

Board of Education Regular Meeting  
Monday, April 11, 2022 8:00 PM  
Notice of the meeting was posted in the  
Henderson News on March 31, 2022.

Conference Room  
1501 Front Street  
Henderson, NE 68371-8929

**Our Mission: Heartland Community School strives to provide challenging educational opportunities for ALL students to reach their highest level of excellence.**

## **Agenda**

1. Preliminary Procedures
  - 1.1. Call to Order
  - 1.2. Public Notice of the Meeting
  - 1.3. Roll Call
2. Public Comments on Agenda Items
3. Reports
  - 3.1. Superintendent's Report
  - 3.2. Principals' Reports
4. Discussion Items
  - 4.1. Bond Issue Update
  - 4.2. Depreciation Fund Projections
  - 4.3. Summer Projects
  - 4.4. School Vehicle Agreement
  - 4.5. School Improvement Process
5. Old Business
6. New Business
  - 6.1. Math Materials Approval
  - 6.2. Teacher Resignation
  - 6.3. Offer Teaching Contract

6.4. School Vehicle Purchase

7. Future Agenda Items

8. Consent Agenda

8.1. Approval of Minutes

8.2. Approval of Treasurer's Report

8.3. Approval of Claims

8.4. Financial Reports

8.5. Out of State Travel Requests

9. Public Comments on Topics Not on the Agenda

10. Adjournment

**Plans for Summer Projects  
April 2022**

- Paint elementary hallways and other areas in need
- Finish tuckpointing of building exterior
- Epoxy finish on locker room floors and showers
- Evaluate/repair north hallway floor settling
- Solve drainage issue in southwest corner of property
- Install press box windows
- Install new copiers to replace printers
- Trim/remove trees
- Paint parking lot
- Replace controller for door security
- Paging speakers in classrooms
- Repair carpeting
- Replace water hydrant



# Heartland Community Schools

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2022-2027 DISTRICT STRATEGIC PLAN

Jeremy Klein, Superintendent of Schools

# Heartland Community Schools

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# Heartland Community Schools

Jeremy Klein  
Superintendent

## Board of Education

Gary Braun, President  
Kent Allen  
Tammy Ott  
Steven Stebbing  
Lacey Gloystein  
Tyler Newton





**Introduction**

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

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

Heartland Community Schools  
Strategic Overview Committee

**Administrators**

Brad Best  
Tim Carr  
Dana Reinke

**Members of the Board**

Gary Braun  
Kent Allen  
Steve Stebbing  
Tammy Ott  
Tyler Newton  
Lacey Gloystein

**Other Members:**

Heidi Widick, Staff  
Connie Bechtel, Staff  
Anne Regier, Staff  
Katie Brinamen, Staff  
Chad Buzek, Staff  
Jordan Nolan, Student

Grace Regier, Student  
Ashley Brown, Student  
Austin Schmidt, Student  
Naomi Onnen, Student  
Brad Janzen, Community  
John Goertzen, Community

Dani Siebert, Community  
Taylor Siebert, Community  
Corianne Hiebner, Community  
Troy Hiebner, Community  
Ryan Goertzen, Community  
Grany Schmidt, Community



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

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

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





## Guiding Principles, Objectives, Strategies, and Performance Indicators

Our process enabled us to identify needs and establish priorities (guiding principles). To have an impact on student learning, however, a strategic plan must include a plan of action for affecting change. In the following strategic plan, each Guiding Principle is further defined in the form of an objective. Each objective state with specificity a goal that, when achieved, will have a direct impact on HCS's ability to meet our mission. For each objective, strategies have been created that define the action necessary to meet the objective. Each strategy is expressed through manageable and measurable action steps (performance indicators).

### Implementation of the Strategic Plan Phase I

This strategic plan represents our collective resolve to inspire and empower students. The guiding principles, objectives, and strategies set forth below are the building blocks of the path we have laid out to reach the 2022-2026 benchmarks for student learning. Meeting those benchmarks depends on more than just designing a path – we must be dedicated, at every level, to the consistent and effective implementation of the specific strategies and measurable action steps (performance indicators) and work to integrate the strategic plan into the regular operation of the district.

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

- A. Assign staff to manage and oversee Measures and Objectives
- B. Monitor and assess the implementation, making necessary and appropriate adjustments as needed
- C. Collect evidence to illustrate the progress/success of the implementation of the strategies
- D. Commit resources needed to ensure the progress and success of the plan
- E. Align the plan to the board's annual calendar and monthly meeting agenda to measure progress and success of the plan
- F. Communicate progress of the plan to internal and external stakeholders annually



Once the strategic plan has been adopted, superintendent and school administrators will begin implementing strategies. At the end of every year there after the Association will administer a progress analysis to monitor the progress/successes the district has made. The district will continue following the strategic plan, sustaining the strategies where growth has been made and moving forward on other strategies. At the end of year 3 along with the progress analysis, the district will take a deeper dive to assess the impact of the strategic plan related to student learning within the district. Districts will reengage all internal and external stakeholders to gain perspective.

### **Guiding Principles**

The guiding principles highlight the areas HCS will build upon to support the mission and vision of the school district.

### **Objective**

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

### **Strategy**

The strategy provides detail of how the objective will be met

### **Performance Indicator**

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

### **Program/Building Level**

The Program/Building Level identifies the point of impact.

### **Responsible**

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

### **Target Date**

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



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

### **Evidence of Progress**

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

### **Final Steps Remaining**

#### **SIT**

The Strategic Implementation Team (SIT) provides accountability and validation of work and progress completed by the assigned staff member.

### **Progress Analysis**

Once the strategic plan has been adopted, superintendent and school administrators will begin implementing strategies. At the end of every year there after the Association will administer a progress analysis to monitor the progress/successes the district has made. The district will continue following the strategic plan, sustaining the strategies where growth has been made and moving forward on other strategies. At the end of year three along with the progress analysis, the district will take a deeper dive to assess the impact of the strategic plan related to student learning within the district. Districts will reengage all internal and external stakeholders to gain perspective.



## Heartland Community Schools Mission Statement

Heartland Community Schools – Henderson/Bradshaw strives to provide challenging education opportunities for ALL students to reach their highest level of excellence.





Careful and collaborative analysis of the data collected through the strategic planning needs assessment process resulted in the identification of a number of priorities. These identified priorities, in turn, informed the creation of several areas of focus that form the structure of the <District Name Initials> Strategic Plan.

#### **I. Diverse Student Learning Experiences**

Comprehensive and diverse learning experiences are critical to student growth. By offering diverse experiences (i.e., AP, HAL, STEM, CTE, non-athletic choices, etc.) students will be able to achieve greater success. Furthermore, enhancing expanded learning opportunities will help foster students' problem-solving abilities to prepare for their future success. Relevant curriculum and effective instructional methods are critical to student learning and support the HCS goals and objectives that focuses on achievement and provides for the needs of all students, thus maximizing student betterment. Through adopted core curriculum, vertical and horizontal alignment, the district promotes effective transitions for students at each grade and level throughout the PK-12 system.

#### **II. Family and Community Partnerships**

Creating the necessary partnerships and shaping the narrative, that emphasizes the importance of the school district to the future of the community, will renew our efforts to model high expectations that inspires excellence and promotes learning for all students. To fully engage and empower our staff and our community and partners, HCS must communicate and engage with all stakeholders. We must continue to grow and sustain our methods of communication, engagement, and transparency to build trust and engage the community at large.

#### **III. Personnel Effectiveness**

Fundamental to the success of HCS is the ability of the district to recruit, develop, and retain high-quality educators. Investing in their skills, knowledge, and personal expertise will advance the content and instruction districtwide. By providing purposeful and meaningful professional development for all staff this builds collaboration and ensures a cohesive and growing school community.

#### **IV. Whole Child Focused**

Creating opportunities for students and staff to establish and maintain a district climate that emphasizes the importance of respect, acceptance, inclusion, and social-emotional, mental health well-being is vital to the success of students and staff of HCS.



We aspire and are committed to providing well-maintained and safe buildings and grounds to support an environment in which students can learn and staff can perform effectively. To ensure that we continue to meet this priority, purposeful budget planning, and management will help to sustain financial stability while continuing to improve our district. We will further invest our resources in meaningful instruction, professional development, technology, and learning opportunities for all students in HCS.

## **VI. Board Governance**

As the board, we will commit resources to support the long-term goals of the school district. Through evaluation, accountability, and policy, we leverage the capacity to ensure the success of our goals. Our collective voice will be represented at the state level by developing a board advocacy committee to tell our district's story.





# Prioritization Summary

The following list provides the cumulative prioritization (listed top priority to lowest priority) based on the *overall averages* presented in the previous pages.

## **Guiding Principle VI: Board Governance**

1. Strategy 6.2: Establish and sustain a professional and collaborative working relationship with the superintendent to support and advocate for growth and student achievement.
2. Strategy 6.3: Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district's image, build positive working relationships and sustain long-term partnerships that will serve education.
3. Strategy 6.1: Annually review the district's vision and mission statements, and progress/updates of the strategic plan to support the mission.
4. Strategy 6.4: Continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>	<b>AQuESTT Tenets Aligning to Strategy 6.1:</b> Leadership <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership
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**Objective:** To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

**Strategy 6.1:** *Build effective board governance through sustained engagement of stakeholders.*

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.1(b) Foster a positive and ongoing discussion with stakeholders to sustain effective community engagement.				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>		
	Target Date	Priority	Responsible				
		Priority #3					



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>	AQuESTT Tenets Aligning to Strategy 6.1: Leadership COGNIA: Leadership Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership
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	6.1(c) Consider opportunities to collaborate with village/city officials to address community growth to support the growing viability of the school district.				<p><b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
Target Date		Priority	Responsible				
		Priority #3					



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>	<b>AQuESTT Tenets Aligning to Strategy 6.1:</b> Leadership <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership
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	6.1(d) Consider the value of a Board Advocacy Committee to advocate/oppose legislation in the interest of HCS.				<p><b>What will you do to accomplish the Indicator?</b>  <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
	Target Date	Priority	Responsible				
		Priority #3					



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>	<b>AQuESTT Tenets Aligning to Strategy 6.1:</b> Leadership <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership
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		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
<b>PERFORMANCE INDICATOR</b>	6.1(e) Study and consider a superintendent evaluation tool to meet the expectations of the board and to hold the superintendent accountable for the progress and success of the district strategic plan.		<b><i>What will you do to accomplish the Indicator?</i></b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible			
		Priority #3				



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>	<b>AQuESTT Tenets Aligning to Strategy 6.1:</b> Leadership <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership
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		6.1(f) Conduct a board self-assessment to identify areas of growth that will benefit the working relationship with the superintendent.			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>	
	Target Date	Priority	Responsible			
		Priority #3				



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>	<b>AQuESTT Tenets Aligning to Strategy 6.2:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships; Commitment to Continuous Improvement
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**Objective:** To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

**Strategy 6.2:** Establish and sustain a professional and collaborative working relationship with the superintendent to support and advocate for growth and student achievement.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.2(a) Evaluate the superintendent's performance based upon defined expectations in the job description and his success and progress of mutually identified goals.				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>		
Target Date		Priority	Responsible				
		Priority #1					



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>	<b>AQuESTT Tenets Aligning to Strategy 6.2:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships; Commitment to Continuous Improvement
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**Strategy 6.2:** *Establish and sustain a professional and collaborative working relationship with the superintendent to support and advocate for growth and student achievement.*

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.2(b) Work with the superintendent to achieve mutual trust and commitment to each other through teamwork and clear communications.				<b><i>What will you do to accomplish the Indicator?</i></b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>		
	Target Date	Priority	Responsible				
		Priority #1					



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>	<b>AQuESTT Tenets Aligning to Strategy 6.2:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships; Commitment to Continuous Improvement
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PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.2(c) Ensure the superintendent’s job description states expectations, clarify authority, is consistent with policy, and is reviewed by the board regularly and revised as needed.				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>		
	Target Date	Priority	Responsible				
		Priority #1					



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>	<b>AQuESTT Tenets Aligning to Strategy 6.2:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships; Commitment to Continuous Improvement
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	6.2(d) Ensure the superintendent's contract renewal and deadline process are clear and the board and superintendent honor the appropriate dates of the contract.				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>		
	Target Date	Priority	Responsible				
		Priority #1					



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>	<b>AQuESTT Tenets Aligning to Strategy 6.2:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships; Commitment to Continuous Improvement
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PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.2(e) Demonstrate collaborative problem solving and decision-making with superintendent.				<p><b>What will you do to accomplish the Indicator?</b>  <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
Target Date		Priority	Responsible				
		Priority #1					



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>	<b>AQuESTT Tenets Aligning to Strategy 6.2:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships; Commitment to Continuous Improvement
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**Strategy 6.2:** *Establish and sustain a professional and collaborative working relationship with the superintendent to support and advocate for growth and student achievement.*

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.2(f) Share responsibility for the orientation of new board members with superintendent.				<b><i>What will you do to accomplish the Indicator?</i></b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>		
Target Date		Priority	Responsible				
		Priority #1					



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>	<b>AQuESTT Tenets Aligning to Strategy 6.2:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships; Commitment to Continuous Improvement
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PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.2(g) Using policy, delegate authority to the superintendent to manage district operations and implement policy.				<p><b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
	Target Date	Priority	Responsible				
		Priority #1					



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>	<b>AQuESTT Tenets Aligning to Strategy 6.2:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships; Commitment to Continuous Improvement
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PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.2(h) Provide clear expectations for the superintendent’s performance and evaluate accordingly.				<p><b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
	Target Date	Priority	Responsible				
		Priority #1					



<p><b>Priority 6</b></p>	<p><b>HCS Guiding Principle VI: Board Governance</b></p>		<p><b>AQuESTT Tenets Aligning to Strategy 6.2:</b> Leadership; Positive Partnerships, Relationships, and Success  <b>COGNIA:</b> Leadership Capacity Domain  <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships; Commitment to Continuous Improvement</p>				
			<p><b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.</p>				
<p><b>Strategy 6.2:</b> Establish and sustain a professional and collaborative working relationship with the superintendent to support and advocate for growth and student achievement.</p>							
<p>PERFORMANCE INDICATOR</p>	<p>6.2(i) Thoughtfully consider the superintendent’s recommendations prior to making decisions.</p>		<p>Program, Level, or Bldg.</p>	<p>Action Plan</p>	<p>Funding/Evidence of Progress 2022-23</p>	<p>Funding/Evidence of Progress 2023-24</p>	<p>Funding/Evidence of Progress 2024-25</p>
	<p>Target Date</p>		<p>Priority</p>		<p>Responsible</p>		
	<p>Priority #1</p>		<p>Responsible</p>		<p><i>What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.</i></p>		



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>	<b>AQuESTT Tenets Aligning to Strategy 6.3:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communications and Relationships; Commitment to Continuous Improvement
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**Objective:** To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

***Strategy 6.3:** Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district’s image, build positive working relationships and sustain long-term partnerships that will serve education.*

<b>PERFORMANCE INDICATOR</b>		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.3(a) Engage the community to build understanding and support for public education and the school district.		<i><b>What will you do to accomplish the Indicator?</b> Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority		Responsible		
		Priority #2				



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>	<b>AQuESTT Tenets Aligning to Strategy 6.3:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communications and Relationships; Commitment to Continuous Improvement
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***Strategy 6.3:** Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district’s image, build positive working relationships and sustain long-term partnerships that will serve education.*

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.3(b) Re-engage district patrons biannually to update on the progress of the strategic plan and to engage in discussion of the needs and vision of the school district.				<i><b>What will you do to accomplish the Indicator?</b> Be specific, measurable, achievable, realistic, and time bound.</i>		
	Target Date	Priority	Responsible				
		Priority #2					



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>	<b>AQuESTT Tenets Aligning to Strategy 6.3:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communications and Relationships; Commitment to Continuous Improvement
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**Objective:** To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

***Strategy 6.3:** Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district’s image, build positive working relationships and sustain long-term partnerships that will serve education.*

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.3(c) Seek input from internal and external stakeholders (i.e., administrators, certified and classified staff, parents, students, community members, and business leaders) when setting goals.				<p><b><i>What will you do to accomplish the Indicator?</i></b></p> <p><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
	Target Date	Priority	Responsible				
		Priority #2					



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>	<b>AQuESTT Tenets Aligning to Strategy 6.3:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communications and Relationships; Commitment to Continuous Improvement
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<b>PERFORMANCE INDICATOR</b>	6.3(d) Maintain a cohesive communications plan to inform and educate the community on district issues.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
		<p><i><b>What will you do to accomplish the Indicator?</b></i>  <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>				
		Target Date	Priority	Responsible		
		Priority #2				



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>	<b>AQuESTT Tenets Aligning to Strategy 6.3:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communications and Relationships; Commitment to Continuous Improvement
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PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.3(e) Ensure that a district report is provided to patrons annually.				<b><i>What will you do to accomplish the Indicator?</i></b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>		
	Target Date	Priority	Responsible				
		Priority #2					



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>	<b>AQuESTT Tenets Aligning to Strategy 6.4:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships
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**Objective:** To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

*Strategy 6.4: Continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.*

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.4(a) Design and adopt a defined methodology/process to ensure regular review, revision, and adoption of board policies.				<p><b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
	Target Date	Priority	Responsible				
		Priority #4					



<p><b>Priority 6</b></p>	<p><b>HCS Guiding Principle VI: Board Governance</b></p>		<p><b>AQuESTT Tenets Aligning to Strategy 6.4:</b> Leadership; Positive Partnerships, Relationships, and Success  <b>COGNIA:</b> Leadership Capacity Domain  <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships</p>						
			<p><b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.</p>						
<p><b>Strategy 6.4:</b> Continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.</p>									
<p>PERFORMANCE INDICATOR</p>	<p>6.4(b) Align the process of reviewing, revising, and adopting boards policies to the district’s mission, vision and goals.</p>		<p>Program, Level, or Bldg.</p>	<p>Action Plan</p>	<p>Funding/Evidence of Progress 2022-23</p>	<p>Funding/Evidence of Progress 2023-24</p>	<p>Funding/Evidence of Progress 2024-25</p>		
			<p>Target Date</p>		<p>Responsible</p>		<p><b>What will you do to accomplish the Indicator?</b>  <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
			<p>Priority</p>		<p>Priority #4</p>				



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>	<b>AQuESTT Tenets Aligning to Strategy 6.4:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships
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**Strategy 6.4:** *Continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.*

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.4(c) Ensure policy review is a consistent, monthly board meeting agenda item.				<p><b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
Target Date		Priority	Responsible				
		Priority #4					



