growth and maintenance and upkeep of all district facilities and grounds.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2018-19	Funding/Evidence of Progress 2019-20	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
			What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
		Target Date		Responsible				

SIT Progress Report: (date)

GUIDING PRINCIPLE IV:
District Resources
Budget, Facilities, and Staffing

East Butler Schools
 Strategic Plan
 2018-2023

Objective: To ensure effective and efficient use of resources to support continuous growth of instruction and learning, balanced with fiscal responsibility.

Strategy 2: Maintain a short and long-term facilities plan to ensure the district is providing a quality safe and effective learning environment for students and staff.

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2018-19	Funding/Evidence of Progress 2019-20	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	4.2(b) Expand facilities and curriculum to include learning opportunities and programs in plant and environmental science and biology.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
	Target Date	Responsible						

SIT Progress Report: (date)

GUIDING PRINCIPLE IV:
District Resources
Budget, Facilities, and Staffing

East Butler Schools
 Strategic Plan
 2018-2023

Objective: To ensure effective and efficient use of resources to support continuous growth of instruction and learning, balanced with fiscal responsibility.

Strategy 2: Maintain a short and long-term facilities plan to ensure the district is providing a quality safe and effective learning environment for students and staff.

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2018-19	Funding/Evidence of Progress 2019-20	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	4.2(c) Research the viability of a bond referendum.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
	Target Date	Responsible						

SIT Progress Report: (date)

GUIDING PRINCIPLE IV:
District Resources
Budget, Facilities, and Staffing

East Butler Schools
 Strategic Plan
 2018-2023

Objective: To ensure effective and efficient use of resources to support continuous growth of instruction and learning, balanced with fiscal responsibility.

Strategy 3: Implement an Employee On-Boarding Program to train, equip, and prepare new staff for success and retention.

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2018-19	Funding/Evidence of Progress 2019-20	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	4.3(a) Develop components of the On-Boarding Program.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Responsible					

SIT Progress Report: (date)

GUIDING PRINCIPLE IV:
District Resources
Budget, Facilities, and Staffing

East Butler Schools
 Strategic Plan
 2018-2023

Objective: To ensure effective and efficient use of resources to support continuous growth of instruction and learning, balanced with fiscal responsibility.

Strategy 3: Implement an Employee On-Boarding Program to train, equip, and prepare new staff for success and retention.

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2018-19	Funding/Evidence of Progress 2019-20	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	4.3(b) Develop and implement teacher mentor program to cultivate a supportive working environment.		What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
	Target Date	Responsible						

SIT Progress Report: (date)

GUIDING PRINCIPLE IV:
District Resources
Budget, Facilities, and Staffing

East Butler Schools
 Strategic Plan
 2018-2023

Objective: To ensure effective and efficient use of resources to support continuous growth of instruction and learning, balanced with fiscal responsibility.

Strategy 3: Implement an Employee On-Boarding Program to train, equip, and prepare new staff for success and retention.

PERFORMANCE INDICATOR	4.3(c) Encourage the mentor to work collaboratively with the new teacher to establish specific professional development goals to enhance their time and work together as mentor/mentee.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2018-19	Funding/Evidence of Progress 2019-20	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
			What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
		Target Date		Responsible				

SIT Progress Report: (date)

GUIDING PRINCIPLE IV:
District Resources
Budget, Facilities, and Staffing

East Butler Schools
 Strategic Plan
 2018-2023

Objective: To ensure effective and efficient use of resources to support continuous growth of instruction and learning, balanced with fiscal responsibility.

Strategy 3: Implement an Employee On-Boarding Program to train, equip, and prepare new staff for success and retention.

PERFORMANCE INDICATOR	4.3(d) Engage the new hires in the assessment of applicable student data to ensure specific academic goals are in place prior to the beginning of the school year.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2018-19	Funding/Evidence of Progress 2019-20	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
			What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>					
		Target Date		Responsible				

SIT Progress Report: (date)

The Strategic Planning Needs Assessment data guides the development of a meaningful strategic plan and provides a mechanism to enable review and measurement of practices, process, and district-adopted priorities. As a result of the assessment, the compiled data validates and defines the areas of need and priorities.

The NASB Prioritization Table is designed to analyze the collected data in six priority areas:

- I. District Climate/Culture
Board -Superintendent Relations, District Culture, Diversity/Equity/Inclusion, Collaboration, Change & Growth
- II. Student-Centered Learning Environment
Social, Emotional and Behavior, Staff/Student Supports, Character, Family Supports, Early Childhood (ESL?)
- III. Academic Achievement
Curriculum, Instructional Framework, Assessments, Data, Programs and Interventions, Technology
- IV. Personnel Effectiveness
Professional Development, Evaluation, Leadership Accountability, On-Boarding, Mentor Program, Leadership Succession
- V. Family and Community Partnerships
Community, Families, Business Partners
- VI. District Resources
Facilities and Grounds, Funding, Alternative Resources

The scoring values are:

- Exemplary - (5) *the item exceeds the criterion*
- Proficient - (3) *the item meets the criterion*
- Emerging - (1) *the item may meet some of the criterion*
- Limiting - (0) *the item does not yet meet the criterion*

District Climate/Culture						
District Priorities: <ul style="list-style-type: none"> ▪ The district exemplifies and models a culture of high expectations. ▪ Identify how the different roles and responsibilities of the school district staff is designed to meet the identified needs. ▪ Identify what processes are implemented that encourage collaboration between the administration and staff. ▪ Identify how the district identifies and develops leadership capacity from within the district. ▪ Identify how the district leadership fosters a positive and engaging climate for staff and students. ▪ Identify how the district empowers and collaborates to equip staff to meet the educational challenges and the needs of students. ▪ The district implements change with clarity and purpose. 						
Criterion	Exemplary (5)	Proficient (3)	Emerging (1)	Limiting (0)	Individual Priority Score	Cumulative Priority Score
The district exemplifies and models a culture of high expectations.						
Board-Superintendent Relations	The board and superintendent consistently model a professional and collaborative working relationship to support and advocate for growth and student achievement.	The board and superintendent model a professional and often collaborative working relationship to support and advocate for growth and student achievement.	The board and superintendent inconsistently model a working relationship to support and advocate for growth and student achievement.	The board and superintendent operate by a unilateral working relationship.	Priority Score	Priority Score
District Culture	The district exemplifies a culture of high expectations at all times.	The district frequently exemplifies and models a culture of high expectations.	The district sometimes exemplifies and models a culture of high expectations.	The district rarely exemplifies and models a culture of high expectations.	Priority Score	Priority Score
Identify what processes are implemented that encourage collaboration between the administration and staff. Identify how the district identifies and develops leadership capacity from within the district.						
Collaboration	District administrators engage staff in collaborative and purposeful dialogue to identify needs to support student related decision-making.	District administrators periodically engage staff in purposeful dialogue to identify needs to support student related decision-making.	District administrators identify needs and plan for improvement to support students.	District administrators fail to establish a process to identify needs to support students.	Priority Score	Priority Score

Criterion	Exemplary (5)	Proficient (3)	Emerging (1)	Limiting (0)	Individual Priority Score	Cumulative Priority Score
The district implements change with clarity and purpose						
Communications	The district consistently provides multiple methods of communication to ensure accurate information is shared in an accessible, timely, and clear manner. (Including, but not limited to district website, annual report, meetings, newsletter, social media, etc.	The district communicates with stakeholders using the district website, annual report, meetings, newsletter, social media, etc.	The district inconsistently communicates information in an accessible, timely, and clear manner. (Including, but not limited to district website, annual report, meetings, newsletter, social media, etc.	The district fails to provide access to timely and clear communication.	Priority Score	Priority Score
Change and Growth	The district effectively communicates and provides clarity and purpose when implementing changes to aid in growth.	The district communicates the need for change with some clarity and purpose.	The district communicates the need for change with some clarity and purpose.	The district communicates the need for change with some clarity and purpose.	Priority Score	Priority Score
Inclusion						
Identify how the different roles and responsibilities of the school district staff is designed to meet the identified needs.						
Identify how the district leadership fosters a positive and engaging climate for staff and students.						
Diversity, Equity, and Connectedness	The district integrates a consistent cultural experience that embodies diversity, equity, and connectedness for students and staff.	The district inconsistently integrates a cultural experience that embodies diversity, equity, and connectedness for students and staff.	The district has developed some plans integrating a cultural experience to support diversity, equity, and connectedness for students and staff.	The district fails to provide a learning culture that embodies diversity, equity, and connectedness for students and staff.	Priority Score	Priority Score
Demographic Cultural Competency	The district consistently recognizes and demonstrates the knowledge and skill required to manage cross cultural relationships effectively.	The district intermittently recognizes and demonstrates the knowledge and skill required to manage cross cultural relationships effectively.	The district recognizes the need for knowledge and the skills required to manage cross cultural relationships effectively.	The district fails to recognize and/or demonstrates the knowledge and skill required to manage cross cultural relationships effectively.	Priority Score	Priority Score

