

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	18	18	36
K	13	25	38
1	28	19	47
2	23	24	47
3	27	20	47
4	24	22	46
5	16	23	39
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	149	151	300

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 95 % White
 - 17 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 7%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	20
(4) Total number of students in the school as of October 1, 2016	302
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

6. English Language Learners (ELL) in the school: 0%
1 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 35%
Total number students who qualify: 104

8. Students receiving special education services: 11 %
32 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>5</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>2</u> Other Health Impaired |
| <u>5</u> Developmentally Delayed | <u>4</u> Specific Learning Disability |
| <u>7</u> Emotional Disturbance | <u>8</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	13
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	96%	97%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

“Building Success Together”. The goal of the North Bend Central Public School district is to provide a challenging learning environment that meets the unique needs of all students while developing effective problem solving skills, technological skills, and opportunities to enhance each student’s gifts and interests.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

North Bend Central Public School (NBCPS) is a PK-12 school district serving approximately 660 students this school year. The school district serves residents of North Bend, Morse Bluff, and Ames as well as the rural areas surrounding these communities. Additionally, NBCPS has several students who option in from neighboring communities. North Bend is a small community with approximately 1,200 residents. It is located about 50 miles west of Omaha, NE and 50 miles north of Lincoln, NE. This unique placement in eastern Nebraska allows residents to experience a small town atmosphere while still having convenient access to outstanding events in these larger cities. The NBCPS district is a rural district that relies heavily on a favorable agricultural economy. The businesses located within the community include banking, groceries, restaurants, hardware, a local newspaper, fuel dealers, contractors, insurance, and other service and sales businesses.

North Bend Central Elementary (NBCE) school was originally constructed in 1956. Since then, several additions have been made to the building to not only update it but also to provide space for a growing student body. In 1968, a large addition was added to the building to provide additional space for students and staff. A beautiful library, computer lab and four classrooms were added to the building in 2003 as many small, rural schools were merged into the elementary school in North Bend and more space was needed to make room for the students entering the district from these schools. In 2007, two larger classrooms were added onto the north side of the building to accommodate the eventual addition of a preschool and extra classroom space. In 2012, another classroom was added onto the school to provide more space for a growing student body. Finally, in 2013, the district passed a bond issue which allowed the construction of a new gymnasium at the elementary school. This construction allows our students to have more access to physical education type activities throughout the school day. The present and past district leadership and board of education have worked relentlessly to ensure that the district is in a strong financial position for both today and for the future.

North Bend Central's district mission statement is "Building Success Together." The staff, board of education, parents, students and community members work tirelessly to develop positive, meaningful relationships that promote successful student behaviors. NBCE is a positive behavior support school and the staff works to promote positive student behaviors on a daily basis. Additionally, a positive school-family relationship has been established through a variety of activities, which include: an open house at the first of the year, PTA involvement (father-daughter prom, mother-son kickball, movie night, BINGO night), career education week, a Veteran's program, BackPack program, Fire Safety week, parent-teacher conferences and spring and winter musical concerts. The community support received at all of these events showcases the strong commitment the entire community places on a quality educational program.

Assessment data displays exceptional student achievement throughout the district. High expectations from staff play a critical role in these impressive results. Over the past two years, a greater emphasis from administration has been placed on using data obtained from assessments to drive instruction. A variety of formal and informal assessments are used to determine how to best meet all students' needs. Furthermore, a weekly grade-level meeting is utilized to discuss student successes, student needs and instructional practices that will benefit student growth. A focus has been placed on drilling down specific student needs from district wide assessments to drive instructional decisions. This focus has allowed the staff to better differentiate instruction for our learners at NBCE.

NBCE offers a wide range of programs for all students. The school is able to offer school-wide Title 1 services in the areas of math and reading. We also have an excellent inclusive special education program that works directly with classroom teachers to develop individualized plans for students with special needs. The district preschool was established during the 2013-2014 school year. It has seen consistent growth over the past 5 years and continues to successfully prepare our youngest learners for kindergarten and bridges the gap for at-risk students at a young age. Furthermore, weekly guidance lessons are provided to each grade level to promote positive student behaviors. Students in 4th and 5th grade have an opportunity to participate in Character Council. The purpose of this organization is to promote a caring and safe school environment while teaching students life-long skills such as cooperation, dependability, and responsibility. NBCE also

created an after school program for students during the 2016-2017 school year. This program works to provide students with additional learning opportunities beyond the bell. The after school program allows students to complete homework and participate in a variety of educational and physical activities. Finally, NBCE offers a Math Academy to strengthen mathematical thinking and problem solving skills for students who exhibit a variety of learning needs. The focus of this program is to build basic number sense and algebraic processes to improve overall math understanding.

The NBCPS district is accredited through Advanced Ed. In 2017, the district celebrated 100 years of accreditation. This prestigious honor demonstrates that high measures of quality instruction have been in place in the NBCPS district for a number of years. The success NBCE has seen throughout the years is a direct result of the continuous improvement process supported by the board of education, administration, staff and community members.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Reading/Language Arts

The reading/language arts curriculum used by North Bend Central was developed locally by teachers and administrators through the Nebraska State Standards. We believe that the state standards provide a strong foundation for language arts. We have developed a language arts curriculum map, which identifies the English/Language Arts prioritized standards for every grade level. We have begun the process to implement standards based grading for language arts. The materials used by North Bend Central to meet curricular standards address both the reading and writing components. The core reading series is MacMillian/McGraw Hill Wonders Reading. Wonders is a research based, comprehensive K-5 reading program. Priority skills include differentiated instructional resources in the areas of comprehension, fluency, vocabulary, phonics, spelling, and grammar. There are a variety of assessments included that measure the priority areas of the program. Students in kindergarten through 5th grade receive 90 to 120 minutes of reading instruction everyday. Reading instruction includes whole group reading and small group, differentiated reading. Teachers provide instruction to small, flexible groups during small group reading, with a focus on the core skills needed to develop fluent reading. The Language Arts curriculum is supported with Units of Study-Writing from Heinneim Publishing. Students in Kindergarten through 5th grade receive 30 to 45 minutes of writing instruction daily. This allows for consistent writing instruction across grade levels and provides the skills necessary for students to be successful as they enter junior high and high school.