<p><b>Priority 6</b></p>	<p><b>HCS Guiding Principle VI: Board Governance</b></p>		<p><b>AQuESTT Tenets Aligning to Strategy 6.4:</b> Leadership; Positive Partnerships, Relationships, and Success  <b>COGNIA:</b> Leadership Capacity Domain  <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships</p>				
	<p><b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.</p>						
<p><b>Strategy 6.4:</b> Continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.</p>							
<p>PERFORMANCE INDICATOR</p>	<p>6.4(d) Aspire to complete a review of the board policy year manual every one to three years.</p>		<p>Program, Level, or Bldg.</p>	<p>Action Plan</p>	<p>Funding/Evidence of Progress 2022-23</p>	<p>Funding/Evidence of Progress 2023-24</p>	<p>Funding/Evidence of Progress 2024-25</p>
	<p>Target Date</p>		<p>Priority</p>		<p>Responsible</p>		
	<p>Priority #4</p>		<p>Responsible</p>		<p><i>What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.</i></p>		



<p><b>Priority 6</b></p>	<p><b>HCS Guiding Principle VI: Board Governance</b></p>		<p><b>AQuESTT Tenets Aligning to Strategy 6.4:</b> Leadership; Positive Partnerships, Relationships, and Success  <b>COGNIA:</b> Leadership Capacity Domain  <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships</p>					
			<p><b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.</p>					
<p><b>Strategy 6.4:</b> Continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.</p>								
<p>PERFORMANCE INDICATOR</p>	<p>6.4(e) Consider recommendations from the superintendent and administrators when developing and updating policies.</p>		<p>Program, Level, or Bldg.</p>	<p>Action Plan</p>	<p>Funding/Evidence of Progress 2022-23</p>	<p>Funding/Evidence of Progress 2023-24</p>	<p>Funding/Evidence of Progress 2024-25</p>	
			<p><i>What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.</i></p>					
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**Strategy 6.4:** Continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.4(f) Ensure board policies are accessible to the public.				<p><b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
Target Date		Priority	Responsible				
		Priority #4					



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PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.4(g) Follow an adopted policy for referring patrons with questions, concerns, comments, or feedback to the appropriate personnel.				<p><b>What will you do to accomplish the Indicator?</b> Be specific, measurable, achievable, realistic, and time bound.</p>		
Target Date		Priority	Responsible				
		Priority #4					



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>	<b>AQuESTT Tenets Aligning to Strategy 6.4:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships
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PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.4(h) Evaluate the superintendent’s implementation of policy as one factor in the superintendent’s annual evaluation.				<p><b>What will you do to accomplish the Indicator?</b>  <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
Target Date		Priority	Responsible				
		Priority #4					



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PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.4(i) Review and approve the contents of the District Annual Report.				<b><i>What will you do to accomplish the Indicator?</i></b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>		
Target Date		Priority	Responsible				
		Priority #4					

GUIDING PRINCIPLE VI: BOARD GOVERNANCE	<b>(5) Accomplished</b> This strategy has been realized and is sustainable.		<b>(3) Progressing</b> Some measurable progress has been made, but this strategy has not been fully realized.		<b>(1) Developing</b> This strategy has not been initiated.		<b>(0) Unmet</b> This strategy has not been addressed.	
<b>STRATEGY</b>	<b>End of Year 1:</b> Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		<b>End of Year 2:</b> Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		<b>End of Year 3:</b> Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)			
6.1 Build effective board governance through sustained engagement of stakeholders.	0		0		0			
6.2 Establish and sustain a professional and collaborative working relationship with the superintendent to support and advocate for growth and student achievement.	0		0		0			
6.3 Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district’s image, build positive working relationships and sustain long-term partnerships that will serve education.	0		0		0			



6.4 Continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.	0		0		0	
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## NASB Strategic Planning Service

Next Steps: Following the presentation of the District Needs Analysis and Strategic Plan Framework, the board may expect that:

### \*District Administration/Board Responsibilities

### \*NASB Board Leadership Responsibilities

- 1) Association staff (Kari Stephens) will embed the final Strategic Plan into the working template along with the administrative Prioritization results and forward for board approval.
- 2) **Board will take action in a regular board meeting to adopt the District Strategic Plan. [Timeline: Next Regular Board Meeting]**
- 3) **Board and Administration will re-engage SOC and present the adopted plan.**
- 4) **Administration will assign Priorities to the responsible administrator/building/districtwide.**
- 5) **Administration or Association will embed the strategic plan goals into SPARQ Meetings and the Board's Annual Board Calendar.**
- 6) Association staff (Kari Stephens) will forward the Strategic Implementation Team (SIT) criteria.
- 7) Association staff (Marcia and/or Kari) will conduct a conference call with the Superintendent and Board President to review the progress analysis process and Strategic Implementation Team (SIT) criteria.
- 8) **Board and Administration will align board agenda to monitor and assess monthly progress-success of the Strategic Plan.**
- 9) Association staff will administer a Progress Analysis Survey to administrators at the end of the first, second, and third year of the strategic plan work. A report will be presented to the board following each Progress Analysis.
- 10) Association staff at the end of year three, four, or five, will administer a comprehensive Progress Analysis and initiate the engagement of stakeholders for the purpose of updating the strategic plan (Phase II).

**Questions, please contact Marcia Herring or Kari Stephens at NASB 1.800.422.4572 or via cell phone.**





# Heartland Community Schools

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2022-2027 DISTRICT STRATEGIC PLAN

Jeremy Klein, Superintendent of Schools

# Heartland Community Schools

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# Heartland Community Schools

Jeremy Klein  
Superintendent

## Board of Education

Gary Braun, President  
Kent Allen  
Tammy Ott  
Steven Stebbing  
Lacey Gloystein  
Tyler Newton





## Introduction

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

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

### Heartland Community Schools Strategic Overview Committee

#### Administrators

Brad Best  
Tim Carr  
Dana Reinke

#### Members of the Board

Gary Braun  
Kent Allen  
Steve Stebbing  
Tammy Ott  
Tyler Newton  
Lacey Gloystein

#### Other Members:

Heidi Widick, Staff  
Connie Bechtel, Staff  
Anne Regier, Staff  
Katie Brinamen, Staff  
Chad Buzek, Staff  
Jordan Nolan, Student

Grace Regier, Student  
Ashley Brown, Student  
Austin Schmidt, Student  
Naomi Onnen, Student  
Brad Janzen, Community  
John Goertzen, Community

Dani Siebert, Community  
Taylor Siebert, Community  
Corianne Hiebner, Community  
Troy Hiebner, Community  
Ryan Goertzen, Community  
Grany Schmidt, Community



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

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

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





## Guiding Principles, Objectives, Strategies, and Performance Indicators

Our process enabled us to identify needs and establish priorities (guiding principles). To have an impact on student learning, however, a strategic plan must include a plan of action for affecting change. In the following strategic plan, each Guiding Principle is further defined in the form of an objective. Each objective state with specificity a goal that, when achieved, will have a direct impact on HCS's ability to meet our mission. For each objective, strategies have been created that define the action necessary to meet the objective. Each strategy is expressed through manageable and measurable action steps (performance indicators).

### Implementation of the Strategic Plan Phase I

This strategic plan represents our collective resolve to inspire and empower students. The guiding principles, objectives, and strategies set forth below are the building blocks of the path we have laid out to reach the 2022-2026 benchmarks for student learning. Meeting those benchmarks depends on more than just designing a path – we must be dedicated, at every level, to the consistent and effective implementation of the specific strategies and measurable action steps (performance indicators) and work to integrate the strategic plan into the regular operation of the district.

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

- A. Assign staff to manage and oversee Measures and Objectives
- B. Monitor and assess the implementation, making necessary and appropriate adjustments as needed
- C. Collect evidence to illustrate the progress/success of the implementation of the strategies
- D. Commit resources needed to ensure the progress and success of the plan
- E. Align the plan to the board's annual calendar and monthly meeting agenda to measure progress and success of the plan
- F. Communicate progress of the plan to internal and external stakeholders annually



Once the strategic plan has been adopted, superintendent and school administrators will begin implementing strategies. At the end of every year there after the Association will administer a progress analysis to monitor the progress/successes the district has made. The district will continue following the strategic plan, sustaining the strategies where growth has been made and moving forward on other strategies. At the end of year 3 along with the progress analysis, the district will take a deeper dive to assess the impact of the strategic plan related to student learning within the district. Districts will reengage all internal and external stakeholders to gain perspective.

### **Guiding Principles**

The guiding principles highlight the areas HCS will build upon to support the mission and vision of the school district.

### **Objective**

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

### **Strategy**

The strategy provides detail of how the objective will be met

### **Performance Indicator**

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

### **Program/Building Level**

The Program/Building Level identifies the point of impact.

### **Responsible**

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

### **Target Date**

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



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

### **Evidence of Progress**

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

### **Final Steps Remaining**

#### **SIT**

The Strategic Implementation Team (SIT) provides accountability and validation of work and progress completed by the assigned staff member.

#### **Progress Analysis**

Once the strategic plan has been adopted, superintendent and school administrators will begin implementing strategies. At the end of every year there after the Association will administer a progress analysis to monitor the progress/successes the district has made. The district will continue following the strategic plan, sustaining the strategies where growth has been made and moving forward on other strategies. At the end of year three along with the progress analysis, the district will take a deeper dive to assess the impact of the strategic plan related to student learning within the district. Districts will reengage all internal and external stakeholders to gain perspective.



### Heartland Community Schools Mission Statement

Heartland Community Schools – Henderson/Bradshaw strives to provide challenging education opportunities for ALL students to reach their highest level of excellence.





Careful and collaborative analysis of the data collected through the strategic planning needs assessment process resulted in the identification of a number of priorities. These identified priorities, in turn, informed the creation of several areas of focus that form the structure of the <District Name Initials> Strategic Plan.

**I. Diverse Student Learning Experiences**

Comprehensive and diverse learning experiences are critical to student growth. By offering diverse experiences (i.e., AP, HAL, STEM, CTE, non-athletic choices, etc.) students will be able to achieve greater success. Furthermore, enhancing expanded learning opportunities will help foster students' problem-solving abilities to prepare for their future success. Relevant curriculum and effective instructional methods are critical to student learning and support the HCS goals and objectives that focuses on achievement and provides for the needs of all students, thus maximizing student betterment. Through adopted core curriculum, vertical and horizontal alignment, the district promotes effective transitions for students at each grade and level throughout the PK-12 system.

**II. Family and Community Partnerships**

Creating the necessary partnerships and shaping the narrative, that emphasizes the importance of the school district to the future of the community, will renew our efforts to model high expectations that inspires excellence and promotes learning for all students. To fully engage and empower our staff and our community and partners, HCS must communicate and engage with all stakeholders. We must continue to grow and sustain our methods of communication, engagement, and transparency to build trust and engage the community at large.

**III. Personnel Effectiveness**

Fundamental to the success of HCS is the ability of the district to recruit, develop, and retain high-quality educators. Investing in their skills, knowledge, and personal expertise will advance the content and instruction districtwide. By providing purposeful and meaningful professional development for all staff this builds collaboration and ensures a cohesive and growing school community.

**IV. Whole Child Focused**

Creating opportunities for students and staff to establish and maintain a district climate that emphasizes the importance of respect, acceptance, inclusion, and social-emotional, mental health well-being is vital to the success of students and staff of HCS.



We aspire and are committed to providing well-maintained and safe buildings and grounds to support an environment in which students can learn and staff can perform effectively. To ensure that we continue to meet this priority, purposeful budget planning, and management will help to sustain financial stability while continuing to improve our district. We will further invest our resources in meaningful instruction, professional development, technology, and learning opportunities for all students in HCS.

**VI. Board Governance**

As the board, we will commit resources to support the long-term goals of the school district. Through evaluation, accountability, and policy, we leverage the capacity to ensure the success of our goals. Our collective voice will be represented at the state level by developing a board advocacy committee to tell our district's story.





## Prioritization Summary

The following list provides the cumulative prioritization (listed top priority to lowest priority) based on the *overall averages* presented in the previous pages.

### 1) Guiding Principle I: Diverse Student Learning Experiences

1. Strategy 1.1: Set high expectations to ensure a diverse learning opportunity vital to the success of students by adopting challenging, creative, and rigorous data-based curriculum and instruction aligned both horizontally and vertically to support the success of students' transitions grade to grade and level to level.
2. Strategy 1.3: Implement the Multi-Tiered System of Supports (MTTS) model with fidelity to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students.
3. Strategy 1.4: Implement expanded learning opportunities for students to enhance college/career/post-high school readiness skills and knowledge.
4. Strategy 1.2: Provide a High-Ability Learning (HAL) Program to challenge identified students to advance their individual academic knowledge, skills, and abilities.

### 2) Guiding Principle II: Family and Community Partnerships

1. Strategy 2.1: Foster a positive working partnership with business leaders and community members to enhance student learning opportunities.
2. Strategy 2.2: Make real-life connections by creating opportunities to provide more family involvement and family services.
3. Strategy 2.3: Increase communication to maintain perceptions of HCS by engaging students, families, employees, and the Heartland Community Schools community.

### 3) Guiding Principle III: Personnel Effectiveness

1. Strategy 3.5: Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students' academic, social-emotional, and mental health well-being.
2. Strategy 3.1: Develop and implement a leadership succession program within the district, and a transition process to proactively identify and transition new leadership to the district.
3. Strategy 3.3: Utilize a teacher evaluation system to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.
4. Strategy 3.4: Cultivate a positive learning culture for staff and administrators through an organized and purposeful professional development plan to support relationships, skills, knowledge, and application of instruction for long-term improvements.
5. Strategy 3.2: Identify and implement efforts to establish a positive working relationship districtwide to support an effective work environment and to energize the teaching staff to enhance student achievement.



1. Strategy 4.1: Provide social-emotional and behavioral supports for all students integrated through the MTSS model throughout the entire district to realize the potential and resources accessible to benefit a unified student-centered learning initiative.
2. Strategy 4.2: Ensure the district cultivates a positive, safe, and supportive learning environment for all students through improvement of conduct and social-emotional well-being.

#### 5) Guiding Principle V: District Resources

1. Strategy 5.1: Creation of a comprehensive facilities plan to address both short term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities, and acquiring property to meet the future needs of the district.
2. Strategy 5.2: Build district resource capabilities of internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.

#### 6) Guiding Principle VI: Board Governance

1. Strategy 6.2: Establish and sustain a professional and collaborative working relationship with the superintendent to support and advocate for growth and student achievement.
2. Strategy 6.3: Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district's image, build positive working relationships and sustain long-term partnerships that will serve education.
3. Strategy 6.1: Annually review the district's vision and mission statements, and progress/updates of the strategic plan to support the mission.
4. Strategy 6.4: Continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.



<p><b>Priority 1</b></p>	<p><b>HCS Guiding Principle I: Diverse Student Learning Experiences</b></p>		<p><b>AQuESTT Tenets Aligning to Strategy 1.1:</b> Leadership; Educational Opportunities and Access; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness  <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain  <b>Nebraska Framework:</b> Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement</p>			
<p><b>Objective:</b> To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.</p>						
<p><b>Strategy 1.1:</b> <i>Set high expectations to ensure a diverse learning opportunity vital to the success of students by adopting challenging, creative, and rigorous data-based curriculum and instruction aligned both horizontally and vertically to support the success of students' transitions grade to grade and level to level.</i></p>						
<p>PERFORMANCE INDICATOR</p>	<p>1.1(a) Research, identify, and adopt a common curriculum in all subject areas to support consistent instruction and improved student academic learning.</p>	<p>Program, Level, or Bldg.</p>	<p>Action Plan</p> <p><i>What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.</i></p>	<p>Funding/Evidence of Progress 2022-23</p>	<p>Funding/Evidence of Progress 2023-24</p>	<p>Funding/Evidence of Progress 2024-25</p>
	<p>Target Date</p>	<p>Priority</p>	<p>Responsible</p>			
		<p>Priority #1</p>				



<b>Priority 1</b>	<b>HCS Guiding Principle I: Diverse Student Learning Experiences</b>		<b>AQuESTT Tenets Aligning to Strategy 1.1:</b> Leadership; Educational Opportunities and Access; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement				
<b>Objective:</b> To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.							
<b>Strategy 1.1:</b> <i>Set high expectations to ensure a diverse learning opportunity vital to the success of students by adopting challenging, creative, and rigorous data-based curriculum and instruction aligned both horizontally and vertically to support the success of students' transitions grade to grade and level to level.</i>							
<b>PERFORMANCE INDICATOR</b>	1.1(b) Increase elective course offerings and life and career readiness programs, as well as class choice opportunities to enhance the learning opportunities for HCS students.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #1						



<p><b>Priority 1</b></p>	<p><b>HCS Guiding Principle I: Diverse Student Learning Experiences</b></p>		<p><b>AQuESTT Tenets Aligning to Strategy 1.1:</b> Leadership; Educational Opportunities and Access; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness  <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain  <b>Nebraska Framework:</b> Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement</p>				
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<p><b>Strategy 1.1:</b> <i>Set high expectations to ensure a diverse learning opportunity vital to the success of students by adopting challenging, creative, and rigorous data-based curriculum and instruction aligned both horizontally and vertically to support the success of students' transitions grade to grade and level to level.</i></p>							
<p>PERFORMANCE INDICATOR</p>	<p>1.1(c) Integrate career, college, and technical training curriculum and learning experiences throughout the district.</p>	<p>Program, Level, or Bldg.</p>	<p>Action Plan</p> <p><b>What will you do to accomplish the Indicator?</b>  <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>	<p>Funding/Evidence of Progress 2022-23</p>	<p>Funding/Evidence of Progress 2023-24</p>	<p>Funding/Evidence of Progress 2024-25</p>	
	<p>Target Date</p>	<p>Priority</p>	<p>Responsible</p>				
		<p>Priority #1</p>					



<b>Priority 1</b>	<b>HCS Guiding Principle I: Diverse Student Learning Experiences</b>		<b>AQuESTT Tenets Aligning to Strategy 1.1:</b> Leadership; Educational Opportunities and Access; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement				
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<b>Strategy 1.1:</b> <i>Set high expectations to ensure a diverse learning opportunity vital to the success of students by adopting challenging, creative, and rigorous data-based curriculum and instruction aligned both horizontally and vertically to support the success of students' transitions grade to grade and level to level.</i>							
<b>PERFORMANCE INDICATOR</b>	1.1(d) Collaborate with community partners and post-secondary institutions to explore opportunities for partnering to increase curricular offerings for students and to maximize the use of community resources in the educational process.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #1						