Criterion	Exemplary (5)	Proficient (3)	Emerging (1)	Limiting (0)	Individual Priority Score	Cumulative Priority Score
Facilitate Learning	The district consistently demonstrate respect for the diverse population served by modifying content and instruction to meet the needs of all students.	The district regularly demonstrates respect for the diverse population served by modifying content and instruction to meet the needs of students.	The district occasionally demonstrate respect for the diverse population by modifying content and instruction to meet the needs of students.	The district fails to demonstrate respect for the diverse population by modifying content and instruction to meet the needs of students.	Priority Score	Priority Score

Student-Centered Learning Environment

District Priorities:

- **The district dedicates necessary resources to provide effective student support services.**
- **The district provides the necessary supports to meet the social and emotional needs of students.**
- **The district aligns the appropriate staff (i.e., school counselors, social workers, specialists) to support student needs.**
- **The district integrates character education into instruction and curriculum.**
- **The district implements appropriate measures to aid student transitions (i.e., preschool to elementary, grade to grade, elementary to middle school, middle school to high school, and high school to career/college.**
- **The district provides support to families as student(s) transition.**

Criterion	Exemplary (5)	Proficient (3)	Emerging (1)	Limiting (0)	Individual Priority Score	Cumulative Priority Score
The district dedicates necessary resources to provide effective student support services.						
Learning Culture	The district developed and integrates a comprehensive plan for strengthening school climate conducive to learning.	The district developed a plan for strengthening school climate conducive to learning.	The district developed plans for building a school climate conducive to learning.	The district fails to provide a plan for strengthening the school climate conducive to learning.	Priority Score	Priority Score
Academic Supports	The district has an effective process in place to identify and provide extensive academic support to students experiencing difficulty meeting standards.	The district has a process in place to identify and provide academic support to students experiencing difficulty meeting standards.	The district inconsistently identifies and provides limited academic support to students experiencing difficulty meeting standards.	The district fails to provide a process to identify students experiencing difficulty meeting standards.	Priority Score	Priority Score
Underrepresented Groups	The district frequently monitors the participation of underrepresented groups and advocates for their engagement.	The district regularly monitors the participation of underrepresented groups and advocates for their engagement.	The district inconsistently monitors the participation of underrepresented groups and situationally advocates for their engagement.	The district fails to monitor the participation of under-represented groups and rarely advocates for their engagement.	Priority Score	Priority Score

Criterion	Exemplary (5)	Proficient (3)	Emerging (1)	Limiting (0)	Individual Priority Score	Cumulative Priority Score
Monitors Programs and Interventions	The district frequently monitors and evaluates the effectiveness of programs and interventions to improve student academic progress.	The district regularly monitors and evaluates the effectiveness of programs and interventions to improve student academic progress.	The district inconsistently monitors and evaluates the effectiveness of programs and interventions to improve student academic progress.	The district fails to monitor and evaluates the effectiveness of programs and interventions utilized to improve student academic progress.	Priority Score	Priority Score
Educational Opportunities Access						
Early Childhood	The district consistently supports the growth of a comprehensive approach to the development of Early Childhood Programs.	The district supports the development of Early Childhood Programs.	The district takes a minimal approach to the development of Early Childhood programs.	The district only provides the legally required supports for children who qualify for Early Childhood services.	Priority Score	Priority Score
HAL	The district provides consistent, high-quality expanded learning opportunities for high performing students.	The district provides a variety of expanded learning opportunities for high performing students.	The district provides limited expanded learning opportunities for high performing students.	The fails to provide expanded learning opportunities for high performing students.	Priority Score	Priority Score
The district provides support to families as student(s) transition.						
Family Supports	The district provides effective and consistent communications to engage and support family understanding of student transition from grade to grade and level to level.	The district provides communications to engage and support family understanding of student transition from grade to grade and level to level.	The district provides inconsistent communications to engage and support family understanding of student transition from grade to grade and level to level.	The district fails to communicate and support family/students learning opportunities for high performing students.	Priority Score	Priority Score

Criterion	Exemplary (5)	Proficient (3)	Emerging (1)	Limiting (0)	Individual Priority Score	Cumulative Priority Score
Student Transitions	The district provides consistent and continuous support to address student transitions from grade to grade and level to level.	The district provides an effective and developmentally appropriate program to support the social and emotional needs of students.	The district provides inconsistent support for the social and emotional needs of students.	The district fails to provide support for the social and emotional needs of students.	Priority Score	Priority Score
The district aligns the appropriate staff (i.e., school counselors, social workers, specialists) to support student needs.						
Staff/Student Supports	The district has an effective process in place to identify and provide extensive academic support to students experiencing difficulty meeting standards.	The district has a process in place to identify and provide academic support to students experiencing difficulty meeting standards.	The district inconsistently identifies and provides limited academic support to students experiencing difficulty meeting standards.	The district fails to provide a process to identify students experiencing difficulty meeting standards.	Priority Score	Priority Score
Social-Emotional Behavior						
The district provides the necessary supports to meet the social and emotional needs of students.						
SEL	The district provides a systematic, effective, and developmentally appropriate program to support the social and emotional needs of students.	The district provides an effective and developmentally appropriate program to support the social and emotional needs of students.	The district provides inconsistent support for the social and emotional needs of students.	The district fails to provide support for the social and emotional needs of students.	Priority Score	Priority Score
Discipline Protocols	The district consistently provides positive behavior interventions and supports creating a safe climate for learning.	The district frequently provides behavior interventions and supports creating a safe climate for learning.	The district inconsistently provides behavior interventions.	The district has not adopted discipline protocols to address student behavior.	Priority Score	Priority Score

Criterion	Exemplary (5)	Proficient (3)	Emerging (1)	Limiting (0)	Individual Priority Score	Cumulative Priority Score
The district integrates character education into instruction and curriculum.						
Character	The district provides a consistent curriculum to ensure staff is equipped to teach and reinforce character education through classroom instruction and extracurricular activities.	The district provides a curriculum to ensure staff is equipped to teach and reinforce character education through classroom instruction and extracurricular activities.	The district supports instruction and reinforcing character education through classroom instruction and extracurricular activities.	The district fails to provide support for teaching and reinforcing character education through classroom instruction and extracurricular activities.	Priority Score	Priority Score

Academic Achievement

District Priorities:

- **The district ensures all students have access to rigorous, relevant curriculum.**
- **The district provides a mechanism to ensure the curriculum is appropriately implemented in the classroom.**
- **The district creates opportunities time for staff to align the curriculum to the Nebraska Student-Centered Assessment System (NSCAS).**
- **The district curriculum is consistent and aligned to the Nebraska Student-Centered Assessment System (NSCAS).**
- **The district integrates technology into instruction and learning.**
- **The district provides career/college readiness curriculum and instruction for all students.**
- **The district provides a system for collecting and utilizing data to support instruction and to improve student learning.**
- **The district utilizes a systematic process to ensure that the collection of data and analysis is timely and effective.**
- **The district equips teachers with data and the knowledge and skills to analyze and modify instruction to improve student learning.**
- **The district provides the interventions and programs needed to support growth of student learning.**

