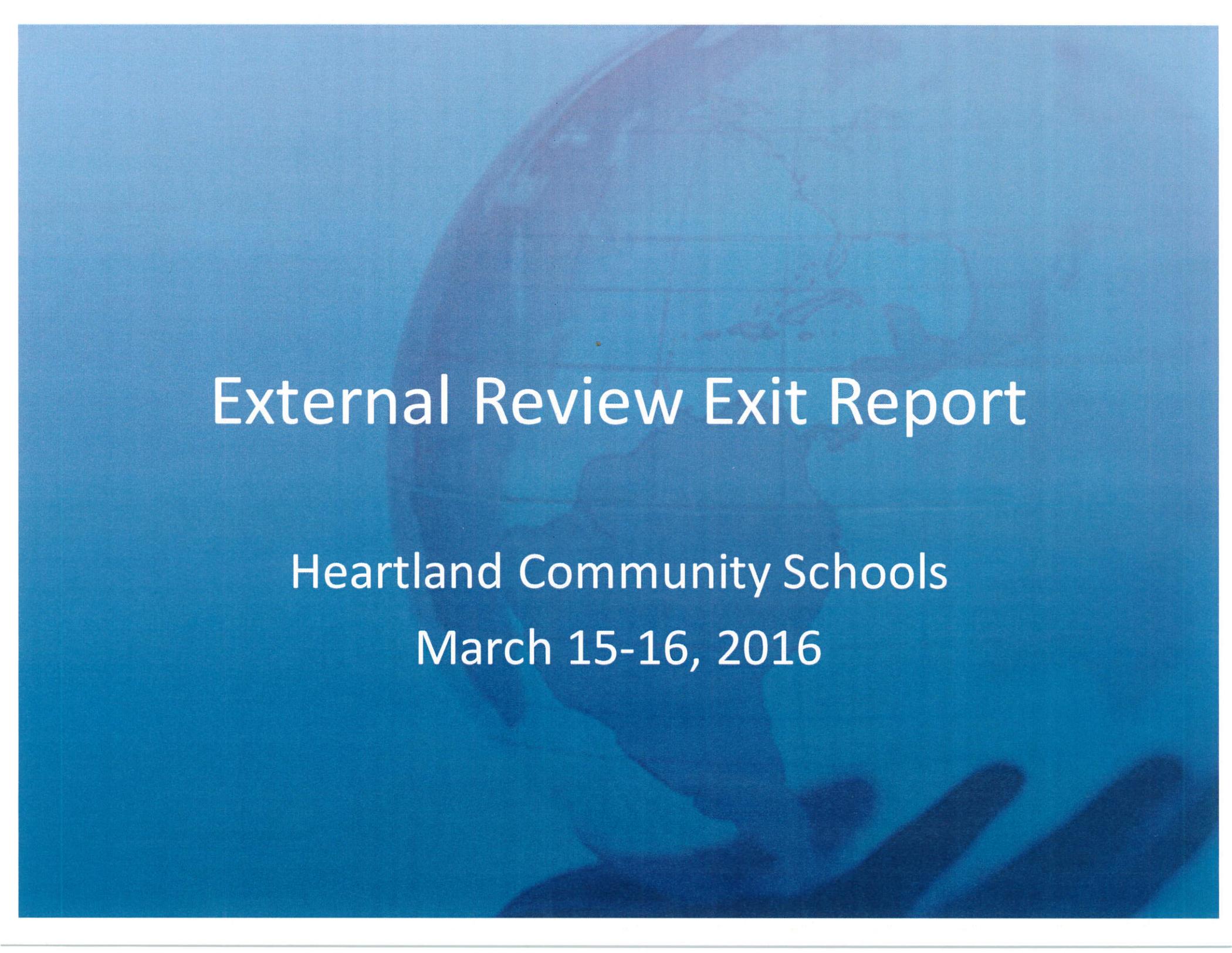


Board of Education Work Session
Tuesday, March 12, 2019 5:30 PM

Conference Room @ York Country Club
1501 Front Street
Henderson, NE 68371-8929

Agenda

1. Preliminary Procedures
 1. Call to Order
 2. Public Notice of the Meeting
 3. Roll Call
2. Discussion Items
 1. Board/Administrator Goal Setting
3. Adjournment



External Review Exit Report

Heartland Community Schools

March 15-16, 2016



AdvancED is the global leader in providing continuous improvement and accreditation services to over 32,000 institutions serving 20 million students worldwide.

Accreditation

An international protocol for institutions committed to systemic, systematic and sustainable improvement

- Builds capacity of the system and its schools to increase and sustain student learning
- Stimulates and improves effectiveness and efficiency throughout the system

External Review

A diagnostic process to stimulate and guide continuous improvement with a focus on:

- Impact of teaching and learning
- Capacity of leadership
- Use of resources

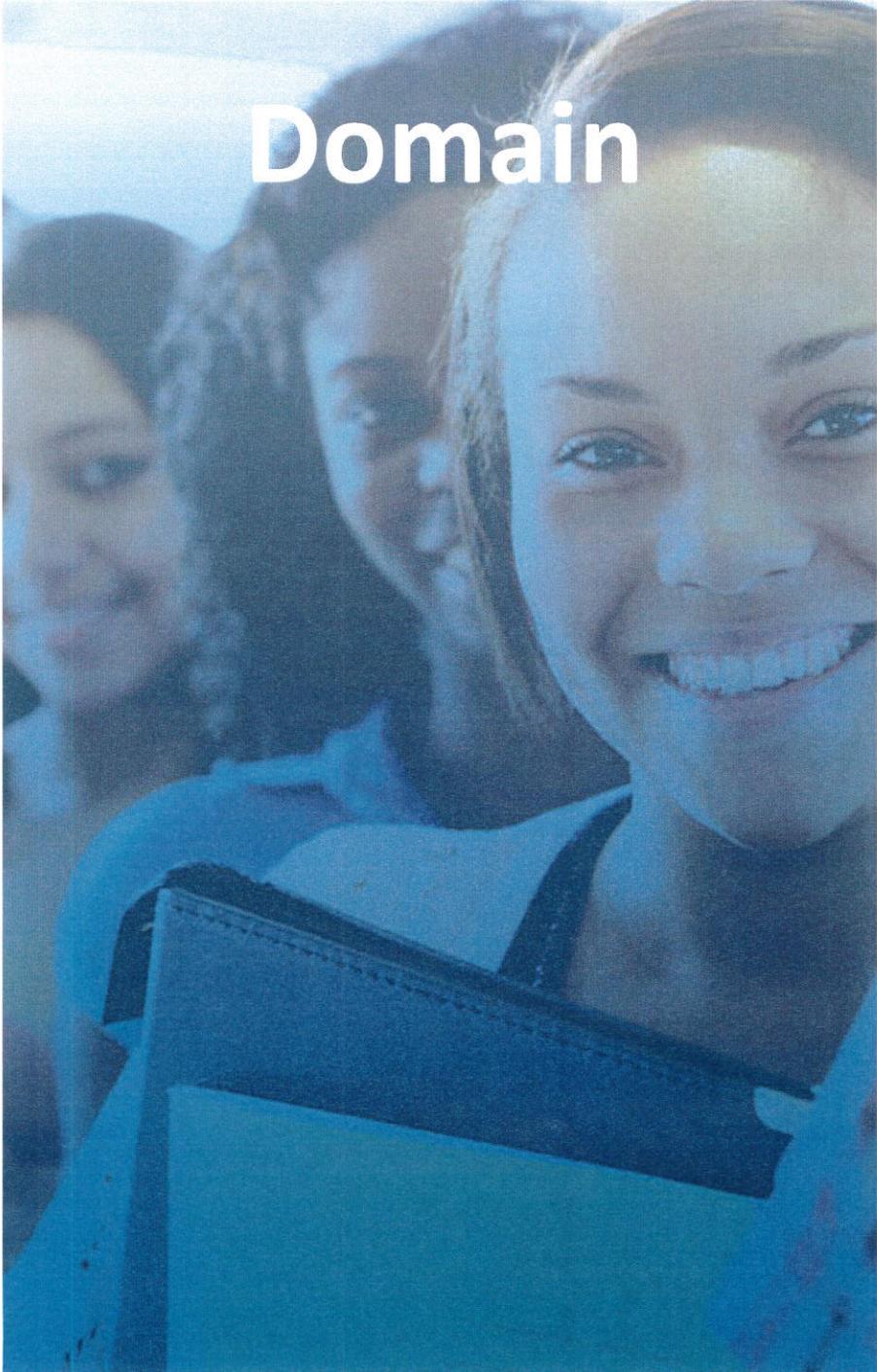
External Review

Professional judgment by the External Review Team results in:

- Powerful Practices
- Opportunities for Improvement
- Improvement Priority
- Index of Education Quality
- Accreditation Recommendation

Stakeholders

Stakeholder Interviewed	Number
Superintendent	1
Administrators	2
Instructional Staff	10
Support Staff	7
Students	30
Parents/Community/Business Leaders	7
Board Members	4
Total	61



Domain

Teaching and Learning Impact

The External Review Team examined:

- Student performance results
- instructional quality
- Learner and family engagement
- Support services for student learning
- Curriculum quality and efficacy
- College and career readiness data

Findings

- **Improvement Priorities:** Develop and implement professional learning communities involving all staff, at all levels that are designed to focus on instruction and student learning.

Findings

- Opportunities for Improvement: Design and utilize a comprehensive mentoring program to positively impact teacher efficacy and student success.

Findings

- **Powerful Practices:** The community is actively involved with and supportive of the school.

Findings

- **Powerful Practices:** The school offers students robust and varied courses with differentiated learning opportunities, including early childhood programming with support for students with special education needs, and various extra-curricular activities.

eleot™

	Domains	External Review	AEN
1	Equitable Learning Environment	2.84	2.69
2	High Expectations Environment	3.03	2.81
3	Supportive Learning Environment	3.38	3.06
4	Active Learning Environment	3.23	2.94
5	Progress Monitoring and Feedback Environment	3.10	2.79
6	Well-Managed Learning Environment	3.36	3.13
7	Digital Learning Environment	1.80	1.82

Domain

Leadership Capacity

The External Review Team examined:

- Institutional purpose and direction
- Governance and leadership effectiveness
- Stakeholder engagement
- Improvement capacity
- Results

Findings

- Opportunities for Improvement: Develop and implement a comprehensive continuous improvement plan with involvement of all stakeholders that is systematic and systemic.

Findings

- **Powerful Practices:** The staff of the school are invested in the lives and success of the student body.

Domain

Resource Utilization

The External Review Team examined:

- Allocation and use of resources
- Equity of resource distribution to need
- Level and sustainability of resources
- Long range capital and resource planning effectiveness

Conclusions

Index of Education Quality™ (IEQ™)

- Impact of teaching and learning on student performance
- Capacity of leadership to guide and ensure effectiveness in carrying out strategic direction of institution
- Utilization of resources to meet diverse needs of students and institution
- Use as a tool for formative analysis and continuous improvement
- Connection for the conditions, processes, and practices to evidence including student performance

IEQ Results

	External Review IEQ Score	AE Network Average
Overall Score	282.56	278.34
Teaching and Learning Impact	269.52	268.94
Leadership Capacity	294.55	292.64
Resource Utilization	302.86	283.86

IEQ Results

The IEQ results indicate that the school system is performing within acceptable ranges as compared to expected criteria as well as other institutions in the AdvancED network.

Recommendation

The External Review Team recommends to the AdvancED Accreditation Commission that the

Heartland Community Schools

earn the distinction of accreditation by AdvancED.