<p><b>Priority 1</b></p>	<p><b>HCS Guiding Principle I: Diverse Student Learning Experiences</b></p>		<p><b>AQuESTT Tenets Aligning to Strategy 1.1:</b> Leadership; Educational Opportunities and Access; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness  <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain  <b>Nebraska Framework:</b> Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement</p>				
<p><b>Objective:</b> To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.</p>							
<p><b>Strategy 1.1:</b> <i>Set high expectations to ensure a diverse learning opportunity vital to the success of students by adopting challenging, creative, and rigorous data-based curriculum and instruction aligned both horizontally and vertically to support the success of students' transitions grade to grade and level to level.</i></p>							
<p>PERFORMANCE INDICATOR</p>	<p>1.1(e) Ensure that all curriculum at HCS is vertically and horizontally aligned with grade-level goals and established short and long-term plans for action.</p>	<p>Program, Level, or Bldg.</p>	<p>Action Plan</p>	<p>Funding/Evidence of Progress 2022-23</p>	<p>Funding/Evidence of Progress 2023-24</p>	<p>Funding/Evidence of Progress 2024-25</p>	
	<p>Target Date</p>	<p>Priority</p>	<p>Responsible</p>	<p><b>What will you do to accomplish the Indicator?</b>  <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
		<p>Priority #1</p>					



<b>Priority 1</b>	<b>HCS Guiding Principle I: Diverse Student Learning Experiences</b>		<b>AQuESTT Tenets Aligning to Strategy 1.1:</b> Leadership; Educational Opportunities and Access; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement				
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<b>Strategy 1.1:</b> <i>Set high expectations to ensure a diverse learning opportunity vital to the success of students by adopting challenging, creative, and rigorous data-based curriculum and instruction aligned both horizontally and vertically to support the success of students' transitions grade to grade and level to level.</i>							
<b>PERFORMANCE INDICATOR</b>	1.1(f) Utilize the curriculum review cycle policy to provide a systematic process to examine content and to ensure the curriculum is aligned to the standards and meeting the learning needs of students.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority	Responsible				
	Priority #1						



<b>Priority 1</b>	<b>HCS Guiding Principle I: Diverse Student Learning Experiences</b>		<b>AQuESTT Tenets Aligning to Strategy 1.1:</b> Leadership; Educational Opportunities and Access; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement				
<b>Objective:</b> To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.							
<b>Strategy 1.1:</b> <i>Set high expectations to ensure a diverse learning opportunity vital to the success of students by adopting challenging, creative, and rigorous data-based curriculum and instruction aligned both horizontally and vertically to support the success of students' transitions grade to grade and level to level.</i>							
<b>PERFORMANCE INDICATOR</b>	1.1(g) Evaluate the quality and rigor of the curriculum provided to ensure it supports the diverse learning opportunities for the student.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #1						



<p><b>Priority 1</b></p>	<p><b>HCS Guiding Principle I: Diverse Student Learning Experiences</b></p>		<p><b>AQuESTT Tenets Aligning to Strategy 1.2:</b> Educational Opportunities and Access; Student Achievement and Growth  <b>COGNIA:</b> Learning Capacity Domain  <b>Nebraska Framework:</b> Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement</p>				
<p><b>Objective:</b> To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.</p>							
<p><b>Strategy 1.2:</b> Create improvements and increased student achievement opportunities for High-Ability Learners (HAL).</p>							
<p>PERFORMANCE INDICATOR</p>	<p>1.2(a) Create and implement a preassessment of HAL students to lead to targeted curriculum design.</p>	<p>Program, Level, or Bldg.</p>	<p>Action Plan</p>	<p>Funding/Evidence of Progress 2022-23</p>	<p>Funding/Evidence of Progress 2023-24</p>	<p>Funding/Evidence of Progress 2024-25</p>	
	<p>Target Date</p>	<p>Priority</p>	<p>Responsible</p>	<p><b>What will you do to accomplish the Indicator?</b>  <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
		<p>Priority #4</p>					



<b>Priority 1</b>	<b>HCS Guiding Principle I: Diverse Student Learning Experiences</b>		<b>AQuESTT Tenets Aligning to Strategy 1.2:</b> Educational Opportunities and Access; Student Achievement and Growth <b>COGNIA:</b> Learning Capacity Domain <b>Nebraska Framework:</b> Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement				
	<b>Objective:</b> To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.						
<b>Strategy 1.2: Create improvements and increased student achievement opportunities for High-Ability Learners (HAL).</b>							
<b>PERFORMANCE INDICATOR</b>	1.2(b) Implement professional development to ensure staff is equipped to instruct.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority	Responsible				
	Priority #4						



<p><b>Priority 1</b></p>	<p><b>HCS Guiding Principle I: Diverse Student Learning Experiences</b></p>		<p><b>AQuESTT Tenets Aligning to Strategy 1.2:</b> Educational Opportunities and Access; Student Achievement and Growth  <b>COGNIA:</b> Learning Capacity Domain  <b>Nebraska Framework:</b> Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement</p>			
<p><b>Objective:</b> To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.</p>						
<p><b>Strategy 1.2:</b> Create improvements and increased student achievement opportunities for High-Ability Learners (HAL).</p>						
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PERFORMANCE INDICATOR</p>	<p>1.2(c) Modify curriculum designed to integrate basic skills and higher-level thinking.</p>	<p>Program, Level, or Bldg.</p>	<p>Action Plan</p>	<p>Funding/Evidence of Progress 2022-23</p>	<p>Funding/Evidence of Progress 2023-24</p>	<p>Funding/Evidence of Progress 2024-25</p>
	<p><i><b>What will you do to accomplish the Indicator?</b></i>  <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>					
	<p>Target Date</p>	<p>Priority</p>	<p>Responsible</p>			
	<p>Priority #4</p>					



<p><b>Priority 1</b></p>	<p><b>HCS Guiding Principle I: Diverse Student Learning Experiences</b></p>		<p><b>AQuESTT Tenets Aligning to Strategy 1.2:</b> Educational Opportunities and Access; Student Achievement and Growth  <b>COGNIA:</b> Learning Capacity Domain  <b>Nebraska Framework:</b> Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement</p>				
<p><b>Objective:</b> To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.</p>							
<p><b>Strategy 1.2:</b> Create improvements and increased student achievement opportunities for High-Ability Learners (HAL).</p>							
<p>PERFORMANCE INDICATOR</p>	<p>1.2(d) Evaluation of HAL student outcomes using multi-method criteria of self-evaluation and standardized tools with flexible pacing and supportive differentiated learning environments.</p>	<p>Program, Level, or Bldg.</p>	<p>Action Plan</p>	<p>Funding/Evidence of Progress 2022-23</p>	<p>Funding/Evidence of Progress 2023-24</p>	<p>Funding/Evidence of Progress 2024-25</p>	
	<p>Target Date      Priority</p>		<p>Responsible</p>	<p><b>What will you do to accomplish the Indicator?</b>  <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
		<p>Priority #4</p>					



<b>Priority 1</b>	<b>HCS Guiding Principle I: Diverse Student Learning Experiences</b>		<p><b>AQuESTT Tenets Aligning to Strategy 1.3:</b> Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness</p> <p><b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain</p> <p><b>Nebraska Framework:</b> Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement</p>				
<p><b>Objective:</b> To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.</p>							
<p><i>Strategy 1.3: Implement the Multi-Tiered System of Supports (MTSS) model with fidelity to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students.</i></p>							
PERFORMANCE INDICATOR	<p>1.3(a) Develop a district-wide team with defined roles that will research strategies, monitor, and evaluate the effectiveness of the MTSS model.</p>		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<p style="text-align: center;"><b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>				
	Target Date	Priority			Responsible		
		Priority #2					

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<b>Priority 1</b>	<b>HCS Guiding Principle I: Diverse Student Learning Experiences</b>		<p><b>AQuESTT Tenets Aligning to Strategy 1.3:</b> Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness</p> <p><b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain</p> <p><b>Nebraska Framework:</b> Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement</p>				
<p><b>Objective:</b> To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.</p>							
<p><i><b>Strategy 1.3: Implement the Multi-Tiered System of Supports (MTSS) model with fidelity to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students.</b></i></p>							
PERFORMANCE INDICATOR	1.3(b) Develop a common understanding across the district of MTSS through targeted professional development.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<p><i><b>What will you do to accomplish the Indicator?</b></i> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>				
	Target Date	Priority	Responsible				
	Priority #2						



<b>Priority 1</b>	<b>HCS Guiding Principle I: Diverse Student Learning Experiences</b>		<p><b>AQuESTT Tenets Aligning to Strategy 1.3:</b> Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness</p> <p><b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain</p> <p><b>Nebraska Framework:</b> Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement</p>				
	<p><b>Objective:</b> To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.</p> <p style="text-align: center;"><i><b>Strategy 1.3:</b> Implement the Multi-Tiered System of Supports (MTSS) model with fidelity to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students.</i></p>						
<b>PERFORMANCE INDICATOR</b>	1.3(c) Develop a consistent process across all buildings for implementation in the various tiers.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<p><i><b>What will you do to accomplish the Indicator?</b></i></p> <p><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>				
	Target Date	Priority	Responsible				
	Priority #2						



<p><b>Priority 1</b></p>	<p><b>HCS Guiding Principle I: Diverse Student Learning Experiences</b></p>		<p><b>AQuESTT Tenets Aligning to Strategy 1.3:</b> Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness  <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain  <b>Nebraska Framework:</b> Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement</p>				
<p><b>Objective:</b> To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.</p>							
<p><b>Strategy 1.3:</b> <i>Implement the Multi-Tiered System of Supports (MTSS) model with fidelity to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students.</i></p>							
<p>PERFORMANCE INDICATOR</p>	<p>1.3(d) Provide consistent and on-going professional development to all staff to prepare and effectively implement the social-emotional supports district-wide.</p>	<p>Program, Level, or Bldg.</p>	<p>Action Plan</p>	<p>Funding/Evidence of Progress 2022-23</p>	<p>Funding/Evidence of Progress 2023-24</p>	<p>Funding/Evidence of Progress 2024-25</p>	
	<p>Target Date</p>	<p>Priority</p>	<p>Responsible</p>	<p><b>What will you do to accomplish the Indicator?</b>  <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
		<p>Priority #2</p>					



<b>Priority 1</b>	<b>HCS Guiding Principle I: Diverse Student Learning Experiences</b>		<p><b>AQuESTT Tenets Aligning to Strategy 1.3:</b> Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness</p> <p><b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain</p> <p><b>Nebraska Framework:</b> Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement</p>				
<p><b>Objective:</b> To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.</p>							
<p><i>Strategy 1.3: Implement the Multi-Tiered System of Supports (MTSS) model with fidelity to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students.</i></p>							
<b>PERFORMANCE INDICATOR</b>	<p>1.3(e) Intentionally communicate our MTSS model and additional academic, social-emotional, and behavioral supports with HCS families and our community.</p>		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	Target Date	Priority	Responsible	<p><b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
		Priority #2					

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<p><b>Priority 1</b></p>	<p><b>HCS Guiding Principle I: Diverse Student Learning Experiences</b></p>		<p><b>AQuESTT Tenets Aligning to Strategy 1.3:</b> Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness  <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain  <b>Nebraska Framework:</b> Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement</p>				
<p><b>Objective:</b> To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.</p>							
<p><b>Strategy 1.3:</b> <i>Implement the Multi-Tiered System of Supports (MTSS) model with fidelity to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students.</i></p>							
<p>PERFORMANCE INDICATOR</p>	<p>1.3(f) Evaluate the effectiveness of the instructional supports and benefits of MTSS, social-emotional curriculum, and instruction.</p>		<p>Program, Level, or Bldg.</p>	<p>Action Plan</p>	<p>Funding/Evidence of Progress 2022-23</p>	<p>Funding/Evidence of Progress 2023-24</p>	<p>Funding/Evidence of Progress 2024-25</p>
	<p>Target Date</p>		<p>Responsible</p>		<p><b>What will you do to accomplish the Indicator?</b>  <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
	<p>Priority</p>		<p>Priority #2</p>				



<p><b>Priority 1</b></p>	<p><b>HCS Guiding Principle I: Diverse Student Learning Experiences</b></p>		<p><b>AQuESTT Tenets Aligning to Strategy 1.4:</b> Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness  <b>COGNIA:</b> Learning Capacity Domain  <b>Nebraska Framework:</b> Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement</p>				
<p><b>Objective:</b> To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.</p>							
<p><b>Strategy 1.4:</b> Implement expanded learning opportunities for students to enhance college/career/post-high school readiness skills and knowledge.</p>							
<p>PERFORMANCE INDICATOR</p>	<p>1.4(a) Designate internal leaders and champions to study the scope and feasibility of internal and external opportunities to grow diverse district offerings such as partnerships, staffing, course alignment, space allocation, resource expenditures, etc.</p>	<p>Program, Level, or Bldg.</p>	<p>Action Plan</p>	<p>Funding/Evidence of Progress 2022-23</p>	<p>Funding/Evidence of Progress 2023-24</p>	<p>Funding/Evidence of Progress 2024-25</p>	
	<p>Target Date</p>	<p>Priority</p>	<p>Responsible</p>	<p><b>What will you do to accomplish the Indicator?</b>  <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
		<p>Priority #3</p>					



<b>Priority 1</b>	<b>HCS Guiding Principle I: Diverse Student Learning Experiences</b>		<b>AQuESTT Tenets Aligning to Strategy 1.4:</b> Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness <b>COGNIA:</b> Learning Capacity Domain <b>Nebraska Framework:</b> Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement			
<b>Objective:</b> To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.						
<b>Strategy 1.4:</b> <i>Implement expanded learning opportunities for students to enhance college/career/post-high school readiness skills and knowledge.</i>						
<b>PERFORMANCE INDICATOR</b>	1.4(b) Implement a district-wide academic plan that includes rigorous Advanced Placement courses and dual credit opportunities.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	Target Date	Priority	Responsible	<p><b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
		Priority #3				



<p><b>Priority 1</b></p>	<p><b>HCS Guiding Principle I: Diverse Student Learning Experiences</b></p>		<p><b>AQuESTT Tenets Aligning to Strategy 1.4:</b> Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness  <b>COGNIA:</b> Learning Capacity Domain  <b>Nebraska Framework:</b> Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement</p>				
<p><b>Objective:</b> To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.</p>							
<p><b>Strategy 1.4:</b> Implement expanded learning opportunities for students to enhance college/career/post-high school readiness skills and knowledge.</p>							
<p>PERFORMANCE INDICATOR</p>	<p>1.4(c) Evaluate the effectiveness of the instructional supports and benefits of MTSS, social-emotional curriculum, and instruction.</p>	<p>Program, Level, or Bldg.</p>	<p>Action Plan</p>	<p>Funding/Evidence of Progress 2022-23</p>	<p>Funding/Evidence of Progress 2023-24</p>	<p>Funding/Evidence of Progress 2024-25</p>	
	<p>Target Date</p>	<p>Priority</p>	<p>Responsible</p>	<p><b>What will you do to accomplish the Indicator?</b>  <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
		<p>Priority #3</p>					



<p><b>Priority 1</b></p>	<p><b>HCS Guiding Principle I: Diverse Student Learning Experiences</b></p>		<p><b>AQuESTT Tenets Aligning to Strategy 1.4:</b> Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness  <b>COGNIA:</b> Learning Capacity Domain  <b>Nebraska Framework:</b> Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement</p>				
<p><b>Objective:</b> To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.</p>							
<p><b>Strategy 1.4:</b> Implement expanded learning opportunities for students to enhance college/career/post-high school readiness skills and knowledge.</p>							
<p>PERFORMANCE INDICATOR</p>	<p>1.4(d) Collaborate with industry and community representatives for job shadow opportunities, career pathways exploration, student internships, and teacher externships to increase awareness of career opportunities.</p>	<p>Program, Level, or Bldg.</p>	<p>Action Plan</p>	<p>Funding/Evidence of Progress 2022-23</p>	<p>Funding/Evidence of Progress 2023-24</p>	<p>Funding/Evidence of Progress 2024-25</p>	
	<p>Target Date</p>	<p>Priority</p>	<p>Responsible</p>	<p><i>What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.</i></p>			
		<p>Priority #3</p>					



<p><b>Priority 1</b></p>	<p><b>HCS Guiding Principle I: Diverse Student Learning Experiences</b></p>		<p><b>AQuESTT Tenets Aligning to Strategy 1.4:</b> Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness  <b>COGNIA:</b> Learning Capacity Domain  <b>Nebraska Framework:</b> Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement</p>			
	<p><b>Objective:</b> To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.</p>					
<p><b>Strategy 1.4:</b> Implement expanded learning opportunities for students to enhance college/career/post-high school readiness skills and knowledge.</p>						
<p>PERFORMANCE INDICATOR</p>	<p>1.4(e) Provide mentorships, internships, and/or job shadowing opportunities for the secondary students.</p>	<p>Program, Level, or Bldg.</p>	<p>Action Plan</p>	<p>Funding/Evidence of Progress 2022-23</p>	<p>Funding/Evidence of Progress 2023-24</p>	<p>Funding/Evidence of Progress 2024-25</p>
		<p><i>What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.</i></p>				
		<p>Target Date</p>	<p>Priority</p>	<p>Responsible</p>		
		<p>Priority #3</p>				



<b>Priority 1</b>	<b>HCS Guiding Principle I: Diverse Student Learning Experiences</b>		<b>AQuESTT Tenets Aligning to Strategy 1.4:</b> Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness <b>COGNIA:</b> Learning Capacity Domain <b>Nebraska Framework:</b> Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement			
<b>Objective:</b> To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.						
<b>Strategy 1.4:</b> <i>Implement expanded learning opportunities for students to enhance college/career/post-high school readiness skills and knowledge.</i>						
<b>PERFORMANCE INDICATOR</b>	1.4(f) Expand partnerships with post-secondary institutions to explore educational opportunities and options for partnering to increase curricular offerings for students.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	Target Date	Priority	Responsible	<p align="center"><b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
		Priority #3				



<b>Priority 1</b>	<b>HCS Guiding Principle I: Diverse Student Learning Experiences</b>		<b>AQuESTT Tenets Aligning to Strategy 1.4:</b> Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness <b>COGNIA:</b> Learning Capacity Domain <b>Nebraska Framework:</b> Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement				
	<b>Objective:</b> To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.						
<b>Strategy 1.4:</b> Implement expanded learning opportunities for students to enhance college/career/post-high school readiness skills and knowledge.							
<b>PERFORMANCE INDICATOR</b>	1.4(g) Integrate relational skill building characteristics including leadership, communication, conflict resolution, respectfulness, and collaboration through life skills and career/life readiness instruction.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority	Responsible				
	Priority #3						



<p><b>Priority 1</b></p>	<p><b>HCS Guiding Principle I: Diverse Student Learning Experiences</b></p>		<p><b>AQuESTT Tenets Aligning to Strategy 1.4:</b> Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness  <b>COGNIA:</b> Learning Capacity Domain  <b>Nebraska Framework:</b> Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement</p>				
<p><b>Objective:</b> To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.</p>							
<p><b>Strategy 1.4:</b> Implement expanded learning opportunities for students to enhance college/career/post-high school readiness skills and knowledge.</p>							
<p>PERFORMANCE INDICATOR</p>	<p>1.4(h) Emphasize the importance of personal life skills including work ethic, character, integrity, and personal confidence.</p>	<p>Program, Level, or Bldg.</p>	<p>Action Plan</p>	<p>Funding/Evidence of Progress 2022-23</p>	<p>Funding/Evidence of Progress 2023-24</p>	<p>Funding/Evidence of Progress 2024-25</p>	
	<p>Target Date</p>	<p>Priority</p>	<p>Responsible</p>	<p><b>What will you do to accomplish the Indicator?</b>  <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
		<p>Priority #3</p>					