Criterion	Exemplary (5)	Proficient (3)	Emerging (1)	Limiting (0)	Individual Priority Score	Cumulative Priority Score
The district ensures all students have access to rigorous, relevant curriculum.						
The district provides a mechanism to ensure the curriculum is appropriately implemented in the classroom.						
Adopted Curriculum	The district consistently reviews and approves curriculum in all core subject areas to support instruction and learning.	The district reviews and adopts curriculum in core subject areas to support instruction and learning.	The district has reviews and adopts curriculum in some core subject areas to support instruction and learning.	The district has not adopted a curriculum.	Priority Score	Priority Score
Scope and Sequence	The district consistently provides scope and sequence resources in the design of effective teaching and learning programs for what should be taught and in what sequence.	The district provides scope and sequence resources in the design of effective teaching and learning programs for what should be taught and in what sequence.	The district provides limited resources for the scope of what should be taught and in what sequence.	The district does not provide resources pertaining to the scope of what should be taught by course and in what sequence.	Priority Score	Priority Score

Criterion	Exemplary (5)	Proficient (3)	Emerging (1)	Limiting (0)	Individual Priority Score	Cumulative Priority Score
Rigor of Curriculum	The district consistently provides opportunities and support for all students to engage in rigorous coursework to for career/college readiness.	The district provides opportunities and support for most students to engage in rigorous coursework to support career/college readiness.	The district provides limited opportunities and support for students to engage in rigorous coursework to support career/college readiness.	The district provides limited opportunities and support for students to engage in rigorous coursework to support career/college readiness.	Priority Score	Priority Score
Implementation of Curriculum	The district provides leadership to engage in frequent and ongoing dialogue with staff to ensure the curriculum is appropriately implemented.	The district provides leadership to engage in regular dialogue with staff to ensure the curriculum is appropriately implemented.	The district provides leadership to engage in occasional dialogue with staff to ensure the curriculum is appropriately implemented.	The district rarely provides leadership to engage in dialogue with staff to ensure the curriculum is appropriately implemented.	Priority Score	Priority Score
The district creates opportunities time for staff to align the curriculum to the Nebraska Student-Centered Assessment System (NSCAS).						
The district curriculum is consistent and aligned to the Nebraska Student-Centered Assessment System (NSCAS).						
Aligned Curriculum	The district consistently provides scope and sequence resources in the design of effective teaching and learning programs for what should be taught and in what sequence.	The district provides scope and sequence resources in the design of effective teaching and learning programs for what should be taught and in what sequence.	The district provides limited resources for the scope of what should be taught and in what sequence.	The district does not provide resources pertaining to the scope of what should be taught by course and in what sequence.	Priority Score	Priority Score
Instructional Framework	The district consistently provides scope and sequence resources in the design of effective teaching and learning programs for what should be taught and in what sequence.	The district provides scope and sequence resources in the design of effective teaching and learning programs for what should be taught and in what sequence.	The district provides limited resources for the scope of what should be taught and in what sequence.	The district does not provide resources pertaining to the scope of what should be taught by course and in what sequence.	Priority Score	Priority Score

Criterion	Exemplary (5)	Proficient (3)	Emerging (1)	Limiting (0)	Individual Priority Score	Cumulative Priority Score
Vertical and Horizontal Alignment	The district consistently provides the resources needed to ensure the curriculum is both vertically and horizontally aligned to support student learning and transitions.	The district provides resources to support the alignment of curriculum to support student learning and transitions.	The district provides inconsistent support to align the curriculum to support learning and transitions.	The district fails to provide the resources to support vertically and horizontally aligned curriculum.	Priority Score	Priority Score
The district integrates technology into instruction and learning.						
Technology Program	The district provides a comprehensive technology program including software, hardware, and training to aid in the integration into instruction and learning.	The district provides a technology program and training to support instruction and learning.	The district some technology and training to support instruction and learning.	The district fails to provide adequate technology and training to support instruction and learning.	Priority Score	Priority Score
Technology	Staff frequently integrates the use of technology into instruction and learning.	Staff regularly integrates the use of technology into instruction and learning.	Staff occasionally integrates the use of technology into instruction and learning.	Staff rarely integrates the use of technology into instruction and learning.	Priority Score	Priority Score
The district provides the interventions and programs needed to support growth of student learning.						
Student Achievement	The district adopted a systemic process to monitor student achievement and aligns strategies and interventions to meet the identified student needs.	The district administrators engage certain leadership (ex: building leaders) in the review of data and use the results to revise school strategies and interventions.	The district administrators inconsistently monitor subsets of achievement data and share limited information with staff.	The district fails to monitor student achievement data.	Priority Score	Priority Score
Monitors Programs and Interventions	The district frequently monitors and evaluates the effectiveness of programs and interventions to improve student academic progress.	The district regularly monitors and evaluates the effectiveness of programs and interventions to improve student academic progress.	The district inconsistently monitors and evaluates the effectiveness of programs and interventions to improve student academic progress.	The district fails to monitor and evaluates the effectiveness of programs and interventions utilized to improve student academic progress.	Priority Score	Priority Score

The district utilizes a systematic process to ensure that the collection of data and analysis is timely and effective.						
The district equips teachers with data and the knowledge and skills to analyze and modify instruction to improve student learning.						
Criterion	Exemplary (5)	Proficient (3)	Emerging (1)	Limiting (0)	Individual Priority Score	Cumulative Priority Score
Assessments	Staff frequently administers and utilizes both formative and summative assessments to align and support instruction.	Staff regularly administers and utilizes both formative and summative assessments to align and support instruction.	Staff occasionally administers and utilizes formative and/or summative assessments to align and support instruction.	Staff inconsistently administers and utilizes formative and summative assessments to align and support instruction.	Priority Score	Priority Score
Data	The district distributes purposeful data in a useful format and provide instructional guidance on how to use the data to support instruction and learning.	The district distributes purposeful data in a useful format that is understood.	The district distributes purposeful data.	The district distributes some data.	Priority Score	Priority Score
Data Points	The district effectively utilizes appropriate data to evaluate program effectiveness and to inform and prioritize.	The district utilizes appropriate data to evaluate program effectiveness and to inform and prioritize action plans.	The district utilizes minimal data to support decision-making.	The district utilizes only state assessment data to support decision-making.	Priority Score	Priority Score
Data Analysis	The district provides a systematic process for engaging all staff in data analysis to support effective instructional planning and practice.	The district provides a systematic process for engaging specific staff members in data analysis to support effective instructional planning and practice.	The district provides a process for engaging the school improvement team members in data analysis to support effective instructional planning and practice.	The district conducts data analysis independently from staff.	Priority Score	Priority Score

IV. Personnel Effectiveness

District Priorities:

- **The district leadership is visible in all classrooms and provides purposeful feedback to support teacher and student success.**
- **The district professional development plan is purposeful, timely, and appropriate based upon needs identified at the program, district, and/or building level.**
- **The district professional development plan is aligned to student data and identified needs and sustained.**
- **The district dedicates the resources needed to support the annual professional development plan.**
- **The district empowers staff to participate in opportunities to improve and grow professionally.**
- **The district provides quality professional development for district leaders and provides autonomy to the building level administrator to provide enhanced and building specific professional development to address building specific needs.**

Criterion	Exemplary (5)	Proficient (3)	Emerging (1)	Limiting (0)	Individual Priority Score	Cumulative Priority Score
The district leadership is visible in all classrooms and provides purposeful feedback to support teacher and student success.						
Leadership Accountability	The district leadership maintains a consistent presence in classrooms to support the purposeful feedback to improve teaching and learning.	The district leadership conducts planned classroom visits and provides feedback to teachers.	The district leadership occasionally visits classrooms and provides inconsistent or limited feedback.	The district leadership engages staff only to meet the minimum requirements of teacher evaluation.	Priority Score	Priority Score
The district professional development plan is purposeful, timely, and appropriate based upon needs identified at the program, district, and/or building level.						
On-Boarding	The district on-boarding process consistently guides and supports the development and continuous growth of newly hired staff.	The district on-boarding process guides intermittent supports for the development and growth of newly hired staff.	The district on-boarding process provides some support for newly hired staff.	The district on-boarding process fails to provide the support and growth needed in newly hired staff.	Priority Score	Priority Score