Continuous Improvement

- Improvement Priorities must be addressed within two years
- Beginning of a journey of improvement
- Deliberate and strategic actions to ensure that every child, *every day is being prepared and achieving success for their future*

Final Thoughts

The External Review Team:

- Appreciates *your hospitality, support and professionalism.*
- Respects and acknowledges the *efforts to improve the quality of your institution.*
- Congratulates your system and community on *completing the requirements for AdvancED School System Accreditation.*

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Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: Level 3

Indicator	Statement	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success.	<p>Purpose statements - past and present</p> <p>Our Current Mission Statement: Heartland Community Schools - Henderson/Bradshaw is dedicated to educating all students by providing challenging opportunities to learn according to individual needs.</p> <p>Our Current Belief Statements: Heartland Community Schools - Henderson/Bradshaw believe:</p> <ul style="list-style-type: none"> • all students have value and the ability to learn. • in providing a positive, safe, and caring environment for learning. • in providing challenging educational opportunities for each student. • in preparing students for a lifetime of learning. • in cooperative community support. • in the importance of integrity within all aspects of education. • in fostering a relationship of respect with the community. <p>School's Mission Statement / Belief Statement is posted on the School's Website (www.heartlandschools.org), the School's Wiki Page, Letterhead, Newsletter, on the walls (2 locations), in classrooms, and the Teacher Handbook (online page 4).</p> <p>2014 PARENT SURVEY TAKEN BY PARENTS AND JR/HS STUDENTS</p> <ul style="list-style-type: none"> ● Understanding Goals of the School Parents=100% Students=94% ● Input on Decisions Parents=100% Students=47% <p>Reviewed School's Mission and Belief Statements on September 17, 2012. Documentation of this event was recorded on the School's Wiki page.</p> <p>Annual Report on the School's website (www.heartlandschools.org).</p>	<ul style="list-style-type: none"> ● Minutes from meetings related to development of the school's purpose ● Documentation or description of the process for creating the school's purpose including the role of stakeholders ● Communication plan to stakeholders regarding the school's purpose ● Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) 	Level 3

Indicator	Statement	Response	Evidence	Rating
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.	<p>Purpose statements - past and present</p> <p>Our Current Mission Statement: Heartland Community Schools - Henderson/Bradshaw is dedicated to educating all students by providing challenging opportunities to learn according to individual needs.</p> <p>Our Current Belief Statements: Heartland Community Schools - Henderson/Bradshaw believe:</p> <ul style="list-style-type: none"> • all students have value and the ability to learn. • in providing a positive, safe, and caring environment for learning. • in providing challenging educational opportunities for each student. • in preparing students for a lifetime of learning. • in cooperative community support. • in the importance of integrity within all aspects of education. • in fostering a relationship of respect with the community. <p>Reviewed School's Mission and Belief Statements on September 17, 2012. Documentation of this event was recorded on the School's Wiki page.</p>	<ul style="list-style-type: none"> • The school's statement of purpose • Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose • Survey results 	Level 3

Indicator	Statement	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	Professional development days are focused around the school improvement process. Data is reviewed, research based teaching strategies are taught, opportunities to learn new technology are offered, and are all documented on the school wiki.	<ul style="list-style-type: none"> • Agenda, minutes from continuous improvement planning meetings • Communication plan and artifacts that show two-way communication to staff and stakeholders • The school data profile • The school continuous improvement plan • Survey results 	Level 3

Standard 1 Narrative

Heartland Community Schools is committed to high expectations and participation of student improvement through our Mission Statement and Belief Statements. Heartland Community School provides a foundation of purpose through our Mission Statement and Belief Statements. However, this is an ongoing process of evaluation and documentation to provide the best reflective learning environment. These statements have been evaluated (September 17, 2012) and have been found to be current and relevant today providing clear goals for our school to implement. This focus requires more consistent review (annually) and application to our instructional model. As Heartland moves forward more awareness will be committed to the documentation of stakeholders involvement in these processes by use of our Faculty Wiki page, Heartlandschools.org website, and through surveys. Currently, in our 2014 Parent Survey, 100% of the parents surveyed believed the School's goals were communicated effectively while 94% of the students surveyed perceived the School's goals were communicated effectively. Staff and faculty undergo data collection review, goal monitoring, and school improvement development during regular professional meeting dates during the school year.

Our data collection comes from MAP, NeSA, ACT, PLAN, classroom achievement, and DIBELS test scores. The MAP, NeSA, and PLAN are mailed home with letters of explanation, while DIBELS is individually explained face to face at parent teacher conferences. District wide scores are accessible on www.heartlandschools.org. ACT and PLAN test scores are communicated through the counselor's office. More defined definitions of scores summaries are available to the staff through the Heartland Wiki page. Evaluations of scores indicate to faculty and staff direction for continuing improvement of school wide classroom instruction. Efforts to improve areas of weakness have been done by implementation of a School wide reading program and a math program in the elementary classes.

Stakeholder goal communication is provided through student handbooks, heartlandschools.org, and District newsletter. Staff goals can be accessed through the District wiki page. Other positive mode of effective communication with all stakeholders comes from Student Grades being accessible through PowerSchool. Grades are updated weekly, with follow up communication to parents about student scores. These reports provide academic monitoring for eligibility in extracurricular activities. One issue with providing accessibility to information is to maintain up to date information, whether it may be student grades, test scores, or student access to learning materials. Technology greatly aids in providing additional instruction and communication after hours through Google classroom Haiku.

Uses of surveys.....2014 PARENT SURVEY TAKEN BY PARENTS AND JR/HS STUDENTS
Interesting findings: Understanding Goals of the School Parents=100% Students=94%
Input on Decisions Parents=100% Students=47%

Governance and Leadership

The system operates under governance and leadership that promote and support student performance and system effectiveness.

Overall Rating: Level 4

Indicator	Statement	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	The governing body of Heartland Community Schools establishes policies and supports practices that ensure effective administration of its school. Policies and practices promote conditions that support student learning and effective instruction. Policies and practices promote professional growth of staff and appropriate fiscal management. Policies are available in the office for review and will be available on our school website at www.heartlandschools.org by summer 2016. There are opportunities for staff and stakeholder input on policy changes at board meetings. Yearly schedule for professional development days and handbooks for certified and classified staff are available. Information regarding governance is shared via newsletter and annual report to patrons.	<ul style="list-style-type: none"> ● Board policies ● Professional development plans ● Staff handbooks ● Opportunity for input on policy revision ● Student handbooks ● Board minutes and agendas posted online ● Newsletter articles regarding policy changes ● School improvement wiki 	Level 3

Indicator	Statement	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics and free of conflict of interest. Heartland Community School's Board of Education undergoes an annual board self-evaluation. To further their skills, board members attend national, state, and area conferences and workshops. The Board is responsive to public input as part of their monthly agenda. Every board member acts in accordance with his or her defined roles and responsibilities in compliance with board policy.	<ul style="list-style-type: none"> ● Board policies outlining roles of board members ● Members are very active in relevant professional development. ● Legal counsel is in place ● Policies are reviewed in a timely manner ● Meeting minutes reflect mandated hearings and reviews 	Level 4

Indicator	Statement	Response	Evidence	Rating
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The Board of Education allows the administration and teachers the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. Monthly reports are submitted and presented to the board by administrators to inform the board of school and student progress. The board and administration understand and respect one another's roles as it pertains to the operations of the school.	<ul style="list-style-type: none"> ● School improvement is a team effort ● Board establishes similar goals ● Roles of the admin team are identified ● Board attends meetings and discusses their role as compared to that of administration ● Board conducts self-evaluation each year ● Climate surveys of staff, students, and parents 	Level 4

Indicator	Statement	Response	Evidence	Rating
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	Administration and teachers work together to advance efforts in shared decision-making and to provide a framework for aligning our curriculum in Grades K-12. Student achievement data is a focus and reviewed as a group twice each year. Staff and leadership discuss and hold high expectations and are held accountable for maintaining and improving conditions that support student learning. The culture is one of support, collaboration, and common focus.	<ul style="list-style-type: none"> ● Board members are informed of school improvement initiatives ● Professional development aligned with improvement goals ● Data is reviewed twice each year to identify growth and needs ● Staff, students, and parents are surveyed regarding initiatives 	Level 4

Indicator	Statement	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Heartland administrators engage stakeholders in support of the school's mission by encouraging input and participation in projects and school climate surveys. A Preschool Advisory Committee is in place to gather input from parents. Stakeholders are encouraged to provide feedback to newsletter and web articles and to participate in board meetings. Information is regularly posted on our website, Facebook page, and Twitter feed to catch those patrons using social media. The administration operates with an "open door" policy and invites patrons to stop in with questions or input at any time. Stakeholders are invited to participate in learning extension opportunities.	<ul style="list-style-type: none"> ● Stakeholder surveys ● Feedback sections on web articles ● Preschool advisory notes ● Extension camp agendas 	Level 3

Indicator	Statement	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	Teachers and administrators are evaluated according to state law and local policy. The evaluation process for administrators has been rewritten to include best practices as identified in the research. We are currently discussing researched-based instructional strategies and are moving to a complete overhaul of our teacher evaluation process in order to identify and modify practices that are effective in improved student learning.	<ul style="list-style-type: none"> ● Board policies on supervision and evaluation ● Job criteria identified in policy, handbooks, or job descriptions ● Professional development agendas related to improvement in staff evaluation 	Level 3

Standard 2 Narrative

The governing body of Heartland Community Schools maintains policies and supports practices that ensure effective administration of the school system. Policies have recently undergone a comprehensive review that was completed in February of 2016. The new policies will be available on the school website for staff, students, and stakeholders to access at any time. The staff and general public were invited into the policy review sessions and a description of the revision will be published in our monthly newsletter that is sent to all stakeholders of the district.

The school board operates under policies that establish a code of ethics and address specific roles within the board and between the board, administration and staff. More often than not, all board members are in attendance at state and area conferences at which the role of board members and their relationship with school personnel and the general public are discussed. The school board understands the importance of their responsibilities and takes pride in their continuing professional development. The board

is responsive to public input and has established opportunities per board meeting for the general public to provide input on general operations of the school district and in regard to items on the current board agenda.

The school board allows leadership the autonomy to meet goals for school improvement, student achievement, and classroom instruction. Each month, members provide written reports to the school board regarding items of interest in each of the buildings and the district as a whole. The administration also provides information related to agendas and discussions that occur at teacher professional development days as well as student performance data and curriculum reviews and updates. Approximately 4 or 5 times each year, students present information to the school board related to improved learning practices, academic activities, and innovative classroom practices.

The leadership and staff foster a collaborative approach in working toward professional practices and improved teaching and learning. Student performance data is reviewed as a group twice each year to identify improvements and new or continuing concerns. Concerns are further discussed as a group to identify the changes that need to be explored or implemented to address the identified need(s). School improvement goals are identified from this process and are voted upon by the administration and staff in order to build a collaborative environment with common objectives. A school wiki web site was established and serves as a clearinghouse for data, school goals and initiatives, and resources for the school improvement process. At least once each year, teachers spend a day in a technology "mini-conference" at which teachers teach one another about instructional techniques utilizing the district technology resources.

The board and administration solicit input from stakeholders to various initiatives or policies. Climate surveys are completed by staff, parents, and students every 3 years as part of the requirements of Rule 10. The results are reviewed by the staff, administration, and the board of education. As the need arises for input on initiatives related to teaching and learning, surveys have also been conducted to gather input. Community stakeholders have been involved in the hiring of administration and they have also provided feedback on the qualities they value in such positions. Stakeholders are encouraged to participate in monthly board meetings and various presentations by students serve as a way to bring parents into the meetings. The involvement of stakeholders on a regular basis is challenging, perhaps as a result of a general sense of satisfaction as to the health of the district and the way business is conducted on a regular basis.