<p><b>Priority 1</b></p>	<p><b>HCS Guiding Principle I: Diverse Student Learning Experiences</b></p>		<p><b>AQuESTT Tenets Aligning to Strategy 1.4:</b> Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness  <b>COGNIA:</b> Learning Capacity Domain  <b>Nebraska Framework:</b> Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement</p>				
<p><b>Objective:</b> To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.</p>							
<p><b>Strategy 1.4:</b> <i>Implement expanded learning opportunities for students to enhance college/career/post-high school readiness skills and knowledge.</i></p>							
<p>PERFORMANCE INDICATOR</p>	<p>1.4(j) Provide appropriate professional learning and resources to support teachers to meet the needs of the High Ability Learners (HAL) for students.</p>	<p>Program, Level, or Bldg.</p>	<p>Action Plan</p>	<p>Funding/Evidence of Progress 2022-23</p>	<p>Funding/Evidence of Progress 2023-24</p>	<p>Funding/Evidence of Progress 2024-25</p>	
	<p>Target Date</p>	<p>Priority</p>	<p>Responsible</p>	<p><b>What will you do to accomplish the Indicator?</b>  <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
		<p>Priority #3</p>					



<p><b>Priority 1</b></p>	<p><b>HCS Guiding Principle I: Diverse Student Learning Experiences</b></p>		<p><b>AQuESTT Tenets Aligning to Strategy 1.4:</b> Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness  <b>COGNIA:</b> Learning Capacity Domain  <b>Nebraska Framework:</b> Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement</p>				
<p><b>Objective:</b> To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.</p>							
<p><b>Strategy 1.4:</b> Implement expanded learning opportunities for students to enhance college/career/post-high school readiness skills and knowledge.</p>							
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PERFORMANCE INDICATOR</p>	<p>1.4(j) Consider and assess the value of expanding course offerings to include, but not limited to: CTE, Vocational Training, Computer Science – Coding, Programming, Robotics, etc., Speech/Public Speaking/Motivational Speaking, and Family Consumer Science (interpersonal relationships, leadership, and management).</p>	<p>Program, Level, or Bldg.</p>	<p>Action Plan</p>	<p>Funding/Evidence of Progress 2022-23</p>	<p>Funding/Evidence of Progress 2023-24</p>	<p>Funding/Evidence of Progress 2024-25</p>	
	<p>Target Date</p>	<p>Priority</p>	<p>Responsible</p>	<p><b>What will you do to accomplish the Indicator?</b>  <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
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<p><b>Priority 1</b></p>	<p><b>HCS Guiding Principle I: Diverse Student Learning Experiences</b></p>		<p><b>AQuESTT Tenets Aligning to Strategy 1.4:</b> Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness  <b>COGNIA:</b> Learning Capacity Domain  <b>Nebraska Framework:</b> Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement</p>				
<p><b>Objective:</b> To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.</p>							
<p><b>Strategy 1.4:</b> Implement expanded learning opportunities for students to enhance college/career/post-high school readiness skills and knowledge.</p>							
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PERFORMANCE INDICATOR</p>	<p>1.4(k) Evaluate the effectiveness of modifications made to instruction and curriculum and the overall impact to learning and students' post-graduate opportunities.</p>	<p>Program, Level, or Bldg.</p>	<p>Action Plan</p>	<p>Funding/Evidence of Progress 2022-23</p>	<p>Funding/Evidence of Progress 2023-24</p>	<p>Funding/Evidence of Progress 2024-25</p>	
			<p><b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>				
	<p>Target Date</p>	<p>Priority</p>	<p>Responsible</p>				
		<p>Priority #3</p>					



Strategic Leadership Accountability						
GUIDING PRINCIPLE I: DIVERSE STUDENT LEARNING EXPERIENCES	(5) Accomplished This strategy has been realized and is sustainable.		(3) Progressing Some measurable progress has been made, but this strategy has not been fully realized.		(1) Developing This strategy has not been initiated.	
STRATEGY	End of Year 1: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 2: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 3: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)	
1.1 Set high expectations to ensure a diverse learning opportunity vital to the success of students by adopting challenging, creative, and rigorous data-based curriculum and instruction aligned both horizontally and vertically to support the success of students' transitions grade to grade and level to level.	0		0		0	
1.2 Create improvements and increased student achievement opportunities for High-Ability Learners (HAL).	0		0		0	



1.3 Implement the Multi-Tiered System of Supports (MTSS) model with fidelity to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students.	0		0		0	
1.4 Implement expanded learning opportunities for students to enhance college/career/post-high school readiness skills and knowledge.	0		0		0	



<b>Priority 2</b>	<b>HCS Guiding Principle II: Family and Community Partnerships</b>		<b>AQuESTT Tenets Aligning to Strategy 2.1:</b> Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Vision & Purpose, Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement				
	<b>Objective:</b> Grow and sustain a mutually supportive and trusting partnership with all stakeholder groups for the benefit of the mission and strategic plan of Heartland Community Schools and to sustain a positive connection with and among the community at large.						
<i>Strategy 2.1: Foster a positive working partnership with business leaders and community members to enhance student learning opportunities.</i>							
<b>PERFORMANCE INDICATOR</b>	2.1(a) Create a committee of internal and external stakeholders to identify opportunities that exist in the community and communicate with the business leaders to identify possible opportunities to engage and support students.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority	Responsible				
	Priority #1						



<b>Priority 2</b>	<b>HCS Guiding Principle II: Family and Community Partnerships</b>		<b>AQuESTT Tenets Aligning to Strategy 2.1:</b> Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Vision & Purpose, Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement				
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<i>Strategy 2.1: Foster a positive working partnership with business leaders and community members to enhance student learning opportunities.</i>							
<b>PERFORMANCE INDICATOR</b>	2.1(b) Increase district outreach efforts with community organization, business partners, and other external stakeholders to keep stakeholders informed of the programs, services, and needs, and progress of the district.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #1						



<b>Priority 2</b>	<b>HCS Guiding Principle II: Family and Community Partnerships</b>		<b>AQuESTT Tenets Aligning to Strategy 2.1:</b> Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Vision & Purpose, Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement				
	<b>Objective:</b> Grow and sustain a mutually supportive and trusting partnership with all stakeholder groups for the benefit of the mission and strategic plan of Heartland Community Schools and to sustain a positive connection with and among the community at large.						
<i>Strategy 2.1: Foster a positive working partnership with business leaders and community members to enhance student learning opportunities.</i>							
<b>PERFORMANCE INDICATOR</b>	2.1(c) Increase visibility of school programs and school needs with all stakeholders.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority	Responsible				
	Priority #1						



<b>Priority 2</b>	<b>HCS Guiding Principle II: Family and Community Partnerships</b>		<b>AQuESTT Tenets Aligning to Strategy 2.1:</b> Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Vision & Purpose, Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement				
	<b>Objective:</b> Grow and sustain a mutually supportive and trusting partnership with all stakeholder groups for the benefit of the mission and strategic plan of Heartland Community Schools and to sustain a positive connection with and among the community at large.						
<i>Strategy 2.1: Foster a positive working partnership with business leaders and community members to enhance student learning opportunities.</i>							
<b>PERFORMANCE INDICATOR</b>	2.1(d) Enhance family outreach and communication tools to impact student success.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority	Responsible				
	Priority #1						



<b>Priority 2</b>	<b>HCS Guiding Principle II: Family and Community Partnerships</b>		<b>AQuESTT Tenets Aligning to Strategy 2.1:</b> Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Vision & Purpose, Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement				
	<b>Objective:</b> Grow and sustain a mutually supportive and trusting partnership with all stakeholder groups for the benefit of the mission and strategic plan of Heartland Community Schools and to sustain a positive connection with and among the community at large.						
<i>Strategy 2.1: Foster a positive working partnership with business leaders and community members to enhance student learning opportunities.</i>							
<b>PERFORMANCE INDICATOR</b>	2.1(e) Increase community connections and relationships that positively contribute to the academic and social success of students.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #1						



<b>Priority 2</b>	<b>HCS Guiding Principle II: Family and Community Partnerships</b>		<b>AQuESTT Tenets Aligning to Strategy 2.1:</b> Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Vision & Purpose, Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement				
	<b>Objective:</b> Grow and sustain a mutually supportive and trusting partnership with all stakeholder groups for the benefit of the mission and strategic plan of Heartland Community Schools and to sustain a positive connection with and among the community at large.						
<i>Strategy 2.1: Foster a positive working partnership with business leaders and community members to enhance student learning opportunities.</i>							
<b>PERFORMANCE INDICATOR</b>	2.1(f) Evaluate the efforts and implementation of engagement of all stakeholders on a regular/annual basis.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority	Responsible				
	Priority #1						



<b>Priority 2</b>	<b>HCS Guiding Principle II: Family and Community Partnerships</b>		<b>AQuESTT Tenets Aligning to Strategy 2.2:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Stakeholder Communication and Relationships				
	<b>Objective:</b> Grow and sustain a mutually supportive and trusting partnership with all stakeholder groups for the benefit of the mission and strategic plan of Heartland Community Schools and to sustain a positive connection with and among the community at large.						
<b>Strategy 2.2:</b> Make real-life connections by creating opportunities to provide more family involvement and family services.							
<b>PERFORMANCE INDICATOR</b>	2.2(a) Develop a robust family and community communication plan to promote greater understanding of and engagement with HCS.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority	Responsible				
	Priority #2						



<b>Priority 2</b>	<b>HCS Guiding Principle II: Family and Community Partnerships</b>		<b>AQuESTT Tenets Aligning to Strategy 2.2:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Stakeholder Communication and Relationships				
	<b>Objective:</b> Grow and sustain a mutually supportive and trusting partnership with all stakeholder groups for the benefit of the mission and strategic plan of Heartland Community Schools and to sustain a positive connection with and among the community at large.						
<b>Strategy 2.2:</b> Make real-life connections by creating opportunities to provide more family involvement and family services.							
<b>PERFORMANCE INDICATOR</b>	2.2(b) Promote and educate families and the HCS community about school activities and programming by establishing a list of key contacts between school and community.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority	Responsible				
	Priority #2						



<b>Priority 2</b>	<b>HCS Guiding Principle II: Family and Community Partnerships</b>		<b>AQuESTT Tenets Aligning to Strategy 2.2:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Stakeholder Communication and Relationships				
	<b>Objective:</b> Grow and sustain a mutually supportive and trusting partnership with all stakeholder groups for the benefit of the mission and strategic plan of Heartland Community Schools and to sustain a positive connection with and among the community at large.						
<b>Strategy 2.2:</b> Make real-life connections by creating opportunities to provide more family involvement and family services.							
<b>PERFORMANCE INDICATOR</b>	2.2(c) Broaden partnerships with community organizations and individual volunteers to create programs and resources needed by students and families.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #2						



<b>Priority 2</b>	<b>HCS Guiding Principle II: Family and Community Partnerships</b>		<b>AQuESTT Tenets Aligning to Strategy 2.2:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Stakeholder Communication and Relationships			
	<b>Objective:</b> Grow and sustain a mutually supportive and trusting partnership with all stakeholder groups for the benefit of the mission and strategic plan of Heartland Community Schools and to sustain a positive connection with and among the community at large.					
<b>Strategy 2.2:</b> Make real-life connections by creating opportunities to provide more family involvement and family services.						
PERFORMANCE INDICATOR	Program, Level, or Bldg.		Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	2.2(d) Engage parents as partners to create a shared ownership of established and emerging cultures to enhance learning of students.		<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority				
		Priority #2				



<b>Priority 2</b>	<b>HCS Guiding Principle II: Family and Community Partnerships</b>		<b>AQuESTT Tenets Aligning to Strategy 2.2:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Stakeholder Communication and Relationships				
	<b>Objective:</b> Grow and sustain a mutually supportive and trusting partnership with all stakeholder groups for the benefit of the mission and strategic plan of Heartland Community Schools and to sustain a positive connection with and among the community at large.						
<b>Strategy 2.2:</b> Make real-life connections by creating opportunities to provide more family involvement and family services.							
PERFORMANCE INDICATOR	2.2(e) Seek out opportunities to engage our HCS community with meet and greet events.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #2						



<b>Priority 2</b>	<b>HCS Guiding Principle II: Family and Community Partnerships</b>		<b>AQuESTT Tenets Aligning to Strategy 2.2:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Stakeholder Communication and Relationships				
	<b>Objective:</b> Grow and sustain a mutually supportive and trusting partnership with all stakeholder groups for the benefit of the mission and strategic plan of Heartland Community Schools and to sustain a positive connection with and among the community at large.						
<b>Strategy 2.2:</b> Make real-life connections by creating opportunities to provide more family involvement and family services.							
PERFORMANCE INDICATOR	2.2(f) Partner with local businesses and community leaders for family functions.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #2						



<b>Priority 2</b>	<b>HCS Guiding Principle II: Family and Community Partnerships</b>		<b>AQuESTT Tenets Aligning to Strategy 2.2:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Stakeholder Communication and Relationships				
	<b>Objective:</b> Grow and sustain a mutually supportive and trusting partnership with all stakeholder groups for the benefit of the mission and strategic plan of Heartland Community Schools and to sustain a positive connection with and among the community at large.						
<b>Strategy 2.2:</b> Make real-life connections by creating opportunities to provide more family involvement and family services.							
PERFORMANCE INDICATOR	2.2(g) Evaluate the effectiveness of enhanced opportunities to build family involvement.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #2						



<b>Priority 2</b>	<b>HCS Guiding Principle II: Family and Community Partnerships</b>		<b>AQuESTT Tenets Aligning to Strategy 2.3:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Stakeholder Communication and Relationships				
	<b>Objective:</b> Grow and sustain a mutually supportive and trusting partnership with all stakeholder groups for the benefit of the mission and strategic plan of Heartland Community Schools and to sustain a positive connection with and among the community at large.						
<b>Strategy 2.3:</b> Increase communication to maintain perceptions of HCS by engaging students, families, employees, and the Heartland Community Schools community.							
<b>PERFORMANCE INDICATOR</b>	2.3(a) Develop a communication plan that supports the district's efforts to meet its strategic goals and increases opportunities to connect with the HCS community.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #3						



<b>Priority 2</b>	<b>HCS Guiding Principle II: Family and Community Partnerships</b>		<b>AQuESTT Tenets Aligning to Strategy 2.3:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Stakeholder Communication and Relationships				
	<b>Objective:</b> Grow and sustain a mutually supportive and trusting partnership with all stakeholder groups for the benefit of the mission and strategic plan of Heartland Community Schools and to sustain a positive connection with and among the community at large.						
<i>Strategy 2.3: Increase communication to maintain perceptions of HCS by engaging students, families, employees, and the Heartland Community Schools community.</i>							
<b>PERFORMANCE INDICATOR</b>	2.3(b) Establish clear guidelines of what information needs to be communicated consistently to specific stakeholder groups.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #3						



<b>Priority 2</b>	<b>HCS Guiding Principle II: Family and Community Partnerships</b>		<b>AQuESTT Tenets Aligning to Strategy 2.3:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Stakeholder Communication and Relationships				
	<b>Objective:</b> Grow and sustain a mutually supportive and trusting partnership with all stakeholder groups for the benefit of the mission and strategic plan of Heartland Community Schools and to sustain a positive connection with and among the community at large.						
<i>Strategy 2.3: Increase communication to maintain perceptions of HCS by engaging students, families, employees, and the Heartland Community Schools community.</i>							
<b>PERFORMANCE INDICATOR</b>	2.3(c) Implement communication practices that allow parents/guardians and community members to access information, share concerns, and deliver feedback.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #3						



<b>Priority 2</b>	<b>HCS Guiding Principle II: Family and Community Partnerships</b>		<b>AQuESTT Tenets Aligning to Strategy 2.3:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Stakeholder Communication and Relationships				
	<b>Objective:</b> Grow and sustain a mutually supportive and trusting partnership with all stakeholder groups for the benefit of the mission and strategic plan of Heartland Community Schools and to sustain a positive connection with and among the community at large.						
<i>Strategy 2.3: Increase communication to maintain perceptions of HCS by engaging students, families, employees, and the Heartland Community Schools community.</i>							
<b>PERFORMANCE INDICATOR</b>	2.3(d) Increase communication with, and feedback from, students, families, and employees through the alignment and implementation of strategic messaging tools.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #3						



<b>Priority 2</b>	<b>HCS Guiding Principle II: Family and Community Partnerships</b>		<b>AQuESTT Tenets Aligning to Strategy 2.3:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Stakeholder Communication and Relationships				
	<b>Objective:</b> Grow and sustain a mutually supportive and trusting partnership with all stakeholder groups for the benefit of the mission and strategic plan of Heartland Community Schools and to sustain a positive connection with and among the community at large.						
<i>Strategy 2.3: Increase communication to maintain perceptions of HCS by engaging students, families, employees, and the Heartland Community Schools community.</i>							
<b>PERFORMANCE INDICATOR</b>	2.3(e) Evaluate and consider internal stakeholder’s perception of communications and strategies for improving.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority	Responsible				
	Priority #3						



Strategic Leadership Accountability						
GUIDING PRINCIPLE II: FAMILY AND COMMUNITY PARTNERSHIPS	(5) Accomplished This strategy has been realized and is sustainable.		(3) Progressing Some measurable progress has been made, but this strategy has not been fully realized.		(1) Developing This strategy has not been initiated.	(0) Unmet This strategy has not been addressed.
STRATEGY	End of Year 1: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 2: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 3: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)	
2.1 Foster a positive working partnership with business leaders and community members to enhance student learning opportunities.	0		0		0	
2.2 Make real-life connections by creating opportunities to provide more family involvement and family services.	0		0		0	
2.3 Increase communication to maintain perceptions of HCS by engaging students, families, employees, and the Heartland Community Schools community.	0		0		0	



<b>Priority 3</b>	<b>HCS Principle III: Personnel Effectiveness</b>		<b>AQuESTT Tenets Aligning to Strategy 3.1:</b> Leadership; Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Educator Effectiveness <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Documenting and Using Results; Commitment to Continuous Improvement			
<b>Objective:</b> To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.						
<b>Strategy 3.1:</b> <i>Develop and implement a leadership succession program within the district, and a transition process to proactively identify and transition new leadership within the district.</i>						
PERFORMANCE INDICATOR	Program, Level, or Bldg.		Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	3.1(a) Creation of district administration succession plan to ensure that the school district is prepared for maintaining organizational stability.		<b><i>What will you do to accomplish the Indicator?</i></b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible			
	Priority #2					