Criterion	Exemplary (5)	Proficient (3)	Emerging (1)	Limiting (0)	Individual Priority Score	Cumulative Priority Score
The district professional development plan is aligned to student data and identified needs and sustained.						
P.D. Content	The district consistently aligns professional development to research-based practice and protocols to support student learning and respond to identified needs in the schools.	The district regularly aligns professional development to research-based practice and protocols to support student learning and respond to identified needs in the schools.	The district inconsistently aligns professional development to research-based practice and protocols to support student learning and respond to identified needs in the schools.	The district professional development is not relevant and does not respond to identified needs in the schools.	Priority Score	Priority Score
Strategic P.D.	The district professional development is strategically designed to support student data and identified needs, sustained, and monitored for fidelity of implementation.	The district professional development is designed to support student data and identified needs, sometimes sustained, and monitored for fidelity of implementation.	The district professional development is designed to support identified needs but is not monitored for fidelity of implementation.	The district professional development is not relevant to the needs of staff.	Priority Score	Priority Score
The district dedicates the resources needed to support the annual professional development plan.						
Staff Support Structures	The district utilizes purposeful and effective structures and staff specialists to support, empower, and improve teacher performance.	The district utilizes purposeful and effective structures and staff support specialists to improve teacher performance.	The district utilizes staff to provide support to improve teacher performance.	The district fails to provide a support structure or support to improve teacher performance.	Priority Score	Priority Score
The district dedicates the resources needed to support the annual professional development plan.						
Teacher Evaluation	The district consistently evaluates staff utilizing an adopted tool designed to measure accountability and provide feedback to aid in consistent and effective instruction.	The district regularly evaluates staff utilizing an adopted tool designed to measure accountability and provide feedback to aid in consistent and effective instruction.	The district inconsistently evaluates staff utilizing a tool that measures accountability and provides feedback related to instruction.	The district fails to provide staff the feedback needed to improve and expand consistent and effective instruction districtwide.	Priority Score	Priority Score

Criterion	Exemplary (5)	Proficient (3)	Emerging (1)	Limiting (0)	Individual Priority Score	Cumulative Priority Score
Leadership Succession	The district consistently plans for the future by identifying potential leaders and developing skills and talents to sustain the continued success of the school district.	The district plans for the future by identifying potential leaders and may develop skills and talents to sustain the continued success of the school district.	The district rarely identifies potential leaders to sustain the continued success of the school district.	The district does not identify potential leaders and does not develop skills and talents to sustain the continued success of the school district.	Priority Score	Priority Score
Staff Mentor Program	The district consistently provides well-trained staff members with mentors to support a comprehensive instructional-mentor program to assist and equip new certificated staff to support student success.	The district provides staff members with mentors to support an instructional-mentor program to assist and equip new certificated staff to support student success.	The district inconsistently provides staff members with mentors to assist and equip new certificated staff.	The district does not provide any program or opportunity for staff to engage in mentoring to assist and equip new staff.	Priority Score	Priority Score
The district provides quality professional development for district leaders and provides autonomy to the building level administrator to provide enhanced and building specific professional development to address building specific needs.						
District P.D.	The district provides a professional development plan to support effective instruction, strategies, and student learning, and identified needs of the district.	The district frequently exemplifies and models a culture of high expectations.	The district sometimes exemplifies and models a culture of high expectations.	The district rarely exemplifies and models a culture of high expectations.	Priority Score	Priority Score

Family and Community Partnerships						
District Priorities: <ul style="list-style-type: none"> ▪ The district provides an engaging and welcoming environment for parents, guardians, and the district patrons. ▪ The district sustains a positive and engaging working relationship and communications with families to support student success. ▪ The district engages and sustains positive working relationships with community partners and organizations. ▪ The district partners with business leaders and organizations to provide expanded learning opportunities for students including, but not limited to mentorships, job shadowing, internships, etc. 						
Criterion	Exemplary (5)	Proficient (3)	Emerging (1)	Limiting (0)	Individual Priority Score	Cumulative Priority Score
The district provides an engaging and welcoming environment for parents, guardians, and the district patrons.						
The district sustains a positive and engaging working relationship and communications with families to support student success.						
Family Engagement	The district provides consistent opportunities to engage and welcome parents, guardians and patrons at all district facilities.	The district provides regular opportunities to engage and welcome parents, guardians, and patrons at district facilities.	The district provides some opportunities to engage and welcome parents, guardians, and patrons.	The district does not provide an engaging and welcoming environment for stakeholders.	Priority Score	Priority Score
The district engages and sustains positive working relationships with community partners and organizations.						
Community Partnerships	The district consistently collaborates with community partners to provide learning opportunities for students.	The district collaborates with community partners to provide learning opportunities for students.	The district provides some community learning opportunities for students.	The district does not provide community learning opportunities for students.	Priority Score	Priority Score
The district partners with business leaders and organizations to provide expanded learning opportunities for students including, but not limited to mentorships, job shadowing, internships, etc.						
Business Partnerships	The district consistently collaborates with business partners to provide learning opportunities for students.	The district collaborates with business partners to provide learning opportunities for students.	The district provides some business learning opportunities for students.	The district does not provide business learning opportunities for students.	Priority Score	Priority Score

V. District Resources						
District Priorities: <ul style="list-style-type: none"> ▪ The district utilizes a systematic process to align and allocate resources to support the identified needs. ▪ The district pursues alternative funding sources to support instruction and learning. ▪ The district integrates a systematic process to determine how staff is assigned to support the district education programs and services and the district identified needs. ▪ The district maintains a short and long-term facility plan to support the curriculum, instruction, learning, and programs to support a positive learning experience for students. ▪ The district ensures that staff and students have access to technology. 						
Criterion	Exemplary (5)	Proficient (3)	Emerging (1)	Limiting (0)	Individual Priority Score	Cumulative Priority Score
The district utilizes a systematic process to align and allocate resources to support the identified needs.						
Allocation of Resources	The district utilizes a systematic and transparent process to review and allocate resources to effectively meet the district identified needs.	The district utilizes a process to review and allocate resources to meet the district identified needs.	The district has a process for reviewing and allocating resources but does not utilize the process to support the district identified needs.	The district does not provide a process to allocate resources to support the district identified needs.	Priority Score	Priority Score
The district pursues alternative funding sources to support instruction and learning.						
Alternative Funding	The district aggressively identifies and pursues alternative funding to support education and the district identified needs.	The district regularly pursues alternative funding to support education and the district identified needs.	The district occasionally considers and pursues alternative funding to support education and the district identified needs.	The district does not pursue alternative funding to support education and the district identified needs.	Priority Score	Priority Score
The district integrates a systematic process to determine how staff is assigned to support the district education programs and services and the district identified needs.						
Staffing Assignments	The district consistently monitors the needs of the district and allocates resources/staff to meet the district standard of performance and to address the identified needs.	The district regularly monitors the needs of the district and allocates resources/staff to meet the district standard of performance and to address the identified needs.	The district considers the needs and allocates resources intermittently.	The district does not provide the support needed to meet the educational program and identified needs that exist in the district.	Priority Score	Priority Score

Criterion	Exemplary (5)	Proficient (3)	Emerging (1)	Limiting (0)	Individual Priority Score	Cumulative Priority Score
The district maintains a short and long-term facility plan to support the curriculum, instruction, learning, and programs to support a positive learning experience for students.						
Learning Facilities & Grounds	The district consistently ensures the maintenance, upkeep, and growth of the facilities and grounds to support the curriculum, instruction, learning, and programs to support a positive learning experience for students.	The district ensures the maintenance, upkeep, and growth of the facilities and grounds to support the curriculum, instruction, learning, and programs to support a positive learning experience for students.	The district struggles to maintain the facilities and grounds to support a positive learning environment for students.	The district does not adequately maintain the facilities and grounds.	Priority Score	Priority Score

Board of Education Regular Meeting
Wednesday, August 8, 2018 6:30 PM
East Butler - Brainard Library

1. Call Meeting To Order at 6:30 P.M.

2. Roll Call - Present: Jan Bostelman, Mark Janak, Megan Kozisek, Kim TePoel, Marlene Wade, and Dan Zysset. Also present: Mr. Sam Stecher, Superintendent, Mr. Michael Eldridge, Secondary Principal, and Mr. Shawn Biltoft, Elementary Principal.