Teaching and Assessing for Learning

The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: Level 3

Indicator	Statement	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.	<p>As a staff, we have been implementing Marzano's instructional strategies. Teachers post learning objectives in the classroom daily and collect work samples specific to their area of instruction. Learning expectations are shared with parents and students (contract) & displayed in the room. Course descriptions are updated annually by the secondary principal and enrollment patterns for courses can also be provided. Graduate follow-up surveys are provided by Guidance counselor.</p> <p>The supervision and evaluation of employees, while conducted according to state law and district policy, is being evaluated at the present time. We recognize that to increase our opportunity for staff to grow in ways to be more effective in the classroom, our evaluation tool must be updated to reflect those expectations. While conversations about effective teaching and learning are a part of numerous conversations between administrators and staff, the current evaluation tool does not provide for specific feedback in these areas. We are in the process of gathering information on the Nebraska Teacher and Principal Evaluation Model. This work integrates many research-based indicators from the works of Marzano and Daniels. Our plan is to delve deeply into this process during the 2016-17 school year and we plan for full implementation in the fall of 2017. Evaluation practices for classified staff are also being modified, albeit slowly, to reflect goal oriented summary evaluations.</p>	<ul style="list-style-type: none"> ● Descriptions of instructional techniques ● Enrollment patterns for various courses ● Graduate follow-up surveys ● Course descriptions ● Course Schedules ● Learning Expectations for different courses ● Representative samples of student work across courses ● Posted learning objectives ● Lesson Plans ● Survey Results 	Level 3

Indicator	Statement	Response	Evidence	Rating
3.2	Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<p>Teachers use professional development time and summer curriculum hours to write curriculum guides that align to the standards. English & World Language, Elementary Reading and Math Curriculum is aligned. HCS uses DIBELS, Reading Street, MAP, Saxon assessment tools.</p> <p>Teachers use summer curriculum hours and professional development time to work on curriculum areas that are not aligned.</p>	<ul style="list-style-type: none"> ● Curriculum Writing Process ● A description of the systematic review process for curriculum, instruction and assessment ● Curriculum guides ● Lesson plans aligned to the curriculum ● Products – scope and sequence, curriculum maps ● Common assessments ● Survey results 	Level 3

Indicator	Statement	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers' performance is documented during walkthroughs and evaluation periods. Teachers use Haiku to share information with students and collect student work. Teachers require students to submit projects using technology (iMovie, Google docs, Educreations). Fifth graders use Genius time to show evidence of learning about a cross curricular project they select and are interested in such as Sandhill Cranes.	<ul style="list-style-type: none"> ● Teacher evaluation criteria ● Findings from supervisor walkthroughs and observations. ● Student work demonstrating the application of knowledge ● Examples of teacher use of technology as a learning tool ● Interdisciplinary projects ● Authentic assessments ● Professional development focused on these strategies ● Agenda items addressing these strategies ● Survey results 	Level 3

Indicator	Statement	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	Formal and consistent evaluations are conducted by administration; principals have a schedule of evaluations & forms. Walk-through forms are filled out by principals and given to teachers. Administration provides a mentor for each new teacher and training is currently provided by ESU 6.	<ul style="list-style-type: none"> ● Supervision and evaluation procedures ● Curriculum maps ● Peer or mentoring opportunities and interactions ● Administrative classroom observation protocols and logs ● Examples of improvements to instructional practices resulting from the evaluation process ● Documentation of collection of lesson plans and grade books ● Survey results 	Level 3

Indicator	Statement	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	<p>Learning communities such as the Google Community, Marzano Google Document, TLC, PK Early Intervention team, Mentoring Program, Homeroom Middle School weekly collaboration, and SAT are set up at HCS.</p> <p>In order to move to a level 3 we would need to look at training paraprofessionals and other non-certified staff in areas such as poverty, letter sounds, reading instruction, etc.</p>	<ul style="list-style-type: none"> ● Examples of improvements to content and instructional practice resulting from collaboration. ● Peer coaching guidelines and procedures 	Level 2

Indicator	Statement	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Teachers have worked their way through the book <u>Becoming a Reflective Teacher</u> by Robert Marzano, rubrics & checklists are provided for students (standards of performance), Google Forms are used to show class testing grades (chart), and examples of student work are shown so students know what is expected. New teachers' instructional strategy goals are integrated after their first formal observation.	<ul style="list-style-type: none"> • Samples of exemplars used to guide and inform student learning • Examples of learning expectations and standards of performance • Examples of assessments that prompted modification in instruction • Survey results 	Level 3

Indicator	Statement	Response	Evidence	Rating
3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	We have five new teachers involved in the Effective Instructional Strategies program through ESU 6. This includes three summer workshops and two during the school year. They are paired with five experienced teachers who are going through a mentoring program with them. The mentors attend three training meetings and receive a binder of materials to cover with their mentee. The current expectations are simply attending the workshops and meeting with the mentor. There is a need to develop accountability and documentation of the mentor/mentee relationship.	<ul style="list-style-type: none"> • Descriptions and schedules of mentoring, coaching and induction programs with references to school beliefs and values about teaching and learning • Professional learning calendar with activities for instructional support of new staff • Records of meetings and walkthroughs/feed back sessions 	Level 2

Indicator	Statement	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Parents and caregivers can be kept up to date through a variety of avenues: open house, parent teacher conferences, school newsletter, calendar, PowerSchool, Twitter, Facebook, Haiku, school web page, and marquee. Parent and community volunteers are used in the classroom to help with special activities, parties, teaching PE classes in their area of expertise, teaching after school clubs, and reading with individual students. Parents can see their child's progress in a variety of ways. Kindergarten students present the farm program. First graders read with parents for PAL day. Second graders present information learned about early Americans in "An Early American Christmas". Third graders create inventions and invite parents and friends to "The Invention Convention". Fourth graders present their research on a Nebraska person or place. Fifth graders present research on a state. Sixth graders present their science projects at the science fair. In the older grades parents are kept up to date on progress through sporting events, concerts, one act plays, and musicals. According to the parent survey listed on the school wiki, parents stated that they feel comfortable at the school and feel well informed about the progress of their children.	<ul style="list-style-type: none"> ● Volunteer program with variety of options for participation ● Calendar outlining when and how families are provided with information on child's progress ● List of varied activities and communication modes with families, e.g., info portal, online newsletters, parent centers, academic nights, open house, early release days ● Survey results 	Level 3

Indicator	Statement	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	There is not a formal program; however, we feel that we provide positive interaction for students through FFA, FBLA, sports, drama, music, band, homeroom, special education programs, HAL, art club, STRIV, robotics, math club, quiz bowl, science club, and other activities.	<ul style="list-style-type: none"> ● JH students are in a homeroom for 7th and 8th grade. HR teachers meet with students daily 	Level 1

Indicator	Statement	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	All teachers report their grades on PowerSchool using a 4.0 system. The high school principal's notes from a staff meeting on grading determined that makeup work could be completed until the end of the quarter. Every two weeks blue slips get mailed home to the parents of Jr. High school students to make them aware of late assignments. We have an eligibility policy in place for students involved in activities. Communication is sent home to parents to keep them aware of their child's eligibility. Our grading policy at the 7-12 level is consistent at the percentage breakdown and letter grade assignments. Teachers have autonomy in deducting 0-30% for late work. Until this year, we had a range from 0-100% deduction for late work, and in some cases, late work was not accepted after three days. That has changed this year.	<ul style="list-style-type: none"> • Sample report cards for each grade level and for all courses 	Level 2

Indicator	Statement	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	The school provides multiple professional development days for teachers throughout the school year as well as sending teachers to workshops at the service unit and elsewhere. On an administrative level, the professional development days are evaluated after each one. On the teachers' level, these days are not regularly evaluated.	<ul style="list-style-type: none"> • Crosswalk between professional learning and school purpose and direction 	Level 2

Indicator	Statement	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	Our special education team provides and coordinates learning services. Other services provided are Title I, HAL, and the SAT process. It is up to each teacher to meet the needs of various learning services and multiple intelligences.	<ul style="list-style-type: none"> • List of learning support services and student population served by such services • Data used to identify unique learning needs of students 	Level 3

Standard 3 Narrative

As Heartland Community Schools' mission statement describes, we are dedicated to educating all students by providing challenging opportunities to learn according to individual needs. Our curriculum provides challenging learning experiences so that all students have sufficient opportunities to develop learning, thinking, and life skills that will allow them to be successful at the next level. Teachers of similar courses collaborate

to make sure learning expectations are aligned, and the secondary principal is responsible for ensuring course descriptions are updated annually.

As a staff, we are in the process of aligning curriculum to the current State Standards. The staff has focused on SMART goals to make individual improvements in our areas of weakness. We are currently exploring ways in which we can incorporate effective PLCs. In addition, the school has created a survey for instructors, parents, and students to contribute to our goal of promoting improvements as a whole organization.

Teachers have been instructed on and are implementing many of Robert Marzano's instructional techniques. One Marzano technique being used by teachers is that of sharing student learning expectations with parents and students. Expectations are displayed in the classroom as a visual reminder to both the students and staff. In addition to this, daily learning objectives are posted for students. Parents are able to see expectations and evidence of student learning on Haiku and at bi-yearly Parent Teacher Conferences. Varied learning needs are met through high ability programs such as extension camps, robotics, and People of the Past and Present, Special Education services are provided for students birth through age 21, and services for English Language Learners are provided. Student work and successes are displayed throughout the building as well as online through use of Artsonia, Huskie Howl, and striv.tv.

Teachers at Heartland Community Schools engage students in their learning through instructional strategies that ensure achievement of learning expectations. Teachers use LMS systems, such as Haiku, for student communication and learning. Students submit projects using technology such as iMovie, Google Docs, and Educreation. Evidence of student learning can be observed through a new elementary student program, Genius Time. Students show evidence of learning through research projects they select and show a passion for, and then present this information. Heartland Elementary students have access to iPads, mini iPads, laptops, and a Mac lab on a daily basis to encourage learning and optimize classroom guided practice opportunities. Our junior high and high school students are 1:1 with laptops. Having each student with access to a computer enhances student learning and performance in the classroom. Students enrolled in Spanish class participate in many flipped classroom activities through the use of Haiku. Throughout the year, Professional Development days focus on improvement of instructional strategies.

To aid teachers in their efforts to reach students effectively, school leaders are often present and engaged in the classrooms of all teachers. All administrators have an "Open Door Policy" and are available to advise and work with the staff at Heartland Community Schools. Administrators evaluate teachers twice per year during years one through three, and once every three years after teachers are tenured. Administrators are consistently doing "walk-throughs" and checking in with staff during plan periods to ensure that all students are receiving the most effective instruction. Administrators keep logs of evaluations and observations that are readily available upon request.

Heartland Community Schools is operating as a collaborative learning organization at a basic level. All teachers participate in some form of collaborative learning community, though most are informal. A Student Assistance Team (SAT) meets bi-weekly throughout the year to ensure that students' classroom needs are being met. Members of SAT explore strategies and possibilities to provide the most effective instruction to all students. Teachers have access to a Google Document titled "Marzano's Strategy #13", which was utilized during the 2014-2015 school year to record teacher progress toward the school's instructional goal. The Google Document has been a successful method for collaborating with teachers of all grade levels and subject matters regarding successful strategies to encourage student reflection. HCS preschool operates and early intervention PLC bi-monthly. Two teachers also serve as part of the Technology Learning Cadre (TLC) in Milford at the Service Unit. In addition, the middle school teachers meet formally to discuss their Homeroom program on a weekly basis. This year, the school also began participating in a mentoring program through ESU 6, working to establish peer-coaching teams within our district. As we work to improve our level of operating as a collaborative learning organization, Heartland Community Schools will need to involve paraprofessionals in staff training, and work to develop common language and protocols throughout all grade and subject levels.

Elementary and Secondary teachers have set goals for areas in which to improve in within the Marzano Instructional Model. New teachers participate in ESU6's EIS (Effective Instruction Series) Program. The program is designed to focus on Marzano's instructional model and how to captivate effective instruction within your classroom. Examples of student work are used and shown so students know the expectation. Rubrics and checklists are provided for students to indicate standards of performance. Google forms are used to show class testing charts.

Heartland Community Schools is setting up new hire teachers with success. School personnel take part in the mentoring programs through Educational Service Unit 6 (ESU 6). New hire teachers are matched up with seasoned teachers to help them find success during the new school year. Mentors attend training through ESU 6 and gain information they can utilize to aid their mentee.