<b>Priority 3</b>		<b>HCS Principle III: Personnel Effectiveness</b>		<b>AQuESTT Tenets Aligning to Strategy 3.1:</b> Leadership; Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Educator Effectiveness <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Documenting and Using Results; Commitment to Continuous Improvement			
<b>Objective:</b> To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.							
<b>Strategy 3.1:</b> <i>Develop and implement a leadership succession program within the district, and a transition process to proactively identify and transition new leadership within the district.</i>							
<b>PERFORMANCE INDICATOR</b>	3.1(b) Purposeful planning by the board and district administration team in creating an onboarding transition process for the new superintendent that includes the current and future needs of the district and community — including a focus on instructional programs, financial issues, AQuESTT and NSCAS scores, community relations, and the identification and development of internal leaders as a way to deepen their relationship as he embarks upon his new role.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
		Priority #2					



<b>Priority 3</b>	<b>HCS Principle III: Personnel Effectiveness</b>		<b>AQuESTT Tenets Aligning to Strategy 3.1:</b> Leadership; Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Educator Effectiveness <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Documenting and Using Results; Commitment to Continuous Improvement				
			<b>Objective:</b> To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.				
<b>Strategy 3.1:</b> <i>Develop and implement a leadership succession program within the district, and a transition process to proactively identify and transition new leadership within the district.</i>							
<b>PERFORMANCE INDICATOR</b>	3.1(c) Create opportunities to educate and inform community stakeholders and patrons of the leadership changes to the district and identified needs and plans for anticipating future growth strategies.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority	Responsible				
	Priority #2						



<b>Priority 3</b>	<b>HCS Principle III: Personnel Effectiveness</b>		<b>AQuESTT Tenets Aligning to Strategy 3.2:</b> Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness, Student Achievement and Growth <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Teaching and Learning; Commitment to Continuous Improvement				
<b>Objective:</b> To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.							
<i>Strategy 3.2: Identify and implement efforts to establish a positive working relationship districtwide to support an effective work environment and to energize the teaching staff to enhance student achievement.</i>							
<b>PERFORMANCE INDICATOR</b>	3.2(a) Build relationships and engagement between staff and administrators in ongoing conversations to determine how the district can best support long-term improvements of academic achievement.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #5						



<b>Priority 3</b>		<b>HCS Principle III: Personnel Effectiveness</b>		<b>AQuESTT Tenets Aligning to Strategy 3.2:</b> Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness, Student Achievement and Growth <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Teaching and Learning; Commitment to Continuous Improvement			
<b>Objective:</b> To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.							
<i>Strategy 3.2: Identify and implement efforts to establish a positive working relationship districtwide to support an effective work environment and to energize the teaching staff to enhance student achievement.</i>							
<b>PERFORMANCE INDICATOR</b>	3.2(b) Work collaboratively to identify areas of growth in the professional development topics and presentations that administration can provide for staff to improve student achievement.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
		Priority #5					



<b>Priority 3</b>	<b>HCS Principle III: Personnel Effectiveness</b>		<b>AQuESTT Tenets Aligning to Strategy 3.2:</b> Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness, Student Achievement and Growth <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Teaching and Learning; Commitment to Continuous Improvement				
	<b>Objective:</b> To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.						
<i>Strategy 3.2: Identify and implement efforts to establish a positive working relationship districtwide to support an effective work environment and to energize the teaching staff to enhance student achievement.</i>							
<b>PERFORMANCE INDICATOR</b>	3.2(c) Allow and encourage staff regular and safe opportunities to work collaboratively and to provide feedback for growing and improving student achievement.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #5						



<b>Priority 3</b>	<b>HCS Principle III: Personnel Effectiveness</b>		<b>AQuESTT Tenets Aligning to Strategy 3.2:</b> Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness, Student Achievement and Growth <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Teaching and Learning; Commitment to Continuous Improvement			
<b>Objective:</b> To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.						
<i>Strategy 3.2: Identify and implement efforts to establish a positive working relationship districtwide to support an effective work environment and to energize the teaching staff to enhance student achievement.</i>						
PERFORMANCE INDICATOR	3.2(d) Evaluate the effectiveness of cooperative efforts to improve and grow staff relations district-wide to increase positive working relationships, the climate, and student learning.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible			
	Priority #5					



<b>Priority 3</b>	<b>HCS Principle III: Personnel Effectiveness</b>		<b>AQuESTT Tenets Aligning to Strategy 3.3:</b> Leadership; Educator Effectiveness; Student Achievement and Growth <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement				
<b>Objective:</b> To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.							
<b>Strategy 3.3:</b> Utilize a teacher evaluation system to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.							
PERFORMANCE INDICATOR	3.3(a) Review and update the teacher evaluation instrument to ensure it is aligned to the instructional framework, includes a rubric and criteria to support the systematic process in which the evaluation is conducted.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
	Target Date	Priority	Responsible	<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
		Priority #3					



<b>Priority 3</b>	<b>HCS Principle III: Personnel Effectiveness</b>		<b>AQuESTT Tenets Aligning to Strategy 3.3:</b> Leadership; Educator Effectiveness; Student Achievement and Growth <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement				
<b>Objective:</b> To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.							
<b>Strategy 3.3:</b> Utilize a teacher evaluation system to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.							
PERFORMANCE INDICATOR	3.3(b) Require all certified staff to develop and affirm personalized goals to guide their personal/professional growth as part of the evaluation process with their assigned supervisor.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority	Responsible				
		Priority #3					



<b>Priority 3</b>	<b>HCS Principle III: Personnel Effectiveness</b>		<b>AQuESTT Tenets Aligning to Strategy 3.3:</b> Leadership; Educator Effectiveness; Student Achievement and Growth <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement				
<b>Objective:</b> To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.							
<b>Strategy 3.3:</b> Utilize a teacher evaluation system to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.							
PERFORMANCE INDICATOR	3.3(c) Train staff in the evaluation rubric and process to support success.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
			<i><b>What will you do to accomplish the Indicator?</b></i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority	Responsible				
		Priority #3					



<b>Priority 3</b>	<b>HCS Principle III: Personnel Effectiveness</b>		<b>AQuESTT Tenets Aligning to Strategy 3.3:</b> Leadership; Educator Effectiveness; Student Achievement and Growth <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement			
	<b>Objective:</b> To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.					
<b>Strategy 3.3:</b> Utilize a teacher evaluation system to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.						
<b>PERFORMANCE INDICATOR</b>	3.3(d) Evaluate the success of the evaluation process and tool.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
		<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
		Target Date	Priority	Responsible		
		Priority #3				



<b>Priority 3</b>	<b>HCS Principle III: Personnel Effectiveness</b>		<b>AQuESTT Tenets Aligning to Strategy 3.4:</b> Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness; Student Achievement and Growth <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement				
	<b>Objective:</b> To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.						
<b>Strategy 3.4:</b> <i>Cultivate a positive learning culture for staff and administrators through an organized and purposeful professional development plan to support relationships, skills, knowledge, and application of instruction for long-term improvements.</i>							
<b>PERFORMANCE INDICATOR</b>	3.4(a) Grow teacher passion as a number one criterion to provide consistent and on-going professional development that empowers staff to grow instruction to support student achievement.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #4						



<p><b>Priority 3</b></p>	<p><b>HCS Principle III: Personnel Effectiveness</b></p>		<p><b>AQuESTT Tenets Aligning to Strategy 3.4:</b> Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness; Student Achievement and Growth  <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain  <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement</p>			
	<p><b>Objective:</b> To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.</p>					
<p><b>Strategy 3.4:</b> <i>Cultivate a positive learning culture for staff and administrators through an organized and purposeful professional development plan to support relationships, skills, knowledge, and application of instruction for long-term improvements.</i></p>						
<p>PERFORMANCE INDICATOR</p>	<p>3.4(b) Provide a structured and relevant HCS Professional Development Plan and Training to encourage the use of best practice, support programs and initiatives and enhance staff knowledge and skills. <u>Consider existing priorities identified in the strategic plan needs analysis, including but not limited to:</u></p> <ul style="list-style-type: none"> <li>▪ Instructional Model</li> <li>▪ Behavioral Training</li> <li>▪ Paraprofessional Training</li> <li>▪ Social-Emotional, and Mental Health Well-Being Training</li> </ul>	<p>Program, Level, or Bldg.</p>	<p>Action Plan</p>	<p>Funding/Evidence of Progress 2022-23</p>	<p>Funding/Evidence of Progress 2023-24</p>	<p>Funding/Evidence of Progress 2024-25</p>
	<p>Target Date</p>	<p>Priority</p>	<p>Responsible</p>	<p><b>What will you do to accomplish the Indicator?</b>  <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
		<p>Priority #4</p>				



<b>Priority 3</b>	<b>HCS Principle III: Personnel Effectiveness</b>		<b>AQuESTT Tenets Aligning to Strategy 3.4:</b> Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness; Student Achievement and Growth <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement				
	<b>Objective:</b> To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.						
<b>Strategy 3.4:</b> <i>Cultivate a positive learning culture for staff and administrators through an organized and purposeful professional development plan to support relationships, skills, knowledge, and application of instruction for long-term improvements.</i>							
<b>PERFORMANCE INDICATOR</b>	3.4(c) Budget and allocate resources to support the HCS Professional Development Plan and Training.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority	Responsible				
	Priority #4						



<b>Priority 3</b>	<b>HCS Principle III: Personnel Effectiveness</b>		<b>AQuESTT Tenets Aligning to Strategy 3.4:</b> Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness; Student Achievement and Growth <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement			
<b>Objective:</b> To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.						
<i>Strategy 3.4: Cultivate a positive learning culture for staff and administrators through an organized and purposeful professional development plan to support relationships, skills, knowledge, and application of instruction for long-term improvements.</i>						
PERFORMANCE INDICATOR	3.4(d) Engage staff and administration to assess personal development progress, impact, and benefits to HCS initiatives, instruction, and personal development	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible			
	Priority #4					



<b>Priority 3</b>	<b>HCS Principle III: Personnel Effectiveness</b>		<b>AQuESTT Tenets Aligning to Strategy 3.4:</b> Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness; Student Achievement and Growth <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement				
	<b>Objective:</b> To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.						
<b>Strategy 3.4:</b> Cultivate a positive learning culture for staff and administrators through an organized and purposeful professional development plan to support relationships, skills, knowledge, and application of instruction for long-term improvements.							
<b>PERFORMANCE INDICATOR</b>	3.4(e) Evaluate the effectiveness of the professional development opportunities given to the staff at HCS.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #4						



<b>Priority 3</b>	<b>HCS Principle III: Personnel Effectiveness</b>		<b>AQuESTT Tenets Aligning to Strategy 3.5:</b> Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement				
	<b>Objective:</b> To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.						
<b>Strategy 3.5:</b> Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students' academic, social-emotional, and mental health well-being.							
<b>PERFORMANCE INDICATOR</b>	3.5(a) <u>Complete a staff analysis of endorsements of all staffing assignments to benefit the learning opportunities.</u>		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority	Responsible				
	Priority #1						



<b>Priority 3</b>		<b>HCS Principle III: Personnel Effectiveness</b>		<b>AQuESTT Tenets Aligning to Strategy 3.5:</b> Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement		
<b>Objective:</b> To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.						
<i>Strategy 3.5: Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students' academic, social-emotional, and mental health well-being.</i>						
<b>PERFORMANCE INDICATOR</b>	<b>3.5(b) Budget and allocate resources to support staffing needs. Consider existing priorities identified in the strategic plan needs analysis, including but not limited to:</b>		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24
	<ul style="list-style-type: none"> <li>▪ Specials Teachers</li> <li>▪ Paraprofessionals</li> <li>▪ SPED/Resource Teacher</li> <li>▪ Foreign Language Teacher (on site)</li> <li>▪ Learning Interventionist</li> <li>▪ Nurse</li> <li>▪ Behavior Interventionist</li> </ul>			<p style="text-align: center;"><b>What will you do to accomplish the Indicator?</b></p> <p style="text-align: center;"><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
	Target Date	Priority	Responsible			
	Priority #1					

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<b>Priority 3</b>		<b>HCS Principle III: Personnel Effectiveness</b>		<b>AQuESTT Tenets Aligning to Strategy 3.5:</b> Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement			
<b>Objective:</b> To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.							
<i>Strategy 3.5: Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students' academic, social-emotional, and mental health well-being.</i>							
<b>PERFORMANCE INDICATOR</b>	3.5(c) <u>Maintain accountability of staff to ensure systematic growth that supports and rewards continuous improvement for every student, building or learning level, and educator.</u>		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<p><b>What will you do to accomplish the Indicator?</b>  <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Priority	Responsible				
	Priority #1						

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<b>Priority 3</b>		<b>HCS Principle III: Personnel Effectiveness</b>		<b>AQuESTT Tenets Aligning to Strategy 3.5:</b> Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement			
<b>Objective:</b> To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.							
<i>Strategy 3.5: Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students' academic, social-emotional, and mental health well-being.</i>							
<b>PERFORMANCE INDICATOR</b>	3.5(d) <u>Promote an atmosphere of mutual trust through regular collaboration and feedback from peers and administrators.</u>		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<i>What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #1						



<b>Priority 3</b>	<b>HCS Principle III: Personnel Effectiveness</b>		<b>AQuESTT Tenets Aligning to Strategy 3.5:</b> Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement				
	<b>Objective:</b> To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.						
<b>Strategy 3.5:</b> Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students' academic, social-emotional, and mental health well-being.							
<b>PERFORMANCE INDICATOR</b>	3.5(e) <u>Ensure the capacity, infrastructure, staffing, and equipment to meet the academic and administrative needs for effective and efficient operations across the district.</u>		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority	Responsible				
	Priority #1						



<b>Priority 3</b>	<b>HCS Principle III: Personnel Effectiveness</b>		<b>AQuESTT Tenets Aligning to Strategy 3.5:</b> Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement				
	<b>Objective:</b> To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.						
<b>Strategy 3.5:</b> Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students' academic, social-emotional, and mental health well-being.							
<b>PERFORMANCE INDICATOR</b>	3.5(f) <u>Evaluate the effectiveness of the alignment of resources to support learning environments, quality of educators, and student successes.</u>		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #1						



Strategic Leadership Accountability						
GUIDING PRINCIPLE III: PERSONNEL EFFECTIVENESS	(5) Accomplished This strategy has been realized and is sustainable.		(3) Progressing Some measurable progress has been made, but this strategy has not been fully realized.		(1) Developing This strategy has not been initiated.	
STRATEGY	End of Year 1: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 2: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 3: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)	
3.1 Develop and implement a leadership succession program within the district, and a transition process to proactively identify and transition new leadership within the district.	0		0		0	
3.2 Identify and implement efforts to establish a positive working relationship districtwide to support an effective work environment and to energize the teaching staff to enhance student achievement.	0		0		0	



<p>3.3 Utilize a teacher evaluation system to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.</p>	<p>0</p>		<p>0</p>		<p>0</p>	
<p>3.4 Cultivate a positive learning culture for staff and administrators through an organized and purposeful professional development plan to support relationships, skills, knowledge, and application of instruction for long-term improvements.</p>	<p>0</p>		<p>0</p>		<p>0</p>	



3.5 Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students' academic, social-emotional, and mental health well-being.	0		0		0	
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<b>Priority 4</b>	<b>HCS Guiding Principle IV: Whole Child Focused</b>		<b>AQuESTT Tenets Aligning to Strategy 4.1:</b> Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement				
	<b>Objective:</b> To create and sustain a district climate that exemplifies and models high expectations for all staff and students while supporting the social, emotional, and mental health well-being of students and staff.						
<b>Strategy 4.1:</b> <i>Provide social-emotional and behavioral supports for all students integrated through the MTSS model throughout the entire district to realize the potential and resources accessible to benefit a unified student-centered learning initiative.</i>							
<b>PERFORMANCE INDICATOR</b>	4.1 (a) <u>Assess current staffing to ensure that the district provides adequate and essential staff and training to support the integration and implementation of social-emotional supports.</u>		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #1						

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<b>Priority 4</b>	<b>HCS Guiding Principle IV: Whole Child Focused</b>		<b>AQuESTT Tenets Aligning to Strategy 4.1:</b> Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement				
<b>Objective:</b> To create and sustain a district climate that exemplifies and models high expectations for all staff and students while supporting the social, emotional, and mental health well-being of students and staff.							
<i><b>Strategy 4.1:</b> Provide social-emotional and behavioral supports for all students integrated through the MTSS model throughout the entire district to realize the potential and resources accessible to benefit a unified student-centered learning initiative.</i>							
<b>PERFORMANCE INDICATOR</b>	4.1 <u>(b) Integrate social-emotional learning into the academic and extra-curricular activities through consistent curriculum, skills development, service learning, and community service.</u>		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #1						



<b>Priority 4</b>	<b>HCS Guiding Principle IV: Whole Child Focused</b>		<b>AQuESTT Tenets Aligning to Strategy 4.1:</b> Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement				
	<b>Objective:</b> To create and sustain a district climate that exemplifies and models high expectations for all staff and students while supporting the social, emotional, and mental health well-being of students and staff.						
<b>Strategy 4.1:</b> <i>Provide social-emotional and behavioral supports for all students integrated through the MTSS model throughout the entire district to realize the potential and resources accessible to benefit a unified student-centered learning initiative.</i>							
<b>PERFORMANCE INDICATOR</b>	4.1 <u>(c) Create a system to support and equip staff with tools and techniques to address social-emotional skills and behavior.</u>		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority	Responsible				
	Priority #1						



<b>Priority 4</b>	<b>HCS Guiding Principle IV: Whole Child Focused</b>		<b>AQuESTT Tenets Aligning to Strategy 4.1:</b> Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement				
	<b>Objective:</b> To create and sustain a district climate that exemplifies and models high expectations for all staff and students while supporting the social, emotional, and mental health well-being of students and staff.						
<b>Strategy 4.1:</b> <i>Provide social-emotional and behavioral supports for all students integrated through the MTSS model throughout the entire district to realize the potential and resources accessible to benefit a unified student-centered learning initiative.</i>							
<b>PERFORMANCE INDICATOR</b>	4.1 <u>(d) Provide district guidance and resources for staff involved in the district initiatives for social-emotional learning.</u>		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority	Responsible				
	Priority #1						