3. Flag Salute

4. Approve Agenda

Motion to approve the agenda as presented passed with a motion by Jan Bostelman and a second by Mark Janak.

Jan Bostelman: Yea, Mark Janak: Yea, Megan Kozisek: Yea, Kim TePoel: Yea, Marlene Wade: Yea, Dan Zysset: Yea

5. Patron's Comments

6. Informational Items included: Construction Update and Budget Update

7. Consent Agenda

7.1. Approval of Minutes

7.2. Treasurer's Report

Motion to approve the consent agenda as presented passed with a motion by Marlene Wade and a second by Jan Bostelman.

Jan Bostelman: Yea, Mark Janak: Yea, Megan Kozisek: Yea, Kim TePoel: Yea, Marlene Wade: Yea, Dan Zysset: Yea

8. Regular Agenda

9. Administrative Comments

10. Items for next Meeting - September 12 Meeting - 6:00 P.M. - Budget Hearing; 6:15 P.M. Tax Hearing; and 6:30 P.M. - Regular Meeting. Also professional learning model discussion.

11. Adjournment

Motion to adjourn at 7:12 P.M. passed with a motion by Marlene Wade and a second by Jan Bostelman.

Jan Bostelman: Yea, Mark Janak: Yea, Megan Kozisek: Yea, Kim TePoel: Yea, Marlene Wade: Yea, Dan Zysset: Yea

Kim Fuehrer
Recording Secretary

09/11/2018 11:50 AM

Unposted; Batch Description General Fund Invoices Sept 2018-0001

User ID: BSJ

Vendor Name	Invoice Number	Description	Amount
Checking Account ID 1	Fund Number 01	GENERAL FUND	
B.J. HARDWARE	09/2018	Supplies	266.04
Total B.J. HARDWARE			<u>266.04</u>
BANNER PRESS PUBLISH. CO INC	09/2018	Subscription	44.19
Total BANNER PRESS PUBLISH. CO INC			<u>44.19</u>
BONGERS, SANDRA	09/2018	Mileage	87.20
Total BONGERS, SANDRA			<u>87.20</u>
BROWN & SAENGER	09/2018	Teacher's Desks	944.56
Total BROWN & SAENGER			<u>944.56</u>
BUTLER COUNTY CLINIC	09/2018	Bus Physicals	750.00
Total BUTLER COUNTY CLINIC			<u>750.00</u>
BUTLER PUBLIC POWER DISTRICT	09/2018	Electricity	1,719.55
Total BUTLER PUBLIC POWER DISTRICT			<u>1,719.55</u>
CANON SOLUTIONS AMERICA INC	09/2018	Maintenance	662.40
Total CANON SOLUTIONS AMERICA INC			<u>662.40</u>
CENTRAL NEBRASKA REHABILITATION SERVICES	09/2018	Sped Ed services	588.30
Total CENTRAL NEBRASKA REHABILITATION SERVICES			<u>588.30</u>
CRESCENT ELECTRIC SUPPLY COMPANY	S505381531.001	Electrical supplies	233.87
Total CRESCENT ELECTRIC SUPPLY COMPANY			<u>233.87</u>
CTF SERVICE INC	09/2018	Vehicle maintenance	18,139.31
Total CTF SERVICE INC			<u>18,139.31</u>
CULLIGAN WATER CONDITIONING	09/2018	Reverse osmosis	80.00
Total CULLIGAN WATER CONDITIONING			<u>80.00</u>
DALE'S FOOD PRIDE	09/2018	Groceries	265.87
Total DALE'S FOOD PRIDE			<u>265.87</u>
DEMIDEC	22317	Course Studies	1,048.00
Total DEMIDEC			<u>1,048.00</u>
DIDIER GROCERY	09/2018	FCS groceries	69.86
Total DIDIER GROCERY			<u>69.86</u>
EAKES OFFICE SUPPLY	INV79567	Meter reading	58.28
Total EAKES OFFICE SUPPLY			<u>58.28</u>
ELECTRONIC ENGINEERING COMPANY	09/2018	Repeater, License	882.50
Total ELECTRONIC ENGINEERING COMPANY			<u>882.50</u>
ESU #7	4468	Reset AP	12.50
Total ESU #7			<u>12.50</u>

09/11/2018 11:50 AM

Unposted; Batch Description General Fund Invoices Sept 2018-0001

User ID: BSJ

Vendor Name	Invoice Number	Description	Amount
FIRST NEBRASKA BANK INSURANCE GROUP, INC	734	Workmens Comp	1,854.00
Total FIRST NEBRASKA BANK INSURANCE GROUP, INC			<u>1,854.00</u>
FOLLETT SCHOOL SOLUTIONS INC	09/2018	Host Renewal	2,085.00
Total FOLLETT SCHOOL SOLUTIONS INC			<u>2,085.00</u>
FRONTIER COOPERATIVE CO	09/2018	Fuel	4,579.16
Total FRONTIER COOPERATIVE CO			<u>4,579.16</u>
HEARTLAND COMMUNICATIONS	74051	Telephone work	1,580.00
Total HEARTLAND COMMUNICATIONS			<u>1,580.00</u>
HERMELBRACHT, SOPHIE	09/2018	Shelving & Bins	270.94
Total HERMELBRACHT, SOPHIE			<u>270.94</u>
JANAK, BRENDA	09/2018	Lunches - Training	19.67
Total JANAK, BRENDA			<u>19.67</u>
JOHNSON CONTROLS, INC.	31025527	Security Labor	3,135.40
Total JOHNSON CONTROLS, INC.			<u>3,135.40</u>
KLEMENT ELECTRIC, INC	1527A	Electrical work	3,388.60
Total KLEMENT ELECTRIC, INC			<u>3,388.60</u>
KUCERA, DARLENE	09/2018	Consulation Help	207.64
Total KUCERA, DARLENE			<u>207.64</u>
KUHLMAN & KRATOCHVIL PC	30,702	Accounting services	6,745.00
Total KUHLMAN & KRATOCHVIL PC			<u>6,745.00</u>
Lana Robinson	09/2018	Mileage	123.72
Total Lana Robinson			<u>123.72</u>
LAQUINTA INNS & SUITES	09/2018	Rooms	573.15
Total LAQUINTA INNS & SUITES			<u>573.15</u>
LINCOLN JOURNAL STAR	09/2018	Classifieds	283.22
Total LINCOLN JOURNAL STAR			<u>283.22</u>
MADISON NATIONAL LIFE INS CO	09/2018	Ins Coverage	674.85
Total MADISON NATIONAL LIFE INS CO			<u>674.85</u>
MATHESON TRI-GAS, INC	09/2018	Shop supplies	779.03
Total MATHESON TRI-GAS, INC			<u>779.03</u>
MAZANKOWSKI, AMY	09/2018	Summer services	167.51
Total MAZANKOWSKI, AMY			<u>167.51</u>
MOHAWK FACTORING, INC.	c3389529	Flooring	243.13
Total MOHAWK FACTORING, INC.			<u>243.13</u>
NE ASSN SCHOOL BOARDS	INV-01253-X3D0D2	Membership Mtg	216.00