As an organization, Heartland Community Schools has incorporated programs that engage families in their children's education. Parent volunteers are used in many elementary classrooms to aid teachers and support student learning. Parent and community volunteers are used in the classroom to help with special activities, team teaching in their area of expertise, after school academic clubs, high ability learners, and reading with individual students. These activities engage families in social and academic progress of students.

School personnel regularly inform families of their children's learning and academic process/progress. Learning management systems including PowerSchool and Haiku provide parents with information about learning expectations, course content, and academic progress as do course-work syllabi and classroom-generated reports

(blue-slips and weekly eligibility reports). Report cards and progress reports are issued each quarter. Bi-yearly parent-teacher conferences and new student orientation at the beginning of each school year are scheduled. Assessment results, including standardized assessments and progress monitoring are shared with families in a timely manner. Newsletter, district website, Twitter, and Facebook are used for communication. Important school and district information is provided through School Messenger, a telephone messaging system.

The school, as a whole, does not have a formal structure whereby each student is well known by at least one adult advocate. However, through junior high homeroom, SAT, extra curricular activities and small class sizes, we believe most, if not all, are well known by at least one adult advocate. Students that are not identified, but have trouble meeting expectations of the classroom, are placed into the Student Assistance Team (SAT). Students are also referred to the SAT after an IEP dismissal; these students remain on SAT for 1 calendar year. SAT meet biweekly to discuss strategies that may help these students succeed. At one time Heartland identified students that we felt did not have a strong connection with our school through a systematic process. We would like to bring this program back and follow it through to see the benefits to our students. At Heartland we are also excited to offer smaller class sizes and have a plethora of activities for students to be involved in; 97% of our high school student body is involved in extracurricular activities.

Heartland Community Schools operates on a grade scale of 4.0. At the end of the 2014-2015 school year, the middle school and high school staff met together to develop expectations and policies for grading and homework. The grading procedure was discussed once again before the 2015-2016 school year began so that teachers could develop common procedures. All teachers allow make up work to be completed until the end of the quarter with up to a 30% deduction off of the grade. Every two weeks blue slips will be sent home to the parents of Jr. High school students so that they could be aware of late assignments. Progress reports are sent home to Jr. High and High School families when students are receiving any D or F in any class. There is an eligibility policy in place for our middle school and high school students. Not only does the eligibility play a factor in students being able to participate in extracurricular activities, but parents also receive communication to make them aware of their child's program.

Heartland Community Schools leaders encourage teachers to engage in professional development throughout the school year and summer. Some examples of external professional development include EIS for new teachers, the teacher mentoring program at ESU 6, reading strategies for the classroom, regional science conference in Kansas City, Nebraska technology conference at NETA and Atlanta, and CTE: NCE Conference in Kearney. Examples of in-house professional development days include: Saxon 101, Reading Street 101, How to run your reading groups, data review, technology share, DIBELS, Reflective Teacher 101, Marzano vocabulary 101, C4L, and Evernote.

Data review is accomplished in multiple ways at Heartland Community Schools. Every January the staff works together to review and analyze all types of data, which is gathered on our Heartland Wiki page.

Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: Level 3

Indicator	Statement	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction and the educational program.	Heartland Community Schools advertises open positions on our website, www.nebraskaeducationjobs.com , and with the Omaha World Herald. The web site allows prospective candidates to answer questions to provide a preliminary screener for school leaders. The admin team reviews candidates' materials and qualified candidates are interviewed by the team. The team consists of the superintendent, the elementary principal, and the secondary principal. Each year, when the budget is created, funds are allocated according to need based upon the next year's salary schedule, which is considered during the previous terms' negotiations.	<ul style="list-style-type: none"> ● Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff. ● School budgets for the last three years ● Documentation of highly qualified staff ● Assessments of staffing needs 	Level 3

Indicator	Statement	Response	Evidence	Rating
4.2	Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.	Heartland's school calendar allows for 175 student contact days and 185 teacher contract days. In the event of a school closure, additional days are added to maintain 175 student contact days. Heartland is open from 8:15-3:30 with an 8 period (48 minutes/period) day. Instruction time is protected by not participating in athletic contests that do not begin before noon during the school day. Junior high events and practices do not take place during the school day. The ten contract days are devoted to professional development based upon our school improvement goals.	<ul style="list-style-type: none"> ● School calendar ● School schedules 	Level 3

Indicator	Statement	Response	Evidence	Rating
4.3	The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	<p>Last year, Heartland added a daytime custodian for additional cleaning that needs to be completed during the school day.</p> <p>The depreciation fund is used to keep the building and equipment updated. Each year, money is set aside for replacement at the appropriate time. A schedule is set up that includes facility, vehicles, busses, roof replacement/repair, track, and other items.</p> <p>During professional development time, Mr. Best asks staff about safety concerns in and around the building. The custodian that works during the school day also addresses concerns as they arise.</p>	<ul style="list-style-type: none"> • Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures • Schedule to replace equipment based off of depreciation • Safety committee notes • Documentation of compliance with local and state inspections 	Level 2

Indicator	Statement	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	The library provides a number of print and online resources for students. Databases are all accessible through our school website. Both the media specialist and our library paraprofessionals can help students access information when help is needed.	<ul style="list-style-type: none"> • Data on media and information resources available to students and staff • Schedule of staff availability to assist students and school personnel related to finding and retrieving information • Budget related to media and information resource acquisition 	Level 3

Indicator	Statement	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning and operational needs.	All cables and access points have been updated and operate with CAT6 wiring and fiber between switches.. The technology plan allows for updates with the infrastructure and hardware/software.	<ul style="list-style-type: none"> • Policies relative to technology 	Level 2

Indicator	Statement	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social and emotional needs of the student population being served.	Counseling is available to students through YAP, our school guidance counselor and also Doane College interns. Teachers are aware and refer students as needed. Our junior high students meet with their homerooms every day. The homeroom program allows for team building, character building, and gives teachers an opportunity to touch base with specific students every day.	<ul style="list-style-type: none"> List of support services available to students Social classes and services, e.g., bullying, character education 	Level 2

Indicator	Statement	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	When teachers notice different needs of students, one of several things can happen. They can seek advice from the guidance counselor or principal. A referral can be made to the SAT or for one of our counseling options. All high school students complete a four year plan for classes during high school. During their 8 th grade year, students take Careers to learn about career pathways and clusters. Students are given guidance on which classes to take based upon individual interests. .	<ul style="list-style-type: none"> List of services available related to counseling, assessment, referral, educational and career planning Budget for counseling, assessment, referral, educational and career planning 	Level 3

Standard 4 Narrative

Heartland Community Schools uses a systematic process to recruit, employ, and retain qualified professionals and support the purpose and direction of the schools. Perspective school employees complete an online application. Certified teacher applicants send in a cover letter, online application, resume, and references to the superintendent. The superintendent and two principals conduct an interview with chosen applicants.

Heartland Community Schools' employees strive to meet the needs of all students. In order to sustain this in the future an increase in certified teachers and paraprofessionals may be necessary. Currently, there is one special education teacher servicing the junior high and upper elementary. There is one guidance counselor servicing PK-12 students. However the concern is, there is more need at the elementary level.

Instructional time, material resources and fiscal resources are sufficient and are focused on supporting the purpose and direction of the school. The preschool curriculum has been updated recently so it directly links with the Early Learning Guidelines and the

required state assessment, "Teaching Strategies GOLD". In the elementary, the curriculum has been updated in reading (Reading Street by Scott Foresman) and math (Saxon Math). This year more instructional time has been provided in the elementary in order to focus on the high academic expectations at Heartland Community Schools. Decisions are in progress for updating the K-12 science curriculum as well as the middle school math curriculum. Besides updating curriculum, however, teachers are also working on aligning their classroom curriculums K-12 with state standards. In the past few years HAL (High Ability Learners), SAT (Students Assistance Team), Robotics, Quiz Bowl, and extension clubs have been added. Fiscal resources are purchased as needed. School leaders do an excellent job of providing fiscal resources per requests from school personnel.

Heartland Community Schools strives to provide a safe, consistent, and secure environment for all students. We maintain security cameras in the school building and parking lot. The school maintains locked doors and secured entrances during school hours into the facility. Safety checks are done on school personnel as part of the application process. These safety checks include several background checks such as criminal history and the Neglect/Abuse Registry. Emergency plans are in place and posted next to the door of each classroom. A crisis team is in place, has been trained, and meets when necessary. All buildings are prepared and comply with requirements for safety drills, including fire, tornado, and lockdowns.

Recess time is supervised by paraprofessionals over the noon hour. The number of paraprofessionals supervising was increased for the 2015-2016 school year. Certified staff supervise recess at other times of the day. The school works closely with Grace Children's Home, which is a local group home that serves sixth through twelfth grade students. Currently, the system of communication between teachers and Grace staff is a card system that communicates the student's school performance as well as assignments. Heartland Community Schools takes pride in offering a clean and healthy learning environment for all students and staff. In order to meet these needs we should work to continue to improve the cleanliness of our school, especially in the restrooms. Clearly defined roles and responsibilities for all janitorial staff could maintain our high level of accountability. Heartland Community Schools has continually made tremendous steps forward in the areas of technology and media. We provide one-to-one technology access for students in middle and high school levels (grades 7-12) on MacBook Air laptop computers as well as availability of iPad carts in elementary (K-6). Professional development time has been given for secondary staff to learn and implement the Haiku Learning Platform.

The technology infrastructure supports the school's teaching, learning, and operational needs but it is a continual process of evaluation to sustain and improve. Further training on digital educational applications for classroom implementation is necessary and additional support staff would aid in this training as well as benefit teachers needing assistance with technological issues on a daily basis. Currently there is one technology staff coordinator in the building. In the future, additional staff would be beneficial to

the time consuming needs of maintaining all of the wonderful technology services. Both of the media centers in the elementary and high school at Heartland have recently been updated. They have additional technology services available for checkout as well as provide access for numerous online resources for students and staff. The school provides information and notifications to students, teachers, and stakeholders on the school website, Facebook, Twitter, School Reach (automated phone notification service), Striv (a live video streaming for schools to share their events live online), and Artsonia (an online art museum to share student artwork).

Heartland Community Schools focuses on the physical, social, and emotional needs of students through the family support programs as well as student services that are currently in place. The family support programs include the food, coat, and school supply drives, as well as Christmas gift giving to families in need within our school district. School organizational teams also help facilitate community-wide services, including health screenings and blood drives. The preschool program also has a parent advisory committee that sponsors workshops and events for parents of young children in the district. Other school-based services that have been provided for several years to meet student needs include the "Random Act of Kindness" program and the Sportsmanship summit. Recently added programs include the Kindness Retreat, and Girls on the Run.

The school utilizes data obtained from the climate surveys of parents, students, and teacher. The data collected confidentially through the Free and Reduced Lunch application led the school to start a breakfast program several years ago. Based upon recent survey information that secondary students were not utilizing the before-school breakfast, a mid-morning "Grab and Go" breakfast service was added.

In junior high, the after school program, "9th Period", is utilized for any student needing additional support for missing homework or for additional teacher help. Elementary students are also given one-on-one support by their regular classroom teacher outside of the regular school day when needed. In addition, the SAT (Student Assistance Team) process is in place for students as deemed necessary. This team serves students K-12 and meets bimonthly to support and offer suggestions for further helpful strategies for students. The SAT works on developing individual student plans, referrals for special education when needed, counseling, and classroom strategies or approaches with a common goal of students success. The SAT process is utilized for both academic concerns and social-behavioral issues that students might be experiencing. When social concerns are identified, the Circle of Friends program is available for students.

When all regular education supports are exhausted through our Multi-Tiered System of Supports (MTSS) process, a referral for special education evaluation begins after parental permission is obtained. Once a student's educational needs are identified, an individual education program is written by the IEP team, which includes the parents and the student when appropriate. Special education services are provided based upon individual student need.