<b>Priority 4</b>		<b>HCS Guiding Principle IV: Whole Child Focused</b>		<b>AQuESTT Tenets Aligning to Strategy 4.1:</b> Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement			
<b>Objective:</b> To create and sustain a district climate that exemplifies and models high expectations for all staff and students while supporting the social, emotional, and mental health well-being of students and staff.							
<b>Strategy 4.1:</b> <i>Provide social-emotional and behavioral supports for all students integrated through the MTSS model throughout the entire district to realize the potential and resources accessible to benefit a unified student-centered learning initiative.</i>							
<b>PERFORMANCE INDICATOR</b>	4.1(e) <u>Encourage and sustain open dialogue and feedback opportunities with staff to address the unforeseen obstacles that evolve through the implementation and as a result of the social-emotional education initiative.</u>		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b>  <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
		Priority #1					

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<b>Priority 4</b>	<b>HCS Guiding Principle IV: Whole Child Focused</b>		<b>AQuESTT Tenets Aligning to Strategy 4.1:</b> Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement				
	<b>Objective:</b> To create and sustain a district climate that exemplifies and models high expectations for all staff and students while supporting the social, emotional, and mental health well-being of students and staff.						
<b>Strategy 4.1:</b> <i>Provide social-emotional and behavioral supports for all students integrated through the MTSS model throughout the entire district to realize the potential and resources accessible to benefit a unified student-centered learning initiative.</i>							
<b>PERFORMANCE INDICATOR</b>	4.1 (f) <u>Evaluate the effectiveness of MTSS and the impact on</u> HCS climate.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority	Responsible				
	Priority #1						



<b>Priority 4</b>		<b>HCS Guiding Principle IV: Whole Child Focused</b>		<b>AQuESTT Tenets Aligning to Strategy 4.2:</b> Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Educational Opportunities and Access <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement			
<b>Objective:</b> To create and sustain a district climate that exemplifies and models high expectations for all staff and students while supporting the social, emotional, and mental health well-being of students and staff.							
<b>Strategy 4.2:</b> Ensure the district cultivates a positive, safe, and supportive learning environment for all students through improvement of conduct and social-emotional well-being.							
<b>PERFORMANCE INDICATOR</b>	4.2(a) <u>Develop student outcome goals and competencies to support social-emotional learning for the purpose of enhancing student decision-making skills, responsible behavior, and a student's independent role personally, at school, and as a community member.</u>		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #2						



<b>Priority 4</b>	<b>HCS Guiding Principle IV: Whole Child Focused</b>		<b>AQuESTT Tenets Aligning to Strategy 4.2:</b> Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Educational Opportunities and Access <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement				
			<b>Objective:</b> To create and sustain a district climate that exemplifies and models high expectations for all staff and students while supporting the social, emotional, and mental health well-being of students and staff.				
<b>Strategy 4.2:</b> Ensure the district cultivates a positive, safe, and supportive learning environment for all students through improvement of conduct and social-emotional well-being.							
<b>PERFORMANCE INDICATOR</b>	4.2(b) <u>Provide students with opportunities to develop their own capacity to make choices, set individual goals, monitor their progress, and reflect upon their learning.</u>		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority	Responsible				
	Priority #2						



<b>Priority 4</b>		<b>HCS Guiding Principle IV: Whole Child Focused</b>		<b>AQuESTT Tenets Aligning to Strategy 4.2:</b> Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Educational Opportunities and Access <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement			
<b>Objective:</b> To create and sustain a district climate that exemplifies and models high expectations for all staff and students while supporting the social, emotional, and mental health well-being of students and staff.							
<b>Strategy 4.2:</b> Ensure the district cultivates a positive, safe, and supportive learning environment for all students through improvement of conduct and social-emotional well-being.							
<b>PERFORMANCE INDICATOR</b>	4.2(c) Create a system to support and equip staff with tools and techniques to address social-emotional skills and behavior.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #2						



<b>Priority 4</b>		<b>HCS Guiding Principle IV: Whole Child Focused</b>		<b>AQuESTT Tenets Aligning to Strategy 4.2:</b> Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Educational Opportunities and Access <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement			
<b>Objective:</b> To create and sustain a district climate that exemplifies and models high expectations for all staff and students while supporting the social, emotional, and mental health well-being of students and staff.							
<b>Strategy 4.2:</b> Ensure the district cultivates a positive, safe, and supportive learning environment for all students through improvement of conduct and social-emotional well-being.							
<b>PERFORMANCE INDICATOR</b>	4.2(d) Provide consistent and on-going professional development to all staff to prepare and effectively implement the social-emotional learning district-wide.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #2						



<b>Priority 4</b>	<b>HCS Guiding Principle IV: Whole Child Focused</b>		<b>AQuESTT Tenets Aligning to Strategy 4.2:</b> Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Educational Opportunities and Access <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement				
			<b>Objective:</b> To create and sustain a district climate that exemplifies and models high expectations for all staff and students while supporting the social, emotional, and mental health well-being of students and staff.				
<b>Strategy 4.2:</b> Ensure the district cultivates a positive, safe, and supportive learning environment for all students through improvement of conduct and social-emotional well-being.							
<b>PERFORMANCE INDICATOR</b>			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	4.2(e) Evaluate the progress realized through purposeful measures implemented to impact student social-emotional and mental health well-being.			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #2						

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Strategic Leadership Accountability						
GUIDING PRINCIPLE IV: WHOLE CHILD FOCUSED	(5) Accomplished This strategy has been realized and is sustainable.		(3) Progressing Some measurable progress has been made, but this strategy has not been fully realized.		(1) Developing This strategy has not been initiated.	
STRATEGY	End of Year 1: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 2: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 3: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)	
4.1 <a href="#">Provide social-emotional and behavioral supports for all students integrated through the MTSS model throughout the entire district to realize the potential and resources accessible to benefit a unified student-centered learning initiative.</a>	0		0		0	
4.2 Ensure the district cultivates a positive, safe, and supportive learning environment for all students through improvement of conduct and social-emotional well-being.	0		0		0	



<b>Priority 5</b>	<b>HCS Guiding Principle V: District Resources</b>		<b>AQuESTT Tenets Aligning to Strategy 5.1:</b> Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement				
	<b>Objective:</b> To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.						
<b>Strategy 5.1:</b> <i>Creation of a comprehensive facilities plan to address both short term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities, and acquiring property to meet the future needs of the district.</i>							
<b>PERFORMANCE INDICATOR</b>	5.1(a) Evaluate current facility needs, building utilization, and current/projected enrollment to ensure facilities will accommodate the visionary needs of HCS educational programs and priorities.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority	Responsible				
	Priority #1						



<b>Priority 5</b>	<b>HCS Guiding Principle V: District Resources</b>		<b>AQuESTT Tenets Aligning to Strategy 5.1:</b> Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement				
<b>Objective:</b> To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.							
<b>Strategy 5.1:</b> <i>Creation of a comprehensive facilities plan to address both short term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities, and acquiring property to meet the future needs of the district.</i>							
<b>PERFORMANCE INDICATOR</b>	5.1(b) Develop a short-long term facility plan to support needs and enable the district to plan in a purposeful and efficient manner. Consider existing priorities identified in the strategic plan needs analysis, including but not limited to: <ul style="list-style-type: none"> <li>▪ Facility Updates</li> <li>▪ Mental Health Support</li> <li>▪ Robotics</li> <li>▪ SPED</li> <li>▪ Technology Integration</li> <li>▪ Elementary Playground</li> </ul>	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
	Target Date	Priority	Responsible	<p style="text-align: center;"><b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
		Priority #1					



<b>Priority 5</b>	<b>HCS Guiding Principle V: District Resources</b>		<b>AQuESTT Tenets Aligning to Strategy 5.1:</b> Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement				
	<b>Objective:</b> To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.						
<b>Strategy 5.1:</b> <i>Creation of a comprehensive facilities plan to address both short term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities, and acquiring property to meet the future needs of the district.</i>							
<b>PERFORMANCE INDICATOR</b>	5.1(c) Continue to engage stakeholders to educate and inform patrons of the identified needs and plans for addressing facilities and grounds, maintenance and upkeep, renovations, and new construction, and transportation services.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority	Responsible				
	Priority #1						



<b>Priority 5</b>	<b>HCS Guiding Principle V: District Resources</b>		<b>AQuESTT Tenets Aligning to Strategy 5.1:</b> Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement				
	<b>Objective:</b> To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.						
<b>Strategy 5.1:</b> <i>Creation of a comprehensive facilities plan to address both short term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities, and acquiring property to meet the future needs of the district.</i>							
<b>PERFORMANCE INDICATOR</b>	5.1(d) Creation of a timeline to support planning to maintain district facilities and grounds.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority	Responsible				
	Priority #1						



<b>Priority 5</b>	<b>HCS Guiding Principle V: District Resources</b>		<b>AQuESTT Tenets Aligning to Strategy 5.1:</b> Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement				
	<b>Objective:</b> To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.						
<b>Strategy 5.1:</b> <i>Creation of a comprehensive facilities plan to address both short term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities, and acquiring property to meet the future needs of the district.</i>							
<b>PERFORMANCE INDICATOR</b>	5.1(e) Evaluate the effectiveness of the long-term facilities plan.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority	Responsible				
	Priority #1						



<b>Priority 5</b>	<b>HCS Guiding Principle V: District Resources</b>		<b>AQuESTT Tenets Aligning to Strategy 5.2:</b> Leadership; Educational Opportunities and Access; Transitions; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Teaching and Learning; Resource and Support Systems			
	<b>Objective:</b> To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.					
<b>Strategy 5.2:</b> <i>Build district resource capabilities of internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.</i>						
<b>PERFORMANCE INDICATOR</b>	Program, Level, or Bldg.		Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	5.2(a) Designate internal leaders and champions to study the need and scope of programs and services to address diverse student demographic population.		<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority		Responsible		
		Priority #2				



<b>Priority 5</b>		<b>HCS Guiding Principle V: District Resources</b>		<b>AQuESTT Tenets Aligning to Strategy 5.2:</b> Leadership; Educational Opportunities and Access; Transitions; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Teaching and Learning; Resource and Support Systems			
<b>Objective:</b> To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.							
<i>Strategy 5.2: Build district resource capabilities of internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.</i>							
<b>PERFORMANCE INDICATOR</b>	5.2(b) Evaluate current operations, programs, facilities, and the investment of resources to ensure the district meets the diverse needs of our enrollment.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #2						



<b>Priority 5</b>	<b>HCS Guiding Principle V: District Resources</b>		<b>AQuESTT Tenets Aligning to Strategy 5.2:</b> Leadership; Educational Opportunities and Access; Transitions; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness <b>COGNIA:</b> Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Teaching and Learning; Resource and Support Systems				
	<b>Objective:</b> To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.						
<b>Strategy 5.2:</b> <i>Build district resource capabilities of internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.</i>							
<b>PERFORMANCE INDICATOR</b>	5.2(c) Commit the resources needed to sustain integrated technology to support instructional needs and access to learning for the students at Heartland Community Schools.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority	Responsible				
	Priority #2						

**Strategic Leadership Accountability**



GUIDING PRINCIPLE V: DISTRICT RESOURCES	<b>(5) Accomplished</b> This strategy has been realized and is sustainable.		<b>(3) Progressing</b> Some measurable progress has been made, but this strategy has not been fully realized.		<b>(1) Developing</b> This strategy has not been initiated.		<b>(0) Unmet</b> This strategy has not been addressed.	
STRATEGY	End of Year 1: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 2: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 3: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)			
5.1 Creation of a comprehensive facilities plan to address both short term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities, and acquiring property to meet the future needs of the district.	0		0		0			
5.2 Build district resource capabilities of internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.	0		0		0			



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>		<b>AQuESTT Tenets Aligning to Strategy 6.1:</b> Leadership <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership			
<b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.						
<b>Strategy 6.1:</b> <i>Build effective board governance through sustained engagement of stakeholders.</i>						
PERFORMANCE INDICATOR	6.1(a) Sustain engagement with both internal and external stakeholders to communicate the adopted strategic plan and provide ongoing updates of the progress of the long-term goals of the school district.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible			
	Priority #3					



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>		<b>AQuESTT Tenets Aligning to Strategy 6.1:</b> Leadership <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership				
<b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.							
<i>Strategy 6.1: Build effective board governance through sustained engagement of stakeholders.</i>							
PERFORMANCE INDICATOR	6.1(b) Foster a positive and ongoing discussion with stakeholders to sustain effective community engagement.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
		Priority #3					



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>		<b>AQuESTT Tenets Aligning to Strategy 6.1:</b> Leadership <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership			
<b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.						
<i>Strategy 6.1: Build effective board governance through sustained engagement of stakeholders.</i>						
PERFORMANCE INDICATOR	6.1(c) Consider opportunities to collaborate with village/city officials to address community growth to support the growing viability of the school district.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible			
		Priority #3				



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>		<b>AQuESTT Tenets Aligning to Strategy 6.1:</b> Leadership <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership				
<b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.							
<i>Strategy 6.1: Build effective board governance through sustained engagement of stakeholders.</i>							
<b>PERFORMANCE INDICATOR</b>	6.1(d) Consider the value of a Board Advocacy Committee to advocate/oppose legislation in the interest of HCS.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority	Responsible				
			Priority #3				



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>		<b>AQuESTT Tenets Aligning to Strategy 6.1:</b> Leadership <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership				
<b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.							
<i><b>Strategy 6.1:</b> Build effective board governance through sustained engagement of stakeholders.</i>							
<b>PERFORMANCE INDICATOR</b>	6.1(e) Study and consider a superintendent evaluation tool to meet the expectations of the board and to hold the superintendent accountable for the progress and success of the district strategic plan.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b><i>What will you do to accomplish the Indicator?</i></b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
		Priority #3					



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>		<b>AQuESTT Tenets Aligning to Strategy 6.1:</b> Leadership <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership				
<b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.							
<i>Strategy 6.1: Build effective board governance through sustained engagement of stakeholders.</i>							
<b>PERFORMANCE INDICATOR</b>	6.1(f) Conduct a board self-assessment to identify areas of growth that will benefit the working relationship with the superintendent.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority	Responsible				
		Priority #3					



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>		<b>AQuESTT Tenets Aligning to Strategy 6.2:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships; Commitment to Continuous Improvement				
<b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.							
<b>Strategy 6.2:</b> <i>Establish and sustain a professional and collaborative working relationship with the superintendent to support and advocate for growth and student achievement.</i>							
<b>PERFORMANCE INDICATOR</b>	6.2(a) Evaluate the superintendent’s performance based upon defined expectations in the job description and his success and progress of mutually identified goals.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
			<p style="text-align: center;"><b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>				
	Target Date	Priority	Responsible				
		Priority #1					



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>		<b>AQuESTT Tenets Aligning to Strategy 6.2:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships; Commitment to Continuous Improvement				
<b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.							
<b>Strategy 6.2:</b> <i>Establish and sustain a professional and collaborative working relationship with the superintendent to support and advocate for growth and student achievement.</i>							
<b>PERFORMANCE INDICATOR</b>	6.2(b) Work with the superintendent to achieve mutual trust and commitment to each other through teamwork and clear communications.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b><i>What will you do to accomplish the Indicator?</i></b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #1						



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>		<b>AQuESTT Tenets Aligning to Strategy 6.2:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships; Commitment to Continuous Improvement			
<b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.						
<b>Strategy 6.2:</b> <i>Establish and sustain a professional and collaborative working relationship with the superintendent to support and advocate for growth and student achievement.</i>						
<b>PERFORMANCE INDICATOR</b>	6.2(c) Ensure the superintendent's job description states expectations, clarify authority, is consistent with policy, and is reviewed by the board regularly and revised as needed.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<i><b>What will you do to accomplish the Indicator?</b></i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible			
		Priority #1				



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>		<b>AQuESTT Tenets Aligning to Strategy 6.2:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships; Commitment to Continuous Improvement			
<b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.						
<b>Strategy 6.2:</b> <i>Establish and sustain a professional and collaborative working relationship with the superintendent to support and advocate for growth and student achievement.</i>						
<b>PERFORMANCE INDICATOR</b>	Program, Level, or Bldg.		Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.2(d) Ensure the superintendent’s contract renewal and deadline process are clear and the board and superintendent honor the appropriate dates of the contract.		<b><i>What will you do to accomplish the Indicator?</i></b>  <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority				
		Priority #1				



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>		<b>AQuESTT Tenets Aligning to Strategy 6.2:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships; Commitment to Continuous Improvement			
<b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.						
<b>Strategy 6.2:</b> <i>Establish and sustain a professional and collaborative working relationship with the superintendent to support and advocate for growth and student achievement.</i>						
PERFORMANCE INDICATOR	6.2(e) Demonstrate collaborative problem solving and decision-making with superintendent.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible			
		Priority #1				



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>	<b>AQuESTT Tenets Aligning to Strategy 6.2:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships; Commitment to Continuous Improvement
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**Objective:** To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

**Strategy 6.2:** *Establish and sustain a professional and collaborative working relationship with the superintendent to support and advocate for growth and student achievement.*

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.2(f) Share responsibility for the orientation of new board members with superintendent.				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>		
	Target Date	Priority	Responsible				
		Priority #1					



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>		<b>AQuESTT Tenets Aligning to Strategy 6.2:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships; Commitment to Continuous Improvement				
<b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.							
<b>Strategy 6.2:</b> <i>Establish and sustain a professional and collaborative working relationship with the superintendent to support and advocate for growth and student achievement.</i>							
PERFORMANCE INDICATOR	6.2(g) Using policy, delegate authority to the superintendent to manage district operations and implement policy.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b><i>What will you do to accomplish the Indicator?</i></b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #1						



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>		<b>AQuESTT Tenets Aligning to Strategy 6.2:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships; Commitment to Continuous Improvement			
<b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.						
<b>Strategy 6.2:</b> <i>Establish and sustain a professional and collaborative working relationship with the superintendent to support and advocate for growth and student achievement.</i>						
PERFORMANCE INDICATOR	Program, Level, or Bldg.		Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.2(h) Provide clear expectations for the superintendent's performance and evaluate accordingly.		<b><i>What will you do to accomplish the Indicator?</i></b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible			
		Priority #1				



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>		<b>AQuESTT Tenets Aligning to Strategy 6.2:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships; Commitment to Continuous Improvement				
<b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.							
<b>Strategy 6.2:</b> <i>Establish and sustain a professional and collaborative working relationship with the superintendent to support and advocate for growth and student achievement.</i>							
<b>PERFORMANCE INDICATOR</b>	6.2(i) Thoughtfully consider the superintendent's recommendations prior to making decisions.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b><i>What will you do to accomplish the Indicator?</i></b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
		Priority #1					



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>		<b>AQuESTT Tenets Aligning to Strategy 6.3:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communications and Relationships; Commitment to Continuous Improvement			
	<b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.					
<b>Strategy 6.3:</b> <i>Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district's image, build positive working relationships and sustain long-term partnerships that will serve education.</i>						
<b>PERFORMANCE INDICATOR</b>	Program, Level, or Bldg.		Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.3(a) Engage the community to build understanding and support for public education and the school district.		<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible			
	Priority #2					