09/11/2018 11:50 AM

Unposted; Batch Description General Fund Invoices Sept 2018-0001

User ID: BSJ

Vendor Name	Invoice Number	Description	Amount
Total NE ASSN SCHOOL BOARDS			<u>216.00</u>
NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS	09/2018	Registration, webinar	295.00
Total NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS			<u>295.00</u>
NEBRASKA SAFETY CENTER	57-6149BUS	Transportation Course	200.00
Total NEBRASKA SAFETY CENTER			<u>200.00</u>
OLIVA, MARK	09/2018	ESU7 PICKUPS	200.00
Total OLIVA, MARK			<u>200.00</u>
OLIVIA AUDIO-VISUAL REPAIR	09/2018	Computer repairs	361.70
Total OLIVIA AUDIO-VISUAL REPAIR			<u>361.70</u>
PETERSON, PAULA	09/2018	Summer services	265.78
Total PETERSON, PAULA			<u>265.78</u>
PITSCO EDUCATION	715361-1	Supplies	1,955.39
Total PITSCO EDUCATION			<u>1,955.39</u>
REGION V SERVICES	007583	Special Ed services	1,279.68
Total REGION V SERVICES			<u>1,279.68</u>
ROHDA, JENNIFER	09/2018	Mileage	65.40
Total ROHDA, JENNIFER			<u>65.40</u>
ROSE, BRANDY	09/2018	Summer services	137.50
Total ROSE, BRANDY			<u>137.50</u>
RUTH, CASSIE	09/2018	Summer Service	2,918.25
Total RUTH, CASSIE			<u>2,918.25</u>
SACK LUMBER CO	09/2018	Supplies	310.14
Total SACK LUMBER CO			<u>310.14</u>
SCHILDT, BROOKE	09/2018	Training & Supplies	233.93
Total SCHILDT, BROOKE			<u>233.93</u>
SCHOLASTIC MAGAZINES	M6469658	NY Times	219.78
Total SCHOLASTIC MAGAZINES			<u>219.78</u>
SCHOOL SPECIALTY INC	09/2018	School supplies	286.55
Total SCHOOL SPECIALTY INC			<u>286.55</u>
SEWARD COUNTY INDEPENDENT	98685	Classified Ads	229.56
Total SEWARD COUNTY INDEPENDENT			<u>229.56</u>
SHRED MONSTER, INC	26734	SHREDDING	67.80
Total SHRED MONSTER, INC			<u>67.80</u>
STUDENT ASSURANCE SERVICES, INC	09/2018	Catastrophic coverage	703.00
Total STUDENT ASSURANCE SERVICES, INC			<u>703.00</u>

Vendor Name	Invoice Number	Description	Amount
STYSKAL, CONNIE	09/2018	Mileage	54.50
Total STYSKAL, CONNIE			<u>54.50</u>
SUPPLY WORKS	451795538	Battery	180.76
Total SUPPLY WORKS			<u>180.76</u>
TECH MASTERS	09/2018	Dishwasher, AC, etc	3,832.23
Total TECH MASTERS			<u>3,832.23</u>
VERIZON WIRELESS	09/2018	Cellphone	43.90
Total VERIZON WIRELESS			<u>43.90</u>
VILLAGE OF DWIGHT	09/2018	Water & Sewer	180.00
Total VILLAGE OF DWIGHT			<u>180.00</u>
VILLAGE OF PRAGUE	18288	Electricity	16.00
Total VILLAGE OF PRAGUE			<u>16.00</u>
VOSAIC	46302	Annual subscription	1,309.00
Total VOSAIC			<u>1,309.00</u>
WACHA, SARAH	09/2018	Summer services	1,034.46
Total WACHA, SARAH			<u>1,034.46</u>
WAGE WORKS	INV873903	admin fee	115.00
Total WAGE WORKS			<u>115.00</u>
WAHOO NEWSPAPER	09/2018	Newspaper	174.98
Total WAHOO NEWSPAPER			<u>174.98</u>
WALLA, MARILYN	09/2018	RAMP Supplies	16.28
Total WALLA, MARILYN			<u>16.28</u>
WALSWORTH PUBLISHING CO	1199238	Payment	2,679.76
Total WALSWORTH PUBLISHING CO			<u>2,679.76</u>
WASTE CONNECTIONS OF NEBRASKA	09/2018	Garbage	1,687.88
Total WASTE CONNECTIONS OF NEBRASKA			<u>1,687.88</u>
WINDSTREAM NEBRASKA, INC.	09/2018	Telephone	687.81
Total WINDSTREAM NEBRASKA, INC.			<u>687.81</u>
Fund Number 01			<u>74,520.47</u>
Checking Account ID 1			<u>74,520.47</u>

PIK/Gross	Amount	Expense/ Employer	Adjustment Amount	Check Total	Payee ID	Payee Name
Check Date: 09/20/2018 Batch Description: Sept PR 2018						
Processing Month: 09/2018 Status: Calculated Successfully						
ADD						
ACTIVITYTR Activity trips		292.91				
HOURLY Hourly Pay		58,366.67				
KAGANTRNG Kagan Training		1,980.00				
MANDTTRAIN Mandt Training		2,220.00				
MATHDAY Math Day		255.62				
OT Overtime Pay		4,971.35				
RAMPPAYME RAMP Payment		3,455.67				
SUB Substitute		1,147.50				
SUMMERSCHO Summer School		416.34				
WEIGHTLIFT Weightlifting		433.50				
		<u>73,539.56</u>				
CONTRACT						
C01 Contract 1		219,834.80				
C02 Contract 2		17,449.55				
		<u>237,284.35</u>				
DEDUCTION						
ACCIDENT ACCIDENT	72.28			72.28	AFLACREMI	AFLAC REMITTANCE SERVICES
ACCIDENTCO ACCIDENT-COLONI	177.22			177.22	COLONIAL	COLONIAL LIFE & ACCIDENT INS. CO
CANCER CANCER	144.62			144.62	AFLACREMI	AFLAC REMITTANCE SERVICES
CANCERCOLO CANCER-COLONIAL	44.20			44.20	COLONIAL	COLONIAL LIFE & ACCIDENT INS. CO
CANCERPOST CANCER - AFTER	57.72			57.72	AFLACREMI	AFLAC REMITTANCE SERVICES
CHILDSPRTC CHILD SPRT	237.00			237.00	FAMILYSUP	FAMILY SUPPORT PAYMENT CENTER
DENTALPOST FAMILY DENTAL	624.52	1,466.95		2,091.47	BLUECROSS	BLUE CROSS BLUE SHIELD OF NE
DENTALPRE DENTAL	470.63	315.37		786.00	BLUECROSS	BLUE CROSS BLUE SHIELD OF NE
DEPCARE DEPENDENT CARE	863.33			863.33	EASTBTLR2R	EAST BUTLER SCHOOL DIST 2R
HEALTH HEALTH INSURANC	2,094.45	54,204.51		56,298.96	BLUECROSS	BLUE CROSS BLUE SHIELD OF NE
HORACEMANN HORACE MANN ANN	100.00			100.00	HORACEMAN	HORACE MANN LIFE INS CO
HOSPPRE HOSPITAL - PRET	73.97			73.97	AFLACREMI	AFLAC REMITTANCE SERVICES
SICKNESS SICKNESS - PRET	42.25			42.25	AFLACREMI	AFLAC REMITTANCE SERVICES
STDISAB SHORT TERM DISA	197.34			197.34	AFLACREMI	AFLAC REMITTANCE SERVICES
URM URM	1,274.65			1,274.65	EASTBTLR2R	EAST BUTLER SCHOOL DIST 2R
WADREED WADDELL & REED	1,733.57			1,733.57	WADDELLAN	WADDELL AND REED
	<u>8,207.75</u>	<u>55,986.83</u>	<u>0.00</u>	<u>64,194.58</u>		
INDIVIDUAL BANK ACCOUNT DEDUCTION						
HSA HSA	1,500.00	2,530.61		4,030.61		D
	<u>1,500.00</u>	<u>2,530.61</u>	<u>0.00</u>	<u>4,030.61</u>		
RET DEDUCTION						
NPERS RETIREMENT	307,300.37	30,054.00	30,354.50	60,408.50	RET	NEBRASKA SCHOOL RETIREMENT A SYS
	<u>307,300.37</u>	<u>30,054.00</u>	<u>30,354.50</u>	<u>60,408.50</u>		
TAX						
FIT FIT	272,178.74	25,303.16		25,303.16	EFTPS	ELECTRONIC FEDERAL TAX PAYMENT SYSTEM A
FUTA FUTA	310,823.91					
MEDICARE MEDICARE	304,066.31	4,408.95	4,408.95	8,817.90	EFTPS	ELECTRONIC FEDERAL TAX PAYMENT SYSTEM A
SITNE SIT NE	272,178.74	10,770.79		10,770.79	SITNE	NEBRASKA DEPARTMENT OF REVENUE
SOCSEC SOC SEC	304,066.31	18,852.12	18,852.12	37,704.24	EFTPS	ELECTRONIC FEDERAL TAX PAYMENT SYSTEM A
SUTANE SUTA NE	310,823.91					
WCNE WORK COMP NE	310,823.91					
	<u>59,335.02</u>	<u>23,261.07</u>	<u>0.00</u>	<u>82,596.09</u>		
				Net Pay:		211,727.14