The Heartland Community Schools also provides services that support the counseling, assessment, referral, educational and career planning needs of all students in several ways. These services focus both on the assessment and referral areas in order to determine students' possible special education needs and also counseling and career planning needs.

Students have access to numerous counseling services. The guidance counselor does personal goal setting through individual meetings throughout the year and student-led conferences in junior high where future plans are identified as well as steps to achieve them documented. More in depth counseling services for individual needs are available through free or low cost sessions from Doane College Counseling Internship Program and Blue Valley Mental Health Counseling.

Career planning and educational services are provided. The guidance counselor assists students in college selection and career skills. All 8th grade students complete a semester long careers class where students become familiar with the Nebraska Career Education Model clusters and pathways. In this class, students complete a four-year plan. This plan is based on results from an interest inventory (Kuder Career Interests Assessment), which identifies specific career pathways within the career cluster model and suggested courses for that pathway. Students have opportunities to attend group/individual college visits, career field trips, job shadowing scheduled by the counselor, as well as graduation checkups. All seniors attend a financial aid planning session given by Education Quest. ACT prep is offered twice a year to interested students.

Offering students courses through UNL Independent Study High School as well as dual credit courses enhances the secondary curriculum. Juniors and seniors are encouraged by the counselor to enroll in the Southeast Nebraska Career Academy Partnership (SENCAP Career Academy), which allows students to earn free college credit in a career area. The PSAT and ASVAB tests are administered to sophomores and juniors to identify academic strengths and career interests. Students apply for outside leadership programs such as Youth Leadership York, Hugh O'Brian Youth Leadership (HOBY), Nebraska Leadership Seminar (NLS), Cornhusker Boys and Girls State with assistance from the counselor. Group and individual counseling sessions about where to find scholarships as well as how to apply for them are held with the counselor.

Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: Level 3

Indicator	Statement	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system	NeSA, MAP, Textbook Tests, DIBELS; Heartland Secondary uses Haiku, a LMS to track assessments and communicate with students about expectations and learning (rubrics, Wiki discussions).	<ul style="list-style-type: none"> ● Brief description of student assessment system including range of data produced from standardized assessments on student learning and school performance. ● Evidence that assessments are reliable and bias free 	Level 3

Indicator	Statement	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions.	NeSA, MAP, DIBELS, noredink, Amplify; We target specific skills based on deficits in assessments as a school. HCS is strong in reading, language arts and math data collection and use of data for targeted instruction.	<ul style="list-style-type: none"> ● Written protocols and procedures for data collection and analysis ● List of data sources related to student learning, instruction, program effectiveness and conditions that support learning. ● Examples of use of data to design, implement and evaluate continuous improvement plans and apply learning 	Level 3

Indicator	Statement	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation and use of data.	<p>Paraprofessionals are not trained in DIBELS, NeSA, MAP, data collection. Non-Reading teachers and secondary teachers do not know how to interpret DIBELS data and how to target instruction. We do have trainings, notes, and evidence of training. "Support Staff" and the word "All" puts us at level 2.</p> <p>As a district, we have chosen to have certified personnel trained to assess and interpret data.</p>	<ul style="list-style-type: none"> • Training materials specific to the evaluation, interpretation and use of data • Documentation of attendance and training related to data use • Professional learning schedule specific to the use of data 	Level 2

Indicator	Statement	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	Need to share out data from graduate surveys; Would it be beneficial to have current students complete surveys about their readiness?	<ul style="list-style-type: none"> • Description of process for analyzing data to determine verifiable improvement in student learning • Agendas, minutes of meetings related to analysis of data • Evidence of student growth • Evidence of student success at the next level 	Level 3

Indicator	Statement	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.	Annual report meets the criteria above and it is posted on our web site.	<ul style="list-style-type: none"> ● School leadership monitoring process of information about student learning, conditions that support learning and the achievement of school improvement goals ● Communication plan regarding student learning, conditions that support learning and achievement of school improvement goals to stakeholders ● Samples communications to stakeholders regarding student learning, conditions that support learning and achievement of school improvement goals ● Executive summaries of student learning reports to stakeholder groups ● Minutes of board meetings regarding achievement of student learning goals 	Level 4

Standard 5 Narrative

Our greatest area of strength is using the data from DIBELS, MAP, and NeSA. There are many processes in place to collect data of student achievement, analyze gains made by

students and plan for areas that need improvement. We have a yearly data review to highlight “Kudos” and “Concerns” followed by a plan for improvement in instruction and curriculum alignment, based off student need. While we feel like the process is applied to several academic areas, it is in our plan to extend these practices across the curriculum. We will continue to have a data review in January. Results and data are shared with the public in the annual report.

Additional areas of strength are the use of Haiku (LMS), Amplify, PowerSchool and noredink. Each of these tools allow students to check their progress, give teachers direction for the learner’s next steps, and provide opportunities for students to reflect on their learning. Each platform provides students with necessary information to write individual goals and build toward a personal learning plan.

Teachers are adequately trained in assessment, analyzing, and teaching to meet identified needs, but support staff is not trained to administer and interpret test results. However, support staff are under the supervision of a certified teacher. The teachers provide the necessary training and information to the paraprofessionals that work directly with the students, rather than a formal program.

Another area of need is gathering feedback from current students through surveys. We need to know if students feel prepared for moving to the next grade. Planning “move forward” days would be a possible step for this area. Currently, the 6th grade visits the junior high for about an hour, meeting homeroom teachers and junior high senate. There is an orientation night for 7th graders, 9th graders, and new students.

Heartland Community Schools
Observations from the Facilitator: Doug Christensen, Ph.D
February 24, 2017

OBSERVATIONS:

The following is an outline of the major observations and conclusions of the facilitator of the goals setting activity in which the Board of Education and the Administrative Leadership Team were engaged at the York Country Club on February 22, 2017 for the purpose of identifying goals for implementation. The Board and Administrative Team have engaged in this process in the past and have used a modified strategic planning model. The Board and Administrative should feel free to use this document in whatever way they see fit. It belongs to the HCS.

The board and administrative team were engaged throughout the process and seemed open to new ideas although the model of the Preferred Future was a little foreign to their mindset. The board and administrative team seemed willing to critically review the concept of the "preferred future" as statements such as wanting a "clear direction, realizing our core purpose, and we want what is best for the future of our kids," are indicators that changing the goal setting model and process may be worth a try. The group did identify key items of a Preferred Future for the Heartland Schools

The board and administrative team enjoy working together and enjoy each other's company. The respect among the members of the board and administrative team is apparent and admirable.

While the board members and administrative team members cited many similar reasons for "being on the board," each board member and each member of the administrative team had at least one unique reason for being on the board or being a member of the administrative team that was unique. The board and administrative team should capitalize and leverage both as key assets: (1) common ground for being a board and administrative team and (2) honoring and finding space for each individual member to "be who they are" and make their unique contribution.

The Heartland board and administrative team are in an enviable position of expertise. There is a solid foundation of working together and what has been accomplished is what lays the foundation and capacity for "going to the next level." In other words, it takes being "good" in order to move on to being "great."

The current goal setting process will maintain being good but will not advance the school-community to being great. Goal setting based on SWAT or similar strategic planning models target certain things in the school-community at the expense of other things. Strategic planning models are too focused on the "now" in order to significantly move the district to a new and improved future.

Three of the four current goals are administrative or management goals and are not board goals as such. The one goal that is a board goal also the one that received the least amount of attention of the four. There should be an annual process where the board and administrative spend time engaging around what is being done in the district and what should be done to improve. From that discussion should come an administrative plan for improvement some of which are the management of resources (like the roof or bus replacement plan) and others are changes to programs and practices (like the goal about the guidance program). However, these plans should be kept at the administrative level even though they are brought to the board for review, engagement and approval.

The Board engages in a annual feedback process based on an evaluation instrument adapted from one used in another state. It is excellent as it includes most of what would be in a job description for the board and clearly states the elements of what the working relationship between the board and the administrative team should be.

The notion of being a “bigger school” came up during the conversations and it caught several board members attention. For some, it meant more students and that would certainly help in a number of areas. However, “bigger school” could also mean being the kind of school that is unique in the breadth and depth of the programs. It could mean being “big” in programs, being “big” in practices, being “big” in the definition of student success. The board and administrative should give serious consideration to what “being big” is all about as it is likely the foundation of the ability of the district to attract and retain students from outside the boundaries of the district. It is critical for the HCS to look like a big school, act like a big school, and talk like a big school in order to be attractive not only to the resident students but the option students as well.

The “brand” of the district was also mentioned. This notion of a brand is all about the first things that come out of people’s mouths when they talk about the HCS. What the brand should be is likely tied up in this notion of “big or bigger school.” It would be something if when people thought of HCS something like “Big School in a Small Family Town.” The district should consider bringing in someone who is an expert in branding.

Leveraging your assets is a public responsibility of all boards and administrative teams. The question of leveraging is “what are our key assets and how do we use them to not only get the most out of them but how do we use them to take HCS to a whole new level of what a school system should be?”

- Key assets would include (based on one evening of conversation)
 - A close working relationship of the board and administrative team
 - Mutual respect
 - Commitment to the work of the board, the community and the school system
 - High level of pride in current status of the school
 - Desire to improve
 - Common sense of priorities to address yet individual priorities are recognized
 - Stability throughout the system including the board, the administrative team, the staff and the community
 - Sufficient financial base exists and demonstrated efficient use of resources is the foundation to move forward the priority work

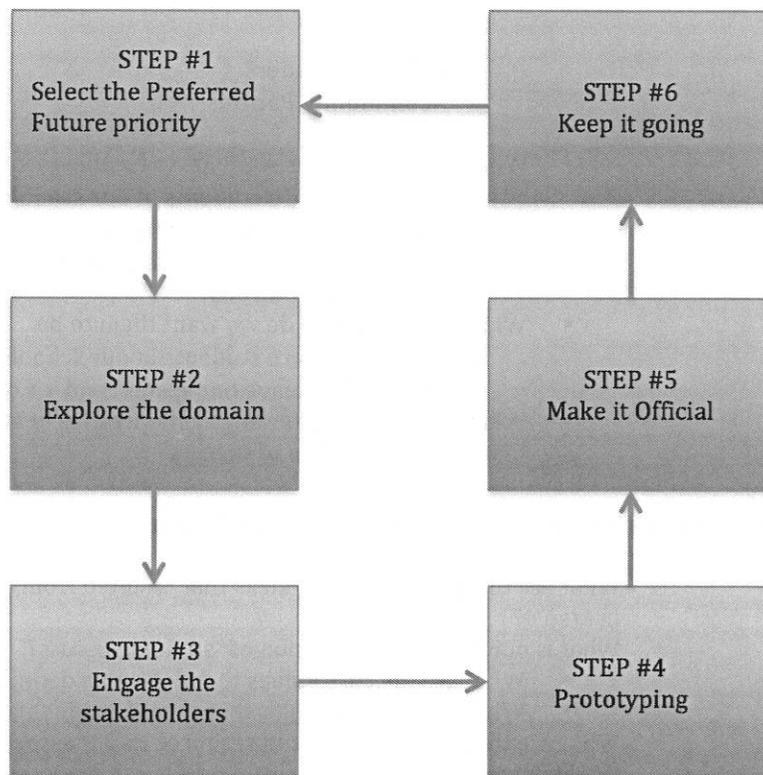
A recommendation to carefully consider: The HCS, board and administrative team, should continue the kinds of conversations and energy that was exhibited at the goal-setting retreat through out the year. Continuous improvement can not be an “event.” Improvement is a continuous process of looking at the district “through its data, through the eyes of the people that are stakeholders and through the voice and engagement of students, staff, patrons, board and administration.