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>		<b>AQuESTT Tenets Aligning to Strategy 6.3:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communications and Relationships; Commitment to Continuous Improvement			
<b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.						
<b>Strategy 6.3:</b> <i>Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district's image, build positive working relationships and sustain long-term partnerships that will serve education.</i>						
<b>PERFORMANCE INDICATOR</b>	6.3(b) Re-engage district patrons biannually to update on the progress of the strategic plan and to engage in discussion of the needs and vision of the school district.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible			
	Priority #2					



<b>Priority 6</b>		<b>HCS Guiding Principle VI: Board Governance</b>		<b>AQuESTT Tenets Aligning to Strategy 6.3:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communications and Relationships; Commitment to Continuous Improvement			
<b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.							
<i>Strategy 6.3: Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district's image, build positive working relationships and sustain long-term partnerships that will serve education.</i>							
<b>PERFORMANCE INDICATOR</b>	6.3(c) Seek input from internal and external stakeholders (i.e., administrators, certified and classified staff, parents, students, community members, and business leaders) when setting goals.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #2						



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>		<b>AQuESTT Tenets Aligning to Strategy 6.3:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communications and Relationships; Commitment to Continuous Improvement				
	<b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.						
<b>Strategy 6.3:</b> <i>Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district's image, build positive working relationships and sustain long-term partnerships that will serve education.</i>							
<b>PERFORMANCE INDICATOR</b>	6.3(d) Maintain a cohesive communications plan to inform and educate the community on district issues.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority	Responsible				
	Priority #2						



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>		<b>AQuESTT Tenets Aligning to Strategy 6.3:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain; Resource Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communications and Relationships; Commitment to Continuous Improvement				
	<b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.						
<b>Strategy 6.3:</b> Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district's image, build positive working relationships and sustain long-term partnerships that will serve education.							
<b>PERFORMANCE INDICATOR</b>	6.3(e) Ensure that a district report is provided to patrons annually.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #2						



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>		<b>AQuESTT Tenets Aligning to Strategy 6.4:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships				
<b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.							
<i>Strategy 6.4: Continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.</i>							
<b>PERFORMANCE INDICATOR</b>	6.4(a) Design and adopt a defined methodology/process to ensure regular review, revision, and adoption of board policies.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b><i>What will you do to accomplish the Indicator?</i></b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
		Priority #4					



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>		<b>AQuESTT Tenets Aligning to Strategy 6.4:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships			
<b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.						
<i>Strategy 6.4: Continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.</i>						
<b>PERFORMANCE INDICATOR</b>		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.4(b) Align the process of reviewing, revising, and adopting boards policies to the district’s mission, vision and goals.		<b>What will you do to accomplish the Indicator?</b>  <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible			
		Priority #4				



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>		<b>AQuESTT Tenets Aligning to Strategy 6.4:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships			
<b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.						
<i>Strategy 6.4: Continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.</i>						
PERFORMANCE INDICATOR	6.4(c) Ensure policy review is a consistent, monthly board meeting agenda item.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
		Target Date		Priority	Responsible	



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>		<b>AQuESTT Tenets Aligning to Strategy 6.4:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships				
	<b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.						
<i>Strategy 6.4: Continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.</i>							
<b>PERFORMANCE INDICATOR</b>	6.4(d) Aspire to complete a review of the board policy year manual every one to three years.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>				
	Target Date	Priority	Responsible				
	Priority #4						



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>		<b>AQuESTT Tenets Aligning to Strategy 6.4:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships			
<b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.						
<i>Strategy 6.4: Continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.</i>						
PERFORMANCE INDICATOR	6.4(e) Consider recommendations from the superintendent and administrators when developing and updating policies.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	Target Date	Priority	Responsible			
		Priority #4				
				<i>What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.</i>		



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>		<b>AQuESTT Tenets Aligning to Strategy 6.4:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships				
<b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.							
<i>Strategy 6.4: Continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.</i>							
<b>PERFORMANCE INDICATOR</b>	6.4(f) Ensure board policies are accessible to the public.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<b><i>What will you do to accomplish the Indicator?</i></b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
		Priority #4					



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>	<b>AQuESTT Tenets Aligning to Strategy 6.4:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships
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**Objective:** To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

*Strategy 6.4: Continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.*

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.4(g) Follow an adopted policy for referring patrons with questions, concerns, comments, or feedback to the appropriate personnel.				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>		
	Target Date	Priority	Responsible				
		Priority #4					



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>		<b>AQuESTT Tenets Aligning to Strategy 6.4:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships			
<b>Objective:</b> To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.						
<i>Strategy 6.4: Continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.</i>						
PERFORMANCE INDICATOR	Program, Level, or Bldg.		Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.4(h) Evaluate the superintendent's implementation of policy as one factor in the superintendent's annual evaluation.		<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible			
		Priority #4				



<b>Priority 6</b>	<b>HCS Guiding Principle VI: Board Governance</b>	<b>AQuESTT Tenets Aligning to Strategy 6.4:</b> Leadership; Positive Partnerships, Relationships, and Success <b>COGNIA:</b> Leadership Capacity Domain <b>Nebraska Framework:</b> Governance and Leadership; Stakeholder Communication and Relationships
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**Objective:** To ensure the mission of Heartland Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

*Strategy 6.4: Continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.*

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	6.4(i) Review and approve the contents of the District Annual Report.				<b>What will you do to accomplish the Indicator?</b> <i>Be specific, measurable, achievable, realistic, and time bound.</i>		
	Target Date	Priority	Responsible				
		Priority #4					

GUIDING PRINCIPLE VI: BOARD GOVERNANCE	<b>(5) Accomplished</b> This strategy has been realized and is sustainable.		<b>(3) Progressing</b> Some measurable progress has been made, but this strategy has not been fully realized.		<b>(1) Developing</b> This strategy has not been initiated.		<b>(0) Unmet</b> This strategy has not been addressed.		
<b>STRATEGY</b>	<b>End of Year 1:</b> Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		<b>End of Year 2:</b> Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		<b>End of Year 3:</b> Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)				
6.1 Build effective board governance through sustained engagement of stakeholders.	0		0		0				
6.2 Establish and sustain a professional and collaborative working relationship with the superintendent to support and advocate for growth and student achievement.	0		0		0				
6.3 Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district's image, build positive working relationships and sustain long-term partnerships that will serve education.	0		0		0				

6.4 Continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.	0		0		0	
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## NASB Strategic Planning Service

**Next Steps:** *Following the presentation of the District Needs Analysis and Strategic Plan Framework, the board may expect that:*

**\*District Administration/Board Responsibilities**      **\*NASB Board Leadership Responsibilities**

- 1) Association staff (Kari Stephens) will embed the final Strategic Plan into the working template along with the administrative Prioritization results and forward for board approval.
- 2) **Board will take action in a regular board meeting to adopt the District Strategic Plan. [Timeline: Next Regular Board Meeting]**
- 3) **Board and Administration will re-engage SOC and present the adopted plan.**
- 4) **Administration will assign Priorities to the responsible administrator/building/districtwide.**
- 5) **Administration or Association** will embed the strategic plan goals into SPARQ Meetings and the Board's Annual Board Calendar.
- 6) Association staff (Kari Stephens) will forward the Strategic Implementation Team (SIT) criteria.
- 7) Association staff (Marcia and/or Kari) will conduct a conference call with the Superintendent and Board President to review the progress analysis process and Strategic Implementation Team (SIT) criteria.
- 8) **Board and Administration will align board agenda to monitor and assess monthly progress-success of the Strategic Plan.**
- 9) Association staff will administer a Progress Analysis Survey to administrators at the end of the first, second, and third year of the strategic plan work. A report will be presented to the board following each Progress Analysis.
- 10) Association staff at the end of year three, four, or five, will administer a comprehensive Progress Analysis and initiate the engagement of stakeholders for the purpose of updating the strategic plan (Phase II).

**Questions, please contact Marcia Herring or Kari Stephens at NASB 1.800.422.4572 or via cell phone.**



“If you fail to plan, you are planning to fail.” ~Benjamin Franklin

**Step I: Execute the board adopted Strategic Plan**

Responsible: Board of Education

**Step II: Allocate Resources**

Responsible: Superintendent

**Step III: Create Strategic Implementation Team**

Responsible: Superintendent

The Strategic Implementation Team (SIT) ensures that the Guiding Principles, Objectives, and Strategies are implemented, monitored, and evaluated. Members of this committee may include, Superintendent, Administrators, Directors, Specialists, board members, and certified staff. Consider subcommittees made up of SIT members to oversee implementation, monitoring, and evaluation. If the district fails to track progress, the district will fail to reach the plan’s designed outcome. Progress of implementation must be monitored regularly and on a scheduled basis to ensure staff remains on track.

**Step IV: Review the Strategic Plan and assign responsibility to the respective district administrator, department/ level, and/or building and update the Strategic Plan document with assigned responsibilities. (See template pg. 4)**

Responsible: Superintendent and Strategic Implementation Team (SIT)

**Step V: Develop action plans by creating SMART goals for each strategy and update the Strategic Plan document.**

Responsible: Administrator, department/level, and or building responsible for the assigned Strategy

By following the prioritized plan, the administrator or department/level, and/or building will establish action steps that are specific, measurable, and actionable. To measure performance and track progress, the action step must be linked to a target date.

**(See template pg. 4)** Each priority will be supported by an action plan:

- Identify realistic and measurable actions/goals that are related to each performance indicator
- Assign responsible individuals to serve as an identified lead
- Set realistic target date for each performance indicator
- Identify the data and/or evidence that will be collected to support the assessment of progress and success



- Determine the necessary and available resources available to support the priorities

#### Step VI: **Prepare for Implementation**

Responsible: Strategic Implementation Team (SIT) or Subcommittee

The Team and subcommittee play an important role to ensure the implementation moves forward; therefore, communication with the responsible leader of each strategy ensures accountability and that the action plan is on track and, if obstacles are encountered, assist in resolving the matters immediately.

#### Step VII: **Monitoring the Implementation of the Plan**

Responsible: Strategic Implementation Team (SIT) or Subcommittee

Utilize the following criteria when assessing and discussing progress with assigned leaders:

1. Define and report the progress that has been achieved on a priority/strategy. Progress will be documented in the Strategic Plan and shared with the Board
2. If progress has not been achieved, discuss the following:
  - a. What obstacles are preventing progress?
  - b. Is there a need to modify the strategy? Performance indicators? Target date?
  - c. Are adequate resources available (e.g., money, technology, curriculum, staff, facilities, training, etc.) to achieve progress?
  - d. Are the SMART goals and action steps realistic?

#### Step VIII: **Align the Board Meeting Agenda to the Strategic Plan**

Responsible: Superintendent and Board President

Through the board meeting agenda, the board will align discussion items and action items to the Strategic Plan. This enables the board to monitor progress and success.

#### Step IX: **Regular and Continuous Progress Analysis**

Responsible: Superintendent and SIT

Evaluation of the implementation of strategies and action plans is important. The Strategic Implementation Team (SIT) must continually assess what is achieved.

- Did we succeed? Did we achieve the priorities identified at the outset?



- What went well?
- What challenges did we encounter?
- What improvements should be made and how?

### **Association Role**

End year one – Administer the Progress Analysis (Superintendent) provide report of progress to the board.

End year two – Administer the Progress Analysis (Superintendent) provide report of progress and qualitative data of year one of two.

End year three or four – Administer a Comprehensive Progress Analysis (Superintendent) provide report of progress and qualitative analysis.

**Deviating from the Plan** – it is permissible to deviate from the plan. The plan is a guide. As the plan evolves, conditions may change, or new challenges may be identified which may require a change in direction or priorities. What is important is understanding why there is a need to deviate and how the district will respond appropriately.

1. Identify what has occurred that requires a need to change the plan?
2. Identify goals, objectives, responsibilities, and target dates to support the change.

**Celebrate Success** – too often we fail to acknowledge and/or celebrate success. Celebration is as important as accomplishing objectives – maybe more important! In the absence of closure and acknowledgement, it may be difficult to generate the support and enthusiasm of staff to embark upon the next challenge.

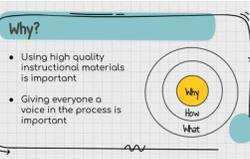
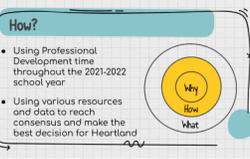
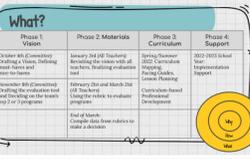


# Strategic Plan Template:

<h2 style="margin: 0;">NASB STRATEGIC PLAN TEMPLATE</h2> <h3 style="margin: 0;">&lt;INSERT GUIDING PRINCIPLE&gt;</h3>				<p><b>AQuESTT Tenets Aligning to Strategy 1.1:</b> Positive Partnerships, Relationships, and Success; Educator Effectiveness</p> <p><b>Nebraska Framework:</b> 1.1,1.2, 1.3, 1.</p> <p><b>School Improvement Goals:</b></p>	
<p><i>Objective: To ensure timely, professional, two-way communication that promotes student success and builds positive relationships with our stakeholders.</i></p>					
<p><i>Strategy 1.1: Increase communication and improve perceptions of district by engaging students, families, employees, and the community.</i></p>					
PERFORMANCE INDICATOR	1.1(a) Develop a communication plan that supports the district’s efforts to meet its strategic goals.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21 Funding/Evidence
	Target Date	Priority	Responsible	<p><i>What will you do to accomplish the Indicator?</i></p> <p><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>	





- 1  Heartland High Quality Math Materials Adoption Process
- 2 
- 3 
- 4 
- 5 **Committee Members**  
  - Katie Wangl
  - Kim Hiebner
  - Greg Veerhusen
  - Carrie Regier
  - Stephanie Buzek
  - Jennifer Buller
  - Tim Carr
  - Dana Reinke
  - Dr. Amber Vlasnik / Megan Hamner (ESU6)
- 6 **What is the vision of instructional excellence for mathematics at Heartland that will drive this work?**
- 7 **Heartland Community Schools Mathematics Instructional Vision**  
  - Building a strong foundation of understanding through discovery and direct instruction
  - Communicating what they know by collaborating with others
  - Finding confidence and enjoying the learning process
  - Growth - equipping to produce enough that leads to perseverance through meaningful hands-on and real-world experiences
  - Using a variety of strategies to solve problems
- 8 **Programs Evaluated**  
   
 
- 9 **Mathematics Instructional Materials Evaluation Tool**  


\* Created our own evaluation tool based on our instructional vision
- 10 **Team Decision - All Math Teachers Involved**  

<b>K - 5th "Math Expressions"</b> <ul style="list-style-type: none"> <li>• Strong teacher voice</li> <li>• Multiple opportunities for math talk</li> <li>• Differentiated &amp; differentiated options</li> <li>• Strong opportunities</li> <li>• Shared prior opportunities</li> <li>• Shared</li> <li>• Shared</li> <li>• Shared</li> <li>• Performance Assessments available - opportunities for learning</li> </ul>	<b>6th - Algebra 2 "Big Ideas"</b> <ul style="list-style-type: none"> <li>• Lots of collaboration options at the middle school level</li> <li>• Collaborative review at the end of each chapter</li> <li>• Review and Reflect on each lesson</li> <li>• Offer resources - best options</li> <li>• Self-reflection on the objectives for each lesson</li> <li>• Due to lack of an option</li> <li>• Given that we're aligned to UAE</li> </ul>
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**Minutes for  
Heartland Community Schools  
Board of Education Regular Meeting**

Monday, March 14, 2022 7:00 PM  
Conference Room  
1501 Front Street  
Henderson, NE 68371-8929

Notice of the meeting was posted in the Henderson News on March 10, 2022.

**MISSION STATEMENT:**

**Heartland Community School strives to provide challenging educational opportunities for ALL students to reach their highest level of excellence.**

Mr. Kent Allen: Present  
Mr. Gary Braun: Present  
Lacey Gloystein: Present  
Tyler Newton: Present  
Tammy Ott: Present  
Mr. Steve Stebbing: Present

1. Preliminary Procedures

1.1. Call to Order

1.2. Public Notice of the Meeting

1.3. Roll Call

2. Public Comments on Agenda Items

3. Reports

3.1. Superintendent's Report

Mr. Best presented Superintendents Report.

3.2. Principals' Reports

Mrs. Reinke presented the Elementary School Report.

Mr. Carr presented the High School Report.

4. Discussion Items

4.1. Review of Current Legislative Bills

Mr. Best shared a number of Legislative Bills concerning public education such as LB939, LR278CA, LB888, LB742, LB1077, LB1179, LB1112, LB1251, LB1218, etc.

4.2. School Improvement Update

Mr. Best presented on the school improvement recommendations working in collaboration with NRCSA.

4.3. Scheduled Review of ESSER III Return to Learn Plan

Mr. Best presented the ESSERIII Return to Learn Plan for BOE review. Eliminated one sentence.

4.4. Updates on Building Referendum

Mr. Best presented HCS Building Referendum information.

5. Old Business

6. New Business

6.1. Approve Contract for Jenifer Dillon

Mr. Best presented that we offer contract to Jenifer Dillon from Grand Island.

To approve a contract with Jenifer Dillon for the 2022-23 school year. Passed with a motion by Tyler Newton and a second by Mr. Kent Allen.

Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Tyler Newton: Yea, Tammy Ott: Yea, Mr. Steve Stebbing: Yea

#### 6.2. Approve Contract for Sydni Kunc

Mr. Best presented that we offer contract for Sydni Kunc.

To approve the contract with Sydni Kunc for the 2022-23 school year. Passed with a motion by Mr. Steve Stebbing and a second by Mr. Kent Allen.

Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Tyler Newton: Yea, Tammy Ott: Yea, Mr. Steve Stebbing: Yea

#### 6.3. Resignation of M. Adams

To accept the resignation of Marietta Adams with appreciation for her many years of service. Passed with a motion by Tyler Newton and a second by Tammy Ott.

Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Tyler Newton: Yea, Tammy Ott: Yea, Mr. Steve Stebbing: Yea

#### 6.4. Approval of 2022-23 Negotiated Agreement

Motion to pass Negotiated Agreement for 2022 - 23 school year. Passed with a motion by Tyler Newton and a second by Lacey Gloystein.

Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Tyler Newton: Yea, Tammy Ott: Yea, Mr. Steve Stebbing: Yea

#### 6.5. Principal Contracts

President Gary Braun declared BOE out of Executive Session.

Motion to go into Executive Session. Passed with a motion by Tyler Newton and a second by Mr. Kent Allen.

Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Tyler Newton: Yea, Tammy Ott: Yea, Mr. Steve Stebbing: Yea

Motion to approve Principal contracts as discussed. Passed with a motion by Tyler Newton and a second by Lacey Gloystein.

Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Tyler Newton: Yea, Tammy Ott: Yea, Mr. Steve Stebbing: Yea

#### 7. Future Agenda Items

Future agenda items:

1. Math curriculum
2. School improvement
3. Summer projects

#### 8. Consent Agenda

Motion to approve the consent agenda. Passed with a motion by Mr. Steve Stebbing and a second by Tammy Ott.

Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Tyler Newton: Yea, Tammy Ott: Yea, Mr. Steve Stebbing: Yea

#### 8.1. Approval of Minutes

#### 8.2. Approval of Treasurer's Report

8.3. Approval of Claims

8.4. Financial Reports

8.5. Out of State Travel Requests

9. Public Comments on Topics Not on the Agenda

10. Adjournment

The next scheduled meeting to be held on

Motion to adjourn the meeting at 9:05 pm. Passed with a motion by Tyler Newton and a second by Lacey Gloystein.

Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Tyler Newton: Yea, Tammy Ott: Yea,  
Mr. Steve Stebbing: Yea

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Board President

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Board Secretary

**HEARTLAND COMMUNITY SCHOOLS-HENDERSON/BRADSHAW**  
**General Fund Treasurer's Statement for**  
**Month Ending March 31, 2022**

	<b>CHECKING</b>	<b>SAVINGS</b>	<b>TOTAL</b>
<b>Balance March 1, 2022</b>	<b>\$732,551.83</b>	<b>\$2,968,960.40</b>	<b>\$3,701,512.23</b>
Receipts:			
York/Fillmore/Hamilton Co Taxes	\$81,264.40		\$81,264.40
State of Nebraska:			
- SPED Reimbursement	\$51,774.00		\$51,774.00
- TEEOSA			\$0.00
- Medicaid Reimbursement	\$2,392.48		\$2,392.48
- Apportionment			\$0.00
- IDEA Base & Preschool			\$0.00
- Title IV	\$6,000.00		\$6,000.00
			\$0.00
Other:			
- Interest	\$77.27	\$797.15	\$874.42
- Preschool Tuition	\$1,172.50		\$1,172.50
- Rental of Facilities			\$0.00
- Robotics Meet - xfer to Activity	\$540.00		\$540.00
- 8th Grade Grant	\$571.00		\$571.00
			\$0.00
			\$0.00
			\$0.00
<b>Subtotal:</b>	<b>\$143,791.65</b>	<b>\$797.15</b>	<b>\$144,588.80</b>
Transfer to MMA			
<b>Total Funds Available:</b>	<b>\$876,343.48</b>	<b>\$2,969,757.55</b>	<b>\$3,846,101.03</b>
Less Disbursements	\$424,129.17		\$424,129.17
<b>Balance March 31, 2022</b>	<b>\$452,214.31</b>	<b>\$2,969,757.55</b>	<b>\$3,421,971.86</b>

Check #	Vendor Name	Vendor Description	Amount
Checking	1		
<b>Checking</b>	<b>1</b>	<b>Fund: 01 GENERAL FUND</b>	
29683	AGTAC SERVICES	JANITORIAL SERVICES	7,745.24
29684	AMAZON CAPITAL SERVICES	SUPPLIES	1,648.20
29685	AMPLIFY EDUCATION	RENEWAL	2,533.00
29686	AURORA NEWS-REGISTER	SUBSCRIPTION	40.00
29687	BEST, BRADLEY	REIMBURSEMENT	99.91
29688	BLACK HILLS ENERGY	NATURAL GAS	4,781.05
29689	BURTON ENTERPRISES	TRASH REMOVAL	190.00
29690	BYTESPEED	COMPUTER SUPPLIES	7,450.00
29691	CENTRAL NEBRASKA REHABILITATION SERVICES	SERVICES	8,653.75
29692	CENTRAL VALLEY AG	SERVICES	7,597.84
29693	CHEMSEARCH	SUPPLIES	142.20
29694	CITY OF HENDERSON	WATER/SEWER	540.00
29695	DAS STATE ACCT-CENTRAL FINANCE	STATE REPORTING	259.49
29696	DIETZE MUSIC HOUSE	SUPPLIES	422.35
29697	EAKES OFFICE SOLUTIONS	SUPPLIES	1,836.43
29698	ESU 6	SERVICES	19,752.48
29699	ESU 9	SERVICES	200.00
29700	FILLMORE COUNTY HOSPITAL	SERVICES	3,833.33
29701	FRIESEN CHEVROLET	SERVICES	13,490.00
29702	GOODWIN TUCKER GROUP	SERVICES	547.90
2081	GRAND ISLAND CENTRAL CATHOLIC HS	ENTRY FEE	178.00
29703	HEARTLAND ACTIVITY FUND	FUND TRANSFER	540.00
2082	HEARTLAND SCHOOL LUNCH FUND	FUND TRANSFER	24.00
29704	HENDERSON FOOD MART	SUPPLIES	328.12
29705	HENDERSON HEALTH CARE	SERVICES	290.00
29706	HENDERSON MOTORS	SERVICES	556.93
29707	HOME DEPOT PRO, THE	SUPPLIES	544.27
29708	HOMETOWN LEASING	COPY MACHINE LEASE	990.30
29709	J.W. PEPPER & SON	SUPPLIES	238.77
29710	KROEKER GRAIN & LUMBER	SUPPLIES	45.00
29711	LINCOLN CHILDREN'S ZOO	FIELD TRIP	247.00
29712	MAINSTAY COMMUNICATIONS	TELEPHONE	348.60
29713	MCI	TELEPHONE	71.82
29714	MENARDS	SUPPLIES	231.79
29715	ONE SOURCE	BACKGROUND CHECK	40.00
29716	PAPER TIGER SHREDDING	SERVICES	55.00
29717	PAYFLEX	CAFETERIA 125 PLAN	4,022.05
29718	PERENNIAL PUBLIC POWER DISTRICT	ELECTRICITY	3,717.82
29719	PERRY GUTHERY HAASE & GESSFORD PC	LEGAL SERVICES	75.00
2083	PIZZA HUT	PIZZA	157.48
31622	QUADIENT LEASING	POSTAGE MACHINE	545.90
29720	QUILL	SUPPLIES	388.66
29721	SCHWEITZER, ROYCE	REIMBURSEMENT	114.03
29722	SERVICE PRESS	SERVICES	357.38
29723	STRUCKMAN, AMANDA	REIMBURSEMENT	59.88

**NEW BOARD REPORT**

<u>Check #</u>	<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>	
29724	TIME MANAGEMENT SYSTEMS	SERVICES	124.00	
29725	TRI COUNTY AUTO	SERVICES	310.61	
29726	U.S. BANK	SUPPLIES	1,999.02	
29727	UNITE PRIVATE NETWORKS	SERVICES	556.43	
2084	UNITED STATES POSTAL SERVICE	NEWSLETTER	150.62	
29728	VERIZON WIRELESS	TELEPHONE	168.67	
29729	VOSS LIGHTING	SUPPLIES	795.56	
29730	YORK ACE HARDWARE	SUPPLIES	10.58	
		<b>Fund Total:</b>		<b>100,046.46</b>
		<b>Checking Account Total:</b>		<b>100,046.46</b>

<u>Checking</u>	6			
<b>Checking</b>	<b>6</b>	<b>Fund: 06</b>	<b>SCHOOL LUNCH/MILK FUND</b>	
4148	AMAZON CAPITAL SERVICES	SUPPLIES	102.64	
4149	HENDERSON FOOD MART	SUPPLIES	44.70	
4150	HILAND DAIRY	SUPPLIES	4,954.43	
4151	US FOODS	SUPPLIES	10,239.09	
		<b>Fund Total:</b>		<b>15,340.86</b>
		<b>Checking Account Total:</b>		<b>15,340.86</b>

# HEARTLAND COMMUNITY SCHOOLS

## Fund Account Balances

	March 31, 2021	March 31, 2022
General Fund	\$3,732,911.81	\$3,421,971.86
Activity Fund	\$87,742.51	\$116,581.60
School Lunch Fund	\$61,199.01	\$118,382.31
Depreciation Fund	\$698,609.09	\$538,621.94
Unemployment Fund	\$2,997.31	\$2,998.81
Qualified Capital Purpose Fund	\$0.00	\$0.00
Special Building Fund	\$203,454.10	\$265,699.04

Fund: 05      ACTIVITIES FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0405	FFA	9,457.11	25,511.09	23,515.77	0.00	7,461.79
05 704 0407	SCIENCE CLUB	1,229.12	0.00	0.00	0.00	1,229.12
05 704 0408	BIOLOGY/ENGLISH TRIP	367.20	0.00	0.00	0.00	367.20
05 704 0409	QUIZ BOWL/MATH CLUB	679.50	506.73	618.01	0.00	790.78
05 704 0410	COACH - JH ROBOTICS	111.53	172.05	572.25	0.00	511.73
05 704 0411	COACH - HS ROBOTICS	702.15	0.00	0.00	0.00	702.15
05 704 0450	JH ROBOTICS	45.43	1,142.10	0.00	0.00	(1,096.67)
05 704 0451	GRANT - HS ROBOTICS	0.00	398.93	0.00	0.00	(398.93)
05 704 0500	CLASS OF 2020	0.00	0.00	0.00	0.00	0.00
05 704 0501	CLASS OF 2021	0.00	0.00	0.00	0.00	0.00
05 704 0502	CLASS OF 2022	1,598.86	1,872.98	0.00	0.00	(274.12)
05 704 0503	CLASS OF 2023	5,234.82	1,708.58	717.69	0.00	4,243.93
05 704 0504	CLASS OF 2024	2,033.57	0.00	1,141.54	0.00	3,175.11
05 704 0505	CLASS OF 2025	738.00	0.00	678.60	0.00	1,416.60
05 704 0506	CLASS OF 2026	0.00	0.00	628.23	0.00	628.23
05 704 0507	CLASS OF 2027	0.00	0.00	0.00	0.00	0.00
05 704 0508	CLASS OF 2028	0.00	0.00	0.00	0.00	0.00
05 704 0509	CLASS OF 2029	0.00	0.00	0.00	0.00	0.00
05 704 0601	NATIONAL HONOR SOCIETY	745.16	639.90	1,128.44	0.00	1,233.70
05 704 0701	HCS CUSTOMS	215.77	9,543.82	8,549.72	0.00	(778.33)
05 704 0709	YEARBOOK	0.00	1,190.00	5,172.50	0.00	3,982.50
05 704 0801	STUDENT COUNCIL	3,163.67	1,200.32	416.00	0.00	2,379.35
05 704 0802	CONCESSIONS	(1,050.14)	27,878.71	24,708.40	0.00	(4,220.45)
05 704 0804	INTEREST ON ACT ACCT	9.33	0.00	5.06	0.00	14.39
05 704 0805	LOCKERS PROJECT	12,401.58	0.00	0.00	0.00	12,401.58
05 704 0806	ELEM STUDENT COUNCIL	1,458.28	260.67	1,000.62	0.00	2,198.23
05 704 0810	JH HOMEROOM	352.46	352.46	0.00	0.00	0.00
05 704 0913	REVOLVING - SECONDARY	0.00	(18.00)	0.00	0.00	18.00
05 704 0914	REVOLVING - ELEMENTARY	0.00	0.00	0.00	0.00	0.00
05 704 0918	JOHN BAYLOR TEST PREP	2,200.00	0.00	0.00	0.00	2,200.00
05 704 0924	OTT SCHOLARSHIP	31,138.68	2,000.00	18.18	0.00	29,156.86
05 704 0930	MONSANTO/BAYER GRANT	0.00	0.00	0.00	0.00	0.00
05 704 0936	FIELD TRIP GRANT	4,500.00	0.00	0.00	0.00	4,500.00
05 704 0937	CIRCLE OF FRIENDS AUTISM GRANT	828.84	0.00	0.00	0.00	828.84
05 704 0938	IF KIDS COULD CURE GRANT	9,371.49	379.54	0.00	0.00	8,991.95
05 704 0939	GIRLS ON THE RUN	657.75	0.00	0.00	0.00	657.75
05 704 0940	HUSKIE BEEF	0.00	0.00	0.00	0.00	0.00
05 704 0950	COMPUTER DEPOSITS	4,806.54	350.00	4,740.00	0.00	9,196.54

**Expenditure Summary**

Function Number		Revised Budget	Activity During Month	Activity to Date	Balance at EOM	% of Budget
<b>Expenditure</b>						
<b>01</b>	<b>GENERAL FUND</b>					
1100	REGULAR INSTRUCTION	2,469,566.89	183,089.77	1,375,282.07	1,094,284.82	55.69
1200	SPED - SA	627,547.34	39,234.55	322,332.61	305,214.73	51.36
1291	SPED - 3-5	148,069.00	11,590.49	84,214.54	63,854.46	56.88
1292	SPED - 0-2	9,639.43	768.91	5,934.13	3,705.30	61.56
1300	SUMMER SCHOOL	3,525.83	0.00	421.68	3,104.15	11.96
2110	ATTENDANCE & SOCIAL WORK SVCS	9,500.00	0.00	6,000.00	3,500.00	63.16
2120	GUIDANCE SERVICES	68,670.33	5,517.28	39,639.46	29,030.87	57.72
2130	HEALTH SERVICES - GEN ED	2,350.56	0.00	0.00	2,350.56	0.00
2140	PSYCHOLOGICAL SVCS - GEN ED	0.00	392.00	1,876.00	(1,876.00)	0.00
2141	PSYCHOLOGICAL SVCS - SPED SA	128,266.69	9,338.16	68,780.66	59,486.03	53.62
2151	SPEECH PATH & AUDIOLOGY SVCS - SPED SA	106,531.07	8,546.04	63,303.34	43,227.73	59.42
2153	SPEECH PATH & AUDIOLOGY SVCS - SPED 0-2	1,500.00	200.62	2,847.72	(1,347.72)	189.85
2161	OCCUPATIONAL THERAPY SVCS - SPED SA	14,000.00	4,056.98	22,968.52	(8,968.52)	164.06
2162	OCCUPATIONAL THERAPY SVCS - SPED 3-5	2,000.00	473.07	3,477.38	(1,477.38)	173.87
2163	OCCUPATIONAL THERAPY SVCS - SPED 0-2	4,000.00	0.00	324.82	3,675.18	8.12
2171	PHYSICAL THERAPY SVCS - SPED SA	18,000.00	1,936.69	12,950.31	5,049.69	71.95
2172	PHYSICAL THERAPY SVCS - SPED 3-5	0.00	529.25	1,203.00	(1,203.00)	0.00
2173	PHYSICAL THERAPY SVCS - SPED 0-2	2,000.00	219.00	3,194.18	(1,194.18)	159.71
2181	VISION SERVICES - SPED SA	7,500.00	270.00	5,609.16	1,890.84	74.79
2182	VISION SERVICES - SPED 3-5	0.00	0.00	(37.24)	37.24	0.00
2183	VISION SERVICES - SPED 0-2	0.00	0.00	(9.93)	9.93	0.00
2213	INSTRUCTIONAL STAFF TRAINING	15,000.00	202.48	1,314.66	13,685.34	8.76
2220	LIBRARY/MEDIA SERVICES	180,183.67	12,154.37	96,006.87	84,176.80	53.28
2230	INSTRUCTION-RELATED TECHNOLOGY	43,223.93	3,470.23	25,699.52	17,524.41	59.46
2310	BOARD OF EDUCATION	100,705.46	8,281.33	68,195.71	32,509.75	67.72
2320	EXECUTIVE ADMINISTRATION	286,405.79	23,941.38	165,748.31	120,657.48	57.87
2330	DISTRICT LEGAL SERVICES	5,000.00	0.00	461.00	4,539.00	9.22
2410	OFFICE OF THE PRINCIPAL	356,787.64	28,984.51	205,114.60	151,673.04	57.49
2490	SCHOOL ADMINISTRATION - OTHER	7,766.23	644.07	4,509.34	3,256.89	58.06
2510	FISCAL SERVICES	41,950.00	3,048.29	23,856.15	18,093.85	56.87
2580	ADMINISTRATIVE TECHNOLOGY SERVICES	43,223.93	3,470.21	25,699.16	17,524.77	59.46
2610	OPERATION OF BUILDINGS	410,515.98	26,450.67	165,156.93	245,359.05	40.23
2620	MAINTENANCE OF BUILDINGS	64,205.99	5,637.81	30,801.00	33,404.99	47.97
2710	VEHICLE OPERATION & PURCH - GEN ED	135,545.60	13,325.72	85,904.04	49,641.56	63.38
2712	VEHICLE OPERATION & PURCH - SPED SA	49,095.79	5,873.27	32,459.94	16,635.85	66.12
2713	VEHICLE OPERATION & PURCH - SPED 3-5	7,400.00	642.10	5,809.20	1,590.80	78.50
2730	VEHICLE SERVICING & MAINT - GEN ED	23,000.00	11,993.43	22,923.42	76.58	99.67
2732	VEHICLE SERVICING & MAINT - SPED SA	4,500.00	130.65	1,288.49	3,211.51	28.63
2733	VEHICLE SERVICING & MAINT - SPED 3-5	2,000.00	40.00	203.82	1,796.18	10.19
3300	COMMUNITY SERVICES OPERATIONS	3,525.83	0.00	0.00	3,525.83	0.00
3535	HIGH ABILITY LEARNERS	8,080.00	100.00	5,606.00	2,474.00	69.38
6200	TITLE IA	93,135.61	5,771.04	40,397.28	52,738.33	43.37
6310	TITLE IIA	8,779.00	0.00	0.00	8,779.00	0.00
6406	IDEA - PRESCHOOL	7,337.00	0.00	0.00	7,337.00	0.00
6408	IDEA - BASE & ENROLLMENT/POVERTY	95,703.00	0.00	0.00	95,703.00	0.00
6969	TITLE IV-A	10,000.00	0.00	4,403.00	5,597.00	44.03
6990	OTHER FEDERAL PROGRAMS	0.00	0.00	41,437.82	(41,437.82)	0.00
6992	REAP	31,481.00	0.00	1,329.88	30,151.12	4.22
8000	OUTGOING TRANSFERS	30,000.00	0.00	0.00	30,000.00	0.00
9000	NON-PROGRAM EXPENDITURES	1,000,000.00	0.00	0.00	1,000,000.00	0.00
		<b>6,687,218.59</b>	<b>420,324.37</b>	<b>3,074,638.55</b>	<b>3,612,580.04</b>	<b>45.98</b>

**Expenditure Summary**

Function Number	Revised Budget	Activity During Month	Activity to Date	Balance at EOM	% of Budget
<b>Expenditure</b>					
<b>06 SCHOOL LUNCH/MILK FUND</b>					
3100 FOOD SERVICES OPERATIONS	222,739.00	24,627.83	157,694.83	65,044.17	70.80
	<u>222,739.00</u>	<u>24,627.83</u>	<u>157,694.83</u>	<u>65,044.17</u>	<u>70.80</u>