Payroll Register - Totals Combined
Unposted; Batch Description Sept PR 2018; Payroll Type Expense Payroll,Extra,Pay Off
Contracts,Purchase Order,Regular,Reversing GAAP

<u>PIK/Gross</u>	<u>Amount</u>	<u>Expense/ Employer</u>	<u>Adjustment Amount</u>	<u>Check Total</u>	<u>Payee ID</u>	<u>Payee Name</u>
				Cash Total:		422,956.92
Non - FIT Taxable Deductions	38,645.17					
Non - SIT Taxable Deductions	38,645.17					
Non - SOC SEC Taxable Deductions	6,757.60					
Non - MEDICARE Taxable Deductions	6,757.60					
Direct Deposits	215,757.75					
Automatic Payments	132,233.80					

EAST BUTLER PUBLIC SCHOOLS INVESTMENTS
As of Aug 1 2018 For B Mtg Aug 8, 2018

GENERAL FUND

<u>NUMBER</u>	<u>TERM</u>	<u>MATURITY</u>	<u>AMOUNT</u>	<u>RATE</u>	
1026029	12 month	4/5/19	\$513.42	1.20%	McAuliffePrize (At Prague)
3212	24 month	10/1/18	\$387,696.82	0.85%	
1024535	9 month	8/15/17	\$166,337.65	0.20%	
1024295	12 monthFLEX	7/13/17	\$466,864.42	1.20%	
			\$1,021,412.31		
41-513	Checking		NA	0.05%	
TOTAL			#VALUE!		

DEPRECIATION RESERVE/VEHICLE REPLACEMENT FUND

602837			\$86,019.71	0.58%
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QUALIFIED CAPITAL IMPROVEMENT PURPOSE UNDERTAKING FUND (QC-PUF)

1507069			\$449,160.37	0.05%
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BUILDING FUND

1041-718	Checking		\$791,118.26	0.05%
1024870	12 mo FLEX	6/10/18	\$222,432.49	1.20%

EMPLOYEE BENEFIT FUND

1505565	Checking		\$3,490.76	0.05%
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STUDENT FEE FUND

1502837	Checking		\$20,219.38	
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PLEGGED SECURITIES

FIRST NEBRASKA BANK	1/31/21	\$400,000.00	Cusip 912828B58
FIRST NEBRASKA BANK	3/8/19	\$150,000.00	Cusip 313378QK0
FIRST NEBRASKA BANK	5/30/19	\$500,000.00	Cusip 3137EADG1
FIRST NEBRASKA BANK	11/30/2019	\$200,000.00	Cusip 912828UB4
FIRST NEBRASKA BANK	12/31/2020	\$150,000.00	Cusip 912828A83
FIRST NEBRASKA BANK	6/30/2020	\$200,000.00	Cusip 912828VJ6
FIRST NEBRASKA BANK	3/8/19	\$500,000.00	Cusip 3133782M2
FIRST NEBRASKA BANK	9/14/18	\$500,000.00	Cusip 313375K48
FIRST NEBRASKA BANK	9/14/18	\$250,000.00	Cusip 313375K48
FIRST NEBRASKA BANK	9/14/18	\$500,000.00	Cusip 313375K48
FIRST NEBRASKA BANK	4/30/20	\$200,000.00	Cusip 912828VA5
FIRST NEBRASKA BANK	9/30/21	\$500,000.00	Cusip 912828F21
FIRST NEBRASKA BANK	9/30/20	\$500,000.00	Cusip 912828VZ0
FIRST NEBRASKA BANK	2/19/19	\$100,000.00	Cusip 3135G0ZA4

SUB-TOTAL \$4,650,000.00

BANK OF PRAGUE	12/15/2023	\$57,000.00	Cusip 12354RAZ0
BANK OF PRAGUE	1/15/2023	\$85,000.00	Cusip 123529EQ8

SUB -TOTAL	\$142,000.00
TOTAL PLEDGED	\$4,792,000.00

September 12, 2018						
SPECIAL BUILDING FUND BILLS						
Paul Kess, Inc		Check# 1084		Ceiling Tiles		
2301 S 7th St		472.00				
Lincoln, NE 68502						
84 Lumber		Check# 1085		Fire Door & Hardware		
4401 S 33rd Ct		\$4,662.17				
Lincoln, NE 68516						
Metal Door & Hardware Co.		Check# 1086		Door Closers		
6949 South 107th St		\$798.00				
Omaha, NE 68128						
Engaging Technologies		Check# 1087		2 Mimiiboards		
5810 S 142 St, Suite B		\$6,781.00				
Omaha, NE 68137						
Rogge General Contracting		Check# 1088		Classroom Addition		
6101 S 58th, Ste A		\$135,584.00				
Lincoln, NE 68516						
Mahoney Fire & Sprinkler		Check# 1089		Trouble-shooting alarm		
5004 S 110th St		\$335.00		panel		
Omaha, NE 68137						
Clark Enersen Partners		Check# 1090		Classroom Addition & Code		
1010 Lincoln Mall, Suite 200		\$1,624.90		improvements		
Lincoln, NE 68508						
Mid-State Engineering		Check# 1091		Concrete tests		
279 Road D		\$220.00				
Columbus, NE 68601						
TOTAL		\$150,477.07				
DEPRECIATION FUND BILLS						
TOTAL		\$0.00				
QUALIFIED CAPITAL IMPROVEMENT PURPOSE UNDERTAKING FUND (QCPUF)						
TOTAL		\$0.00				

NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

East Butler Public Schools (12-0502) in Butler County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 12 day of September, 2018 at 6:00 o'clock, P.M., at East Butler Public Schools Library for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours.

Clerk/Secretary

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve	Total Available Resources Before Property Taxes	Fee and Delinquent Tax Allowance	Total Personal and Real Property Tax Requirement
	2016-2017	2017-2018	2018-2019				
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
General	\$ 5,611,708.00	\$ 6,146,554.00	\$ 6,486,335.82	\$ 2,047,936.18	\$ 3,364,001.00	\$ 52,224.91	\$ 5,222,495.91
Depreciation	\$ 153,487.00	\$ 87,803.07	\$ 173,019.65	-	\$ 173,019.65	-	-
Employee Benefit	-	-	\$ 3,489.00	-	\$ 3,489.00	-	-
Contingency	-	-	-	-	-	-	-
Activities	\$ 181,396.00	\$ 186,325.99	\$ 241,672.54	-	\$ 241,672.54	-	-
School Nutrition	\$ 191,877.00	\$ 173,520.70	\$ 175,000.00	-	\$ 175,000.00	-	-
Bond	\$ 83,498.00	-	\$ 3,645.00	-	\$ 3,645.00	-	-
Special Building	\$ 133,414.00	\$ 401,452.87	\$ 1,197,318.82	-	\$ 1,107,318.82	\$ 909.09	\$ 90,909.09
Qualified Capital Purpose Undertaking	\$ 190,840.00	\$ 186,514.00	\$ 707,747.00	-	\$ 519,264.00	\$ 1,903.87	\$ 190,386.87
Cooperative	-	-	-	-	-	-	-
Student Fee	\$ 3,847.00	\$ 2,080.99	\$ 20,210.34	-	\$ 20,210.34	-	-
	-	-	-	-	-	-	-
TOTALS	\$ 6,550,067.00	\$ 7,184,251.62	\$ 9,008,438.17	\$ 2,047,936.18	\$ 5,607,620.35	\$ 55,037.87	\$ 5,503,791.87

Total Personal and Real Property Tax Requirement For Bonds

\$ -

Total Personal and Real Property Tax Requirement for ALL Other

\$ 5,503,791.87

Notice of Special Hearing To Set Final Tax Request

East Butler Public Schools (12-0502) in Butler County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Section 77-1601.02, that the governing body will meet on the 12 day of September 2018 at 6:15 o'clock P.M., at East Butler Public Schools Library for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to setting the final tax request at a different amount than the prior year tax request.