- In order to ensure that the Administrative Leadership Plan and the priorities of the Board of Education are thoroughly vetted and priorities set, it is recommended that the board and administrative team engage in a “calendar” of conversations about the management “domains” of the HCS—how the district operates, what results are achieved, how do we know what we have done makes a difference, and what’s next?” This engagement would result in establishing management priorities based on information provided by the administrative team and board consensus around priorities for allocation of resources—time, energy, space and finances
- Each of the key areas of the district are scheduled to a two-month vetting process. In the first month, the administrative team would lead the board in a discussion of the current status of the priority area reporting any data that has been collected and curated. The conversation should be two dimensional—what is and what’s next? Both are formative and draft in nature.

- The second month is a conversation and thorough vetting of recommendations for priorities and implementation plans developed by the administrative team. Curating this document into a document of approved plans is the goal.
- A calendar of “rolling” conversations would look something like this:
 - Jan-Feb: Curriculum, Instruction, and Assessment
 - Mar-Apr: Buildings/Facilities/Finances
 - May-June: Policies/Practices/Programs
 - July-Aug: Personnel and Staffing
 - Sept-Oct: School Community Communications/Branding
 - Nov-Dec: Leadership/Administrative/Board

A PLAN: ENGAGING IN A PREFERRED FUTURE PLANNING PROCESS

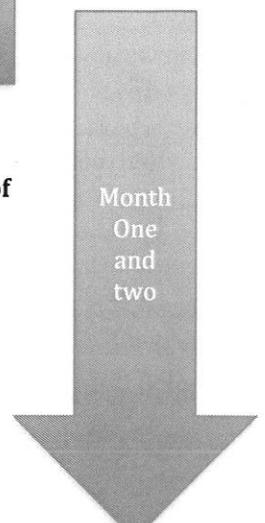
Goal Setting Process



Step 1: Select a priority from the list of the Preferred Future (Such as “A clear definition of student success”

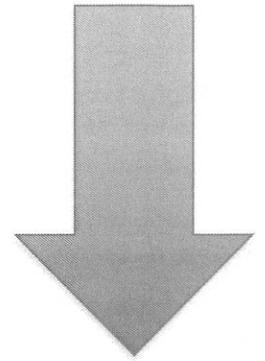
Step 2: Explore the domain to clearly define the issue to be addressed in order to determine an operating definition

- What does this mean?



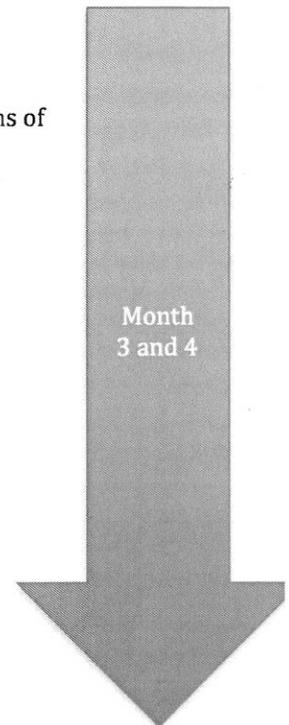
- What does student success look like?
- What does student success sound like?
- What does it feel like?
- How will we know student success when we see it?
- What are all of the dimensions of the issue?

- 2.1 Review of the research on the topic
- Review of the relevant literature
 - What are the leading experts saying about this topic?
 - Are there schools that are currently doing this?
 - Where could we visit or engage in conversation with about this?



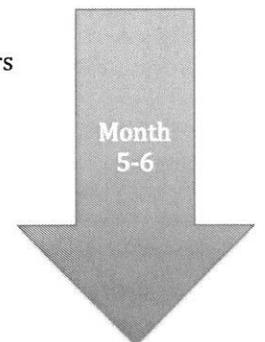
Step 3: Engage the stakeholders

- Public presentation of the exploration of step 2.1
- Vet the discussion through Town Hall meetings, Focus Groups, and other forms of public engagement
- Design and implement a World Café' process for complete vetting of the issue
 - What are the expectations of stakeholders about student success?
 - Students
 - Parents
 - Business leaders
 - Community Patrons
 - What do we want our students to be able to know and do
 - While they are students in our schools and community
 - When they graduate our school system?
 - When they "take their place" in society as citizens, parents, community patrons?
 - What kind of people do we want them to be
 - While they are students in our schools and community?
 - When they leave our system and/or community?
 - What are the characteristics and qualities of an individual who is living their definition of success?



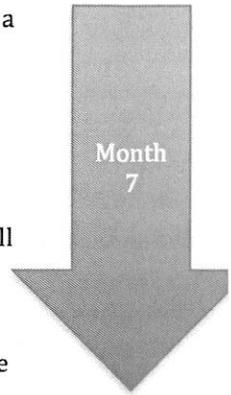
Step 4: Getting it all together.....prototyping a definition

- What are the themes and big ideas that resulted from engaging the stakeholders in Step 4?
- What is our operating definition of "student success?"
 - What are the core values that drive this definition?
 - What the key principles that should guide this definition?
- What are the board policies and resource issues associated with this implementation?
- What are the administrative leadership dimensions associated with this implementation?



Step 5: Making it “official”

- Board vets the proposal from Step 4 in public meeting and takes action to approve a definition of student success
- Board delegates to the administrative team the responsibility for developing an implementation time that includes steps to be taken, individuals/groups who lead the steps, resources needed, timelines, communication/dissemination and monitoring/evaluation
- Board reviews and approves an implementation plan
- Administrative team recommends and board approves a “leadership team” that will be responsible for working with the administrative team throughout the implementation team
- Administrative team with board approval establishes a monitoring and reporting timetable to keep the board and community apprised of the work and the progress



Step 6: Selection of the next area of the Preferred Future of the Heartland Schools. Repeat the process



A CALENDAR OF CONVERSATIONS:

In order to ensure that the Administrative Leadership Plan and the priorities of the Board of Education are thoroughly vetted and priorities set, it is recommended that the board and administrative team engage in a “calendar” of conversations from management priorities are established based on information provided by the administrative team and board consensus around priorities for allocation of resources—time, energy and finances

Each of the key areas of the district are scheduled to a two-month vetting process. In the first month, the administrative team would lead the board in a discussion of the current status of the priority area reporting any data that has been collected and curated. The conversation should be two dimensional—what is and what’s next? Both are formative and draft in nature.

The second month is a conversation and thorough vetting of recommendations for priorities and implementation plans developed by the administrative team. Curating this document into a document of approved plans is the goal.

A calendar of “rolling” conversations would look like this:

Jan-Feb:	Curriculum, Instruction, and Assessment
Mar-Apr:	Buildings/Facilities/Finances
May-June:	Policies/Practices/Programs
July-Aug:	Personnel and Staffing
Sept-Oct:	School Community Communications/Branding
Nov-Dec:	Leadership/Administrative/Board



School Board Self Evaluation

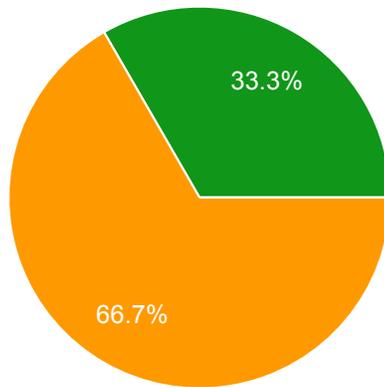
6 responses

PART 1 - PERFORMANCE STANDARDS



Standard 1 - Leadership: Mission, Vision, & Goals

6 responses



- 0 - Unacceptable
- 1 - Needs Improvement
- 2 - Good
- 3 - Excellent
- 4 - Outstanding

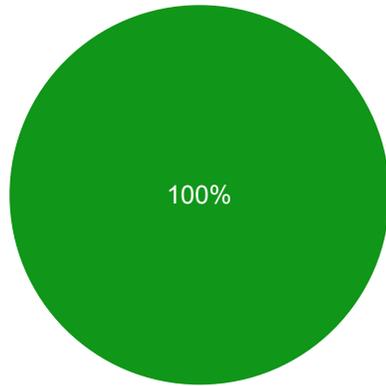
Standard 1 Comments

0 responses

No responses yet for this question.

Standard 2 - Policy & Governance

6 responses



- 0 - Unacceptable
- 1 - Needs Improvement
- 2 - Good
- 3 - Excellent
- 4 - Outstanding

Standard 2 Comments

0 responses

No responses yet for this question.

Standard 3 - Community Relations

6 responses



- 0 - Unacceptable
- 1 - Needs Improvement
- 2 - Good
- 3 - Excellent
- 4 - Outstanding

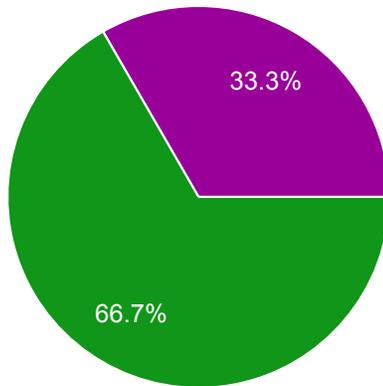
Standard 3 Comments

0 responses

No responses yet for this question.

Standard 4 - Financial Management

6 responses



- 0 - Unacceptable
- 1 - Needs Improvement
- 2 - Good
- 3 - Excellent
- 4 - Outstanding

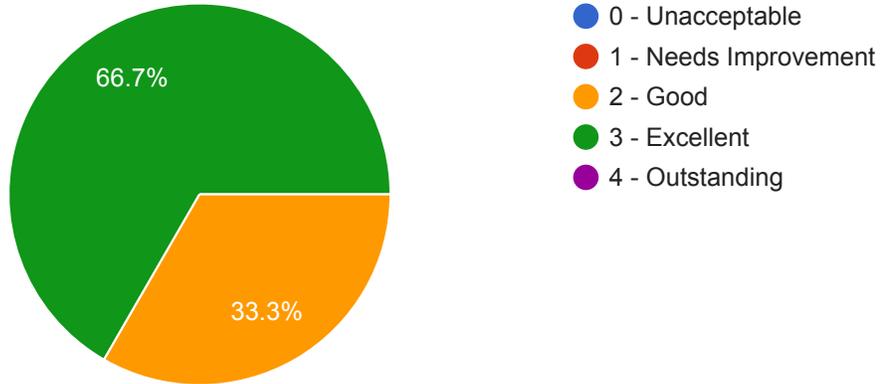
Standard 4 Comments

0 responses

No responses yet for this question.

Standard 5 - Accountability & Performance Monitoring

6 responses



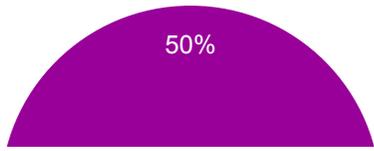
Standard 5 Comments

0 responses

No responses yet for this question.

Standard 6 - Board Operations - Meetings

6 responses



- 0 - Unacceptable
- 1 - Needs Improvement
- 2 - Good
- 3 - Excellent

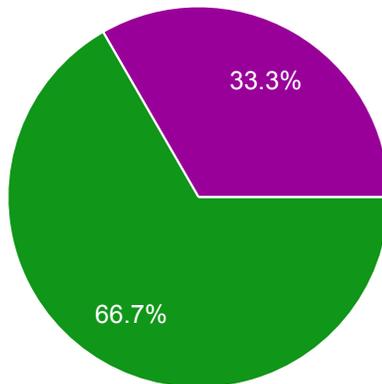
Standard 6 Comments

0 responses

No responses yet for this question.