2017/18 Budget Information

2018/19 Budget Information

Fund	2017-2018 Property Tax Request	2017 Tax Rate	Property Tax Rate (2017-2018 Request Divided By 2018 Valuation)	2018-2019 Proposed Property Tax Request	Proposed 2018 Tax Rate
General Fund	5,157,129.44	0.560431	0.561301	5,222,495.91	0.568415
Bond Fund(s) K - 12			0.000000	-	0.000000
Bond Fund(s) K - 8			0.000000		0.000000
Bond Fund(s) 9 - 12			0.000000		0.000000
Bond Fund			0.000000		0.000000
Special Building Fund	92,020.20	0.010000	0.010015	90,909.09	0.009895
Qualified Capital Purpose Undertaking Fund K - 12	191,919.19	0.020856	0.020888	190,386.87	0.020722
Qualified Capital Purpose Undertaking Fund K - 8			0.000000		0.000000
Qualified Capital Purpose Undertaking Fund 9 - 12			0.000000		0.000000
Total	5,441,068.83		0.591287	5,503,791.87	0.599039

To: East Butler Public Schools Board of Education
From: Michael Eldridge, Secondary Principal
Date: September 12, 2018
Re: Secondary Principal's Report

I. AdvancED Accreditation

- a. As part of our accreditation visit, one of the comments that was made that we need to align our evaluation system with our Principles of Learning.
 - i. I have been using our walkthrough document to address this area.
 - ii. Since the beginning of the school year I have done 168 walkthroughs.
 - 1. I have done 63 documented walkthroughs while others have just been a pop in.
 - 2. This has been a valuable use of my time, and it allows for the teaching staff to reflect based off of my feedback.

II. Professional Learning Day

- a. Our next professional learning day will take place on September 24th.
 - i. We will be covering Edivate, Principles of Learning, Vosaic, Class Intercom, among other things.

III. 7-12 Enrollment Numbers

- a. 7th - 19
- b. 8th - 26
- c. 9th - 20
- d. 10th - 29
- e. 11th - 23
- f. 12th - 20
- g. **7-12 - 137**

IV. Power of ICU

- a. I have included a copy of the guidelines for the Jr/Sr High School regarding the ICU process.
 - i. You will notice that we are focusing on quality student work but also quality of assignments given.

V. ACT

- a. I have included our Five-Year Trends - Average ACT scores for our current seniors after having taken the ACT as a state mandated test their Junior year.
- b. It also shows you last year's scores and how that compares. We are above the state average in every area.

VI. Parent/Teacher Conferences

- a. Will be held on Wednesday, September 19th from 3:00pm-8:00pm with a 1:30pm dismissal.

Jr/Sr High School

ICU Guidelines

2018-2019

ICU Procedures:

- If a student has a missing assignment, they are placed on ICU list and required to attend focus lunch.
- If a student turns in an assignment that was previously placed on ICU list, the teacher will take the student off the list.
- After the teacher has reviewed the work and it is determined to be of poor quality, the assignment will again be placed on the ICU list with the note: *Poor Quality, Needs to Redo/Fix.*

Focus Lunch

- Students will have the opportunity to not have to attend the ICU Focus lunch if they get their missing work in by the following times:
 - 1st Lunch - 11:15am
 - 2nd Lunch - 12:15pm
 - FRIDAY - 11:15am

Quality Work:

- Students are expected to turn in quality work.
- Teachers will determine the quality of work. The following guidelines may be used to help judge quality work.
 - **Possible Guidelines for Student Quality Work:**
 - Legible
 - Complete
 - Relevant Answers
 - Follow Directions

Guideline for Teacher Quality Assignment:

- Assignment to accomplish a learning standard/objective.

Assessments:

- All students will have the **opportunity** to retake an assessment/test. The teacher has the discretion to **require** a student to retake or redo the assessment due to poor quality.

**FIVE YEAR TRENDS---AVERAGE ACT SCORES
NUMBER OF STUDENTS TESTED**

Year	School	State
2013-2014	0	0
2014-2015	0	0
2015-2016	0	0
2016-2017	26	21,647
2017-2018	18	21,949

AVERAGE ACT SCORES:

Year	English		Reading	
	School	State	School	State
2013-2014	*	*	*	*
2014-2015	*	*	*	*
2015-2016	*	*	*	*
2016-2017	17.7	18.4	19.8	19.5
2017-2018	20.7	18.4	20.6	19.5

Year	Mathematics		Science	
	School	State	School	State
2013-2014	*	*	*	*
2014-2015	*	*	*	*
2015-2016	*	*	*	*
2016-2017	20.4	19.4	20.6	19.5
2017-2018	21.3	19.3	20.4	19.7

COMPOSITE

Year	School	State
2013-2014	*	*
2014-2015	*	*
2015-2016	*	*
2016-2017	19.7	19.3
2017-2018	20.8	19.4

Elementary Principal Report

September Board Meeting



I. Concordia Student-Teachers

- A. Mikayla Eifert and Madalynn Fousek have started their 8-week program at East Butler in Brainard. They are both current students at Concordia University and teach in the classrooms with Mrs. Chapek and Mrs. Bohac.

II. 2018-2019 Enrollment

- A. 2018-2019 Numbers:
 1. Preschool: 40 Students
 2. Kindergarten: 12 Students
 3. Brainard K-6: 91 Students
 4. Dwight K-6: 40 Students
 5. K-12: 266 Students
- B. The 27 Year enrollment numbers are included.

III. Fall Assessments

- A. Northwest Evaluation Association (NWEA)-MAPS testing session was held August 27-31. There were issues during testing as students needed to restart the program in order to complete each test. NWEA representatives contacted schools and delayed testing to fix the problem with their program.
- B. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) testing finished August 24 for all K-6 students. Brooke Koliha, ESU 7 Professional Development Coordinator, met with our core Multi-Tiered Systems of Support Team (MTSS) on August 31 to analyze data and discuss interventions for students.

IV. Parent-Teacher Conferences/Safety and Crisis Drill Procedures

- A. Conferences will be held on Wednesday, September 19. School will be dismissed at 1:30 P.M.
- B. The following safety and crisis drills will be practiced August 17.
 1. School Evacuation
 2. School lockdown
 3. Fire Drill
 4. Bus Evacuation
 5. Tornado Drill

V. Professional Learning Day

- A. Professional learning on September 24 will focus on Edivate, principles of learning, and instructional coaching. There will be an afternoon session for elementary teachers for MimioBoard training.

VI. Student Leadership Conference

- A. East Butler will be sending 6 students from grades 5-6 to the Student Leadership Conference at Doane College on October 16. This conference is sponsored by elementary principals in Region 1. Speakers will share information related to positive leadership and building confidence.

East Butler Enrollment Report 27 Year Enrollment

Year	Pre-K	Kind.	Br. K-6	Dw. K-6	Pr. K-6	K-6 Total	K-12
2018-19	40	12	91	40		131	266
2017-18	24	23	91	41		132	277
2016-17	21	23	94	43		137	277
2015-16	30	23	93	40		133	277
2014-15	30	13	95	39		134	299
2013-14	29	22	101	45		146	308
2012-13	19	12	95	43	8	146	321
2011-12	16	18	86	48	19	153	323
2010-11	17	23	90	54	30	174	345
2009-10	19	18	72	59		131	279
2008-09	13	25	84	54		138	281
2007-08	10	20	78	53		131	309
2006-07		11	78	53		131	303
2005-06		19	83	53		136	321
2004-05		15	79	50		129	321
2003-04		17	92	50		142	327
2002-03		23	100	52		152	335
2001-02		18	100	67		167	342
2000-01		20	103	69		172	358
1999-00		18	98	74		172	351
1998-99		18	98	81		179	364
1997-98		23	101	89		190	372
1996-97		25	106	76		182	371
1995-96		37	100	81		181	349
1994-95		13	103	71		174	326
1993-94		25	118	69		187	336
1992-93		27	115	65		180	322
Average	22.3	20	94.2	57.7	19	154.1	320.7