Standard 7 - Board Operations - Board Member Communications

6 responses



- 0 - Unacceptable
- 1 - Needs Improvement
- 2 - Good
- 3 - Excellent
- 4 - Outstanding

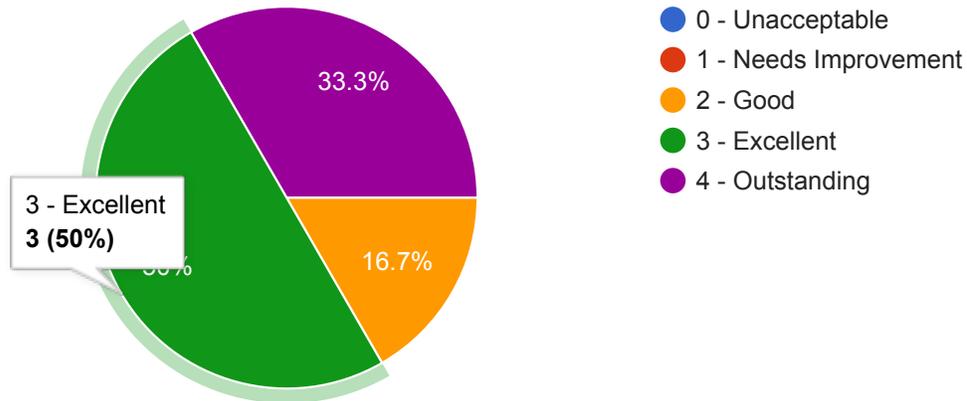
Standard 7 Comments

0 responses

No responses yet for this question.

Standard 8 - Board Operations - Board/Staff Relations

6 responses



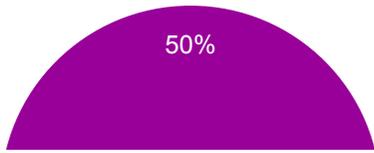
Standard 8 Comments

1 response

The Board should discuss its board -staff communication policy.

Standard 9 - Board Operations - Board/Superintendent Relations

6 responses



- 0 - Unacceptable
- 1 - Needs Improvement
- 2 - Good
- 3 - Excellent

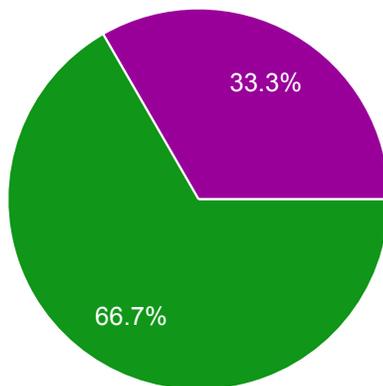
Standard 9 Comments

0 responses

No responses yet for this question.

Standard 10 - Values, Ethics, & Responsibility for Self

6 responses



- 0 - Unacceptable
- 1 - Needs Improvement
- 2 - Good
- 3 - Excellent
- 4 - Outstanding

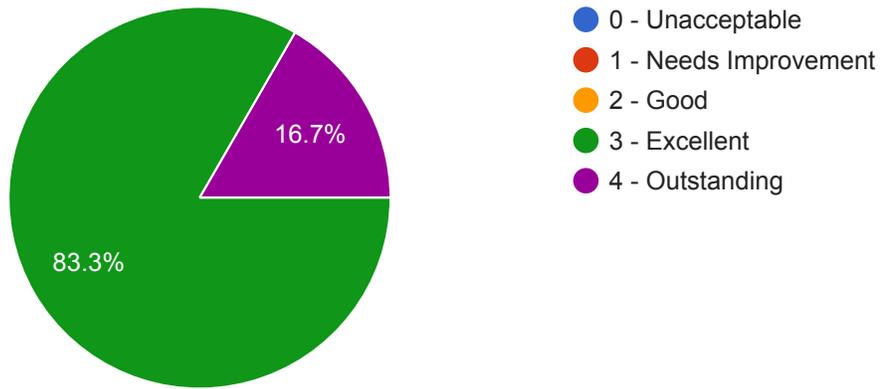
Standard 10 Comments

0 responses

No responses yet for this question.

Standard 11 - Board Systematic Improvement

6 responses



Standard 11 Comments

0 responses

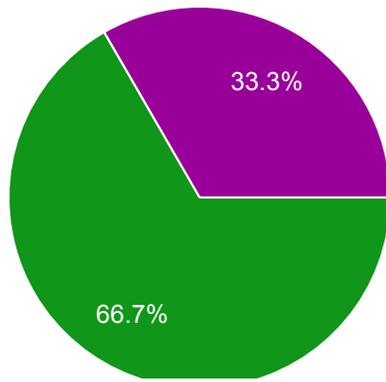
No responses yet for this question.

PART 2: GOALS



Goal Statement #1 - Technology

6 responses



- 0 - Unacceptable
- 1 - Needs Improvement
- 2 - Good
- 3 - Excellent
- 4 - Outstanding

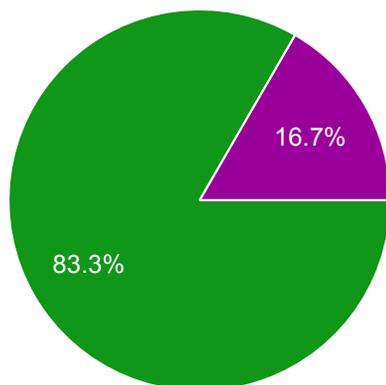
Comments for Goal #1

0 responses

No responses yet for this question.

Goal Statement #2 - Teaching Strategies

6 responses



- 0 - Unacceptable
- 1 - Needs Improvement
- 2 - Good
- 3 - Excellent
- 4 - Outstanding

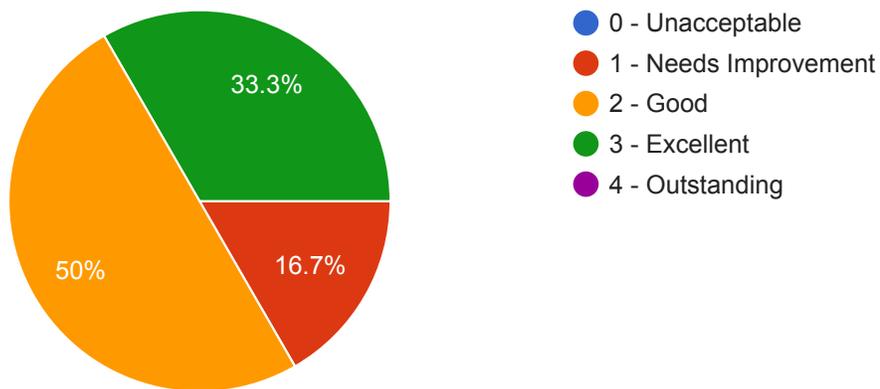
Comments for Goal #2

0 responses

No responses yet for this question.

Goal Statement #3 - Promote the School

6 responses



Comments for Goal #3

0 responses

No responses yet for this question.

Google Forms

HEARTLAND COMMUNITY SCHOOLS
Board of Education
January 23, 2014

Goals 2014

Top Board Goals:

- 1. Continue to expand technology access for both students and staff and provide the necessary training for teachers to implement into the classroom.**

- 2. Develop and prioritize strategies to insure the Guidance Program is meeting the current needs of the students and district. A strong emphasis will be placed on communication with students, parents, and the public.**

- 3. Maximize the additional time provided by the Professional Development Schedule to provide teachers with the most up to date research-based teaching strategies training. (Note: This will be a minimum of a two-year process to make certain that all teaching strategies will align with the teacher evaluation process being developed by the Nebraska Department of Education).**

- 4. Develop a plan to promote the Heartland Schools to students, parents, and patrons within the district, with an emphasis on the Bradshaw area.**

HEARTLAND COMMUNITY SCHOOLS
Board of Education
GOALS - 2014

Action Plan: Goal #1 - Continue to expand technology access for both students and staff and provide the necessary training for teachers to implement into the classroom.

Strategies:

1. Determine what steps have already been taken.
2. Work with the Administration and select staff members from elementary, middle school, and high school, to help prioritize the direction the district will take over the next several years to stay on the cutting edge of technology.
3. Continue specific training for all staff on how to effectively use and incorporate the technology into the classroom.
4. Determine what hardware and software will be needed as the Technology Program expands.
5. Budget the necessary dollars to support the Technology Program.

Who is Responsible?

1. Superintendent
2. Select staff members.
3. Others

Timeline: What is the time period for the goal to be accomplished?

1. Ongoing training will be provided annually to staff based on the District Technology Plan.
2. The Technology Goal will continue in place and be evaluated at the end of each school year.

Resources Needed:

1. Utilize the newly developed Professional Development Schedule.
2. School funds to support the Technology Plan. (This would include but not be limited to the following: one to one devices; software needed; district-wide system upgraded; outside sources and personnel to assist in setting up the Tech Plan, etc.

What Evidence is there to Show the Goal has been met?

1. Provide the technology training required to meet district goals. Share with the board and public on an annual basis.
2. Purchase necessary equipment, software, etc.
3. Other

Other Board goals directly or indirectly addressed:

- Expand the use of media to engage and inform students, staff, parents, and community.
- Strive to have a “star” district by having the best facilities (technology access) to attract students and families. (Cutting edge technology school).
- Determine indicators that would make our district function and operate differently in an effort to stay effective. (Ex. Technology always gives district an advantage in student learning).
- Create an educational environment that prepares students to be competitive, to be productive citizens, and to meet their individual goals. (Note: Technology will help prepare students for the future and give them an advantage over other students coming from districts that do not provide state of the art technology opportunities).
- Develop ways to increase parental “buy-in” with their children’s education. (Note: Increased communication opportunities can be provided through the effective use of technology).
- Make the education experience for all students a good one. (Note: Most students today learn best by incorporating technology into their daily learning experience).

Heartland Community Schools:

Action Plan: Goal #2 - Develop and prioritize strategies to insure the Guidance Program is meeting the current needs of the students and district. A strong emphasis will be placed on communication with students, parents, staff, and the public.

Strategies:

1. Have guidance staff do a self- inventory/evaluation. What are the strengths? What are the weaknesses? What are the guidance program priorities?
2. Survey parents, staff, and students to give suggestions on how to make the program stronger.
3. Develop a plan which would address the weaknesses and focus on the areas that are important to the district, parents, and students.
4. Include guidance counselor, administration, and teachers in the development of the plan.
5. Visit other schools that have stellar guidance programs to see what they do to be successful.
6. Continue to build on steps already taken to improve the program: e.g. Remind 101; Toilet Paper; Counselors Corner on District Website; etc.
7. Other strategies.

Who is Responsible?

1. Superintendent; Building Principal; Guidance Counselor; Other staff
2. Feedback from students, parents, staff.

Timeline: What is the time period for the goal to be accomplished?

1. Develop overall survey for the guidance program in the spring of 2014.
2. Work on Guidance plan during the Spring of 2014.
3. Present initial Plan and strategies to the Board of Education by May of 2014.

Resources Needed:

1. Time to develop survey.
2. Input from staff, parents, students, guidance counselor, administration, board members.
3. Other

What Evidence is there to Show the Goal has been met?

1. A survey of the Guidance Program has been conducted.
2. The plan has been developed which will help focus and move the Guidance Program in the direction the district wants to go.
3. The Guidance Counselor has begun to implement some of the recommendations from the Plan.

Other Board goals directly or indirectly addressed:

- Develop ways more students can take dual credit and college level classes.
- Find ways to nurture all students in spite of shortcomings or disadvantages.
- Develop ways to increase parental “buy-in” with their children’s education.
- Make the educational experience for all students a good one.

Heartland Community Schools:

Action Plan: Goal #3: Maximize the additional time provided by the Professional Development Schedule to provide teachers with the most up to date research-based teaching strategies training. (Note: This will be a minimum of a two-year process (starting in the spring of 2014) to make certain that all teaching strategies will align with the teacher evaluation process being developed by the Nebraska Department of Education).

Strategies:

1. Prioritize a list of needed training for staff; determine the amount of time needed to provide the necessary training; build into the school schedule.
2. Continue technology training for all staff and students.
3. Continue the work on aligning the curriculum by grade levels.
4. Begin to develop training for data review. Become a "data-driven" district that will make educational decisions based on student data.
5. Continue to pursue "best practices" in determining which teaching strategies to use with students.
6. Establish a plan for the next couple of years to identify and prioritize future training for staff. This could include MAAPS training, Vocabulary training etc.

Who is Responsible?

1. Superintendent
2. Building Principal
3. Staff Development Team

Timeline: What is the time period for the goal to be accomplished?

1. Follow the strategies above and bring recommendation to the Board in May of 2014.
2. Lay out a 2-3 year plan on what training will be implemented during this time period.

Resources Needed:

1. Possible release time for team members to meet and/or visit other schools to talk with staff on how their extra staff development time is working.
2. Others?

What Evidence is there to Show the Goal has been met?

1. Teachers are utilizing the new release time on the schedule to work with other teachers to improve their teaching skills and improve learning for all students.
2. At least on an bi-annual basis report to the Board of Education the training that is occurring with the teachers.
3. Other.

Other Board goals directly or indirectly addressed:

- Focus on continued academic improvement through the collection of educational data.
- Provide a strong basic instruction program – 3 R's – working towards continuity of learning and the inclusion of life skills/common sense education.
- Create an educational environment that prepares students to be competitive, to be productive citizens, and to meet their individual goals.
- Make the education experience for all students a good one.

Heartland Community Schools:

Action Plan: Goal #4: Develop a plan to promote the Heartland Schools to students, parents, and patrons within the district, with an emphasis on the Bradshaw area.

Strategies:

1. Administration and Board members work together on creating a district-wide "Promotion/Recruitment" Plan.
2. Identify strategies to promote the school district focusing on the positives and advantages of attending Heartland.
3. Focus on families and patrons in the Bradshaw area. (Ex. Work with the high school construction class on making a sign for the Bradshaw community promoting the Heartland Schools).
4. Visit with other consolidated schools to get ideas on how to promote the school district and recruit families to want to attend Heartland.

Who is Responsible?

1. Administration and Board Members.
2. Selected teachers and other staff members (support staff, bus drivers, etc.)

Timeline: What is the time period for the goal to be accomplished?

1. Put together an initial Plan of Action by early fall 2014.
2. Begin implementing some strategies by 2nd semester of the 2014-15 school year.
3. Have Plan ready to be fully implemented by the 2014-15 school year.

Resources Needed:

1. Time to develop plan.
2. Staff and Board members willing to work on this goal. (Possibly make this a subcommittee of the Board).

What Evidence is there to Show the Goal has been met?

1. Initial Plan shared with the Board of Education in September of 2014.
2. Sign made and installed for the Bradshaw area by the Spring of 2015.
3. Other prioritized strategies implemented by the Spring of 2015 and shared with the public and Board.

Other Board goals directly or indirectly addressed:

- Be more competitive in retaining students living in or near the school district.
- Continue to work on ways to have the Bradshaw students and patrons feel a strong part of the district.



**HEARTLAND
COMMUNITY SCHOOLS**

**EXECUTIVE SUMMARY
OF THE SCHOOL DISTRICT**

**Prepared as part of the
AdvancED external team evaluation**

March of 2016

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Introduction

When Henderson Community School and Bradshaw Public School consolidated in 1998, countless meetings were held to discuss all the logistics of such an undertaking. The term "Community" was agreed upon by both entities...and rightly so. Heartland is a community. It is evident when you walk the halls and see students working together, staff working with students and each other. The community is alive and serves as a basis for relationships to foster an environment where students can thrive and learn. There is a lot of pride in the halls of Heartland Community Schools. Our students, staff, parents, and patrons hold the school in high esteem and strive for excellence.

Description of the School System

Heartland Community School District is a Class III district located sixty miles west of Lincoln and was formed when the Henderson Community School and Bradshaw Public School districts consolidated in 1998-99. Heartland Community School is dedicated to educating all students by providing challenging opportunities to learn according to individual needs. The Heartland district has an enrollment of 326 students, 39 teachers, and 13 paraprofessionals; an average adult to student ration of 1 to 6. Our class sizes range 5-12 in PK, 12-26 in Elementary, 10-36 in the Junior High, and 1-62 in the High School. The past five years our teachers with Master's percentage has ranged from 39.39% to 45.45% and years of teaching experience has ranged from 19.70 to 23.18 years. The district is currently 100% NCLB qualified. In the past 5 years, both the superintendent and elementary principal retired, which led to Brad Best being hired as the superintendent (2012-2013) and Sadie Houck being hired as the elementary principal/SPED director (2014-2015). Heartland is a family-friendly district that offers rigorous academic standards and achievement, and outstanding extracurricular activities. To learn more about the school district and its award-winning programs, access the district website at www.heartlandschools.org.

Unique Local Insights

Heartland Community School-Henderson/Bradshaw builds 10 full days of in-service into the teachers' contract time for staff development. The topic of in-service targets the goals for school improvement and are focused on giving teachers the necessary information so the school can reach their goals. Staff members also analyze data and plan according to the needs of each student. By having the in-service during contract time, the district sends a message that staff development and input is important to the success of our district. The administration seeks input from the staff in a variety of ways such as: developing the calendar for the upcoming school year, direction for improvement, and sharing ideas that others can use in their classroom. By seeking input from staff members, an open climate has been created with support on all ends of the spectrum. The board has made specific efforts in keeping Heartland teachers at the high end of the salary scale for teachers in the Southern Nebraska Conference and surrounding areas.

Grace Children's Home is located in Henderson. "It is the purpose of Grace Children's Home to provide care, nurture, and special guidance and direction for children and youth from disrupted families. The Home is dedicated to provide for the physical,

spiritual, social, emotional and educational needs of those young people placed in the care of the home. Our goal is to provide an environment in which these youth have an opportunity to learn to live life to their fullest potential,”

(<http://www.gracechildrenshome.com>). GCH has three cottages; one for boys and one for girls. It is very common for students from Grace to earn as many as 40 credits/semester when they attend Heartland.

Heartland Community Schools membership, once at 431 during 2000-2001 school year, is currently at 326. While our membership decreases over the years, our mobile and highly mobile student population has increased. We have been above the state average the past four consecutive school years in mobility; ranging from 12.62% to 16.38%. Our highly mobile population the past five years has ranged from 9.30% to 13.69%; double to triple the state average. Heartland's Free and Reduced Lunch (FRL) percentage has increased from 19.72% in 2000-2001 to 30% in 2015-2016.

District and Community Resources

Heartland Community Schools-Henderson/Bradshaw has worked to develop a partnership with many of the businesses in the community. The businesses in both communities of Henderson and Bradshaw support athletics by contributing to the programs. The school gives back to the community by playing a key role in sponsoring different events such as community days, hosting musical performance groups, and even fundraisers for local individuals in need (such as Run for Hunger, Christmas gifts/food, etc.). Each year, the National Honor Society sponsors a food drive that provides food for 30-40 families in need in York County. The community and the school work together in many areas when the need is present. Because of the relationships that develop through community involvement, parents and patrons take pride and ownership in their school. Stakeholders are willing to take time to serve on committees involving the improvement of the school. It is common to see a committee working towards school improvement with parents, teachers, board members, and patrons all working together. This past summer, the elementary and pre-school playgrounds were assembled with the help of staff, past and present students, board members and community members. At this time our community does not have a daycare center and is very limited with daycare and after school care resources. However, our community is working to solve this problem. Local churches have sought out grants and brought in contractors and engineers to look at the feasibility of creating a daycare center within one of the local churches. It is projected that this would be completed by the 2017-2018 school year.

Current community perception

The district maintains a focus on student performance. The district is committed to teaching students skills necessary for education beyond high school. School improvement goals focus on student achievement. Goals for school improvement are developed according to data regarding student achievement and focus on areas the district needs to improve upon. During this time of improvement, in-service time is allocated for educating teachers in order to increase the performance of teachers and students.

System's Purpose

Our Current Mission Statement:

- Heartland Community Schools - Henderson/Bradshaw is dedicated to educating all students by providing challenging opportunities to learn according to individual needs.

Our Current Belief Statements:

- Heartland Community Schools - Henderson/Bradshaw believe:
 - all students have value and the ability to learn.
 - in providing a positive, safe, and caring environment for learning.
 - in providing challenging educational opportunities for each student.
 - in preparing students for a lifetime of learning.
 - in cooperative community support.
 - in the importance of integrity within all aspects of education.
 - in fostering a relationship of respect with the community.

Notable Achievements and Areas of Improvement:

Notable Achievements:

- Heartland Community Schools' high school marching band has won the All-Class championship trophy at Harvest of Harmony for the past three consecutive school years.
- Heartland has sent at least 4 competitors, some years as many as 10, to National FBLA since the Henderson/Bradshaw consolidation. In the last 5 years the range has been 7-10 with 2-4 students placing in the top ten in the nation each year. Even more notable, there have been three that finished first in the nation.

Areas of Improvement

- Guidance services for PK-6th grade.
- Determine the need for a formal program to provide positive interaction for all students.
- Continue to improve the building mentoring program.
- Complete Course Curriculum Guides

Improvement Goals

- To improve student learning through the re-alignment of teaching objectives and state standards within our curriculum.
 - Teachers are working on curriculum guides and have been given time during professional development and the summer months to complete the documents.
- To improve student reading comprehension through the enhancement of vocabulary instruction at all grade levels.
- Professional development time has been dedicated for staff to learn the WORDS process. The process is listed on the Wiki.
 - What's new?
 - Own words!
 - Represent!
 - Discuss!
 - Strengthen!
- Infusion of technology into the classrooms.
 - All teachers are provided a MacBook Pro. All students in grade 7-12 are

provided with a MacBook Air. Students can take computers home, after they learn about acceptable use, pay a \$30 insurance fee, and are up to date on all accounts. Also available are iPads for our SPED students, and a classroom set of iPod touches.

- Heartland elementary is very excited to have an iPad for every two children in the elementary, a full Mac lab, and a Mac cart for student use.

Additional Information

Preschool

Heartland Community Schools has been fortunate to have a preschool within its building since the 1988-1989 school year through the Geneva Support Services Cooperative (GSSC). The preschool was then taken over by Talking for Young Kids' Education (TYKE) at ESU 6 for the 2000-2001 school year. It was the summer before the 2011-2012 school year that Heartland decided to take over the preschool operations. The preschool has been taught by the same dual-certified teacher (early childhood and special education) throughout all of the years. Currently our preschool serves 22 students; 7 identified with a disability and 15 peers. The preschool operates with students 4 days a week with a 3 and 4-year-old morning session (7 total students) and a pre-kindergarten afternoon session (12 total students).

A preschool parent committee meets bi-monthly and have held events such as bike rodeos, baby sign language, and Love and Logic Parenting. The Early Intervention team also meets bi-monthly where preschool staff and administration learn about many different topics; autism, sensory listening, core strength, writing effective IFSP goals, best practices for birth-3, sensory integration within the preschool environment, poverty, and visual learning strategies. This PLC has been very beneficial to our preschool staff and students.

Special Education

During the 2013-2014 school year Heartland Community School had a special education population rate of 26%. The current population rate is 20%. In the spring of 2014, Heartland Community Schools hired a new elementary principal that would also serve as the district special education director. Heartland now has a formal SAT process and screening process for MDT referrals. The Heartland special education department also uses IEP guidance forms, percentage calculations, and has a formal review process before finalizing SRS forms.

Curriculum

In the past 5 years Heartland elementary reading scores have jumped from 77% proficient to 83-91% proficient. Heartland elementary implemented Reading Street grades K-6 during the 2012-2013 school year. Saxon Math was implemented this year

grades K-6. Elementary, middle grades, and high school are currently investigating science curriculum for implementation during the 2016-2017 school year.

High Ability Learner (HAL) Opportunities

During the 2014-2015 HCS started a HAL committee that began to set up HAL opportunities for students grades 2-12. After months of researching and preparing boards, costumes, and speeches 35 HAL students performed during our first ever People of the Past and Present. This school year students have participated in extension camps such as Japanese, Dance, and upcoming Legos and Bird Watching camps. Our junior high students have dived into robotics and quiz bowl. The JH quiz bowl team, just qualified for state 2016. At the high school, we also started a quiz bowl team and a mathlete program. Two members of the HAL committee attended the Nebraska Association for the Gifted annual conference in February.