Mathematics

The mathematics curriculum was also developed by teachers at North Bend Central with its foundation in the Nebraska State Standards. We believe the state standards provide for a well rounded mathematics curriculum. The materials used by North Bend Central Elementary to meet the curricular standards come from the Math Expressions program. Math Expressions curriculum materials provide mathematics content in a spiraling format. The spiraling of skills provides students with multiple opportunities to learn and practice foundational mathematics skills. Instruction focuses on the areas of Number Sense, Algebra, Geometry, and Data and multiple strategies are taught to students to solve mathematical problems using this curriculum. Teachers provide direct instruction on the use of Math Talk to all K-5 students. Math Talk is utilized to communicate mathematical ideas effectively and to assist students in making connections beyond the classroom. Students are assessed for mastery of skills through a variety of formative and summative assessments.

Science

The science curriculum was also developed by teachers at North Bend Central with its foundation in the Nebraska State Standards. We believe the state standards provide for a well rounded science curriculum. The materials used by North Bend Central Elementary to meet the curricular standards comes from Interactive Science by Pearson. Interactive Science is a comprehensive elementary science program. The print, digital and hands on curriculum materials align to the Nebraska College and Career Ready Standards for Science. Students in grades K-5 receive daily Science instruction. Instruction is designed so that students collaboratively collect and analyze evidence to formulate answers to questions. Some of the topics studied include weather, space, life cycles, and properties of matter. We have structured learning for 4th and 5th grade students to incorporate a STEM focus. We believe the science, technology, engineering and math skill together will help our 4th and 5th grade students to develop important critical thinking skills that will prepare them for success at junior high and high school.

Social Studies/Civic Learning

The social studies curriculum was also developed by teachers at North Bend Central with its foundation in the Nebraska State Standards. We believe the state standards provide for a well rounded social studies curriculum. The materials used by North Bend Central Elementary to meet the curricular standards comes from Timelinks by Macmillan McGraw-Hill. Students in K-5th grade receive Social Studies instruction daily. Topics of instruction include civics, government, multiple perspectives, and historical research. We also believe in the importance of developing a strong connection to the Veterans in our community.

Kindergarten and First grade students hold a Veteran's Day Program every year and invite veterans from North Bend and the surrounding communities. Students sing patriotic songs and release balloons to honor those who have served in all branches of the military. Fourth grade students write letters to local veterans and send valentines to the Veterans Home in Omaha, NE. The fourth grade students are also responsible for caring for the Millar-Sloss Pioneer Cemetery during the winter holidays.

Preschool

Our preschool program possesses a strong enrollment each year. The program has four major areas of child development and learning: Social-Emotional, Physical, Language and Cognitive. The content learning is organized into five areas of focus: Literacy, Mathematics, Science/Technology, Social Studies and the Arts. The Nebraska Early Learning Guidelines: Ages 3-5 drive learning and instruction in the preschool program. The Nebraska Early Learning Guidelines are aligned to the K-3 Nebraska College and Career Ready Standards to ensure students receive the skills necessary to reach grade level standards in Kindergarten and beyond. Students in preschool are assessed in these nine areas using Teaching Strategies GOLD. Teaching Strategies GOLD is an authentic, observation based assessment system for children from birth through third grade. It is designed to provide information on what children know and are able to do. The Teaching Strategies GOLD assessments are shared with Kindergarten teachers prior to the start of the kindergarten year. Prior to kindergarten round-up, preschool students are assessed with the Dynamic Indicator of Basic Early Literacy Skills in the area of letter naming fluency. Kindergarten teachers use the assessment information to develop instructional groups at the beginning of kindergarten.

2. Other Curriculum Areas:

North Bend Central Elementary also has a strong non-core curriculum, focusing on the whole child. The non-core subjects provide students with a well rounded education, developing skills and interests that they will have an opportunity to pursue in greater depth as they transition to junior high and high school.

Vocal Music

All Kindergarten through 5th grade students participate in a vocal music curriculum. Our students attend a vocal music class twice a week. Students acquire skills through classroom work and performance based learning. The vocal music teacher incorporates reading, rhythm, visual art and percussion into student learning. Our preschool- 2nd grade students perform annually in a winter concert conducted by the vocal music teacher. Students in 3rd through 5th grade perform in a spring concert each year, also conducted by the vocal music teacher. Fifth grade students also have the opportunity to participate in band.

Physical Education

All Kindergarten through 5th grade students participate in a physical education class twice a week. The physical education curriculum was developed using the National Physical Education Standards. Students acquire foundational skills and knowledge through developmentally appropriate lessons. Every Friday students participate in an additional 30 minute class called Fit/Fun Friday. Fit/Fun Friday activities include fitness circuits and fitness testing that incorporate games, teamwork and problem solving.

Guidance

All Kindergarten through 5th grade students participate in weekly guidance lessons provided by the guidance counselor. The guidance curriculum was developed using the standards from the American School Counseling Association. Students acquire skills through a focus on social/emotional learning, character education, and career and college exploration. A Career Week is held each year to educate students about the careers of adults in our community. Family and community members are invited to school to share about their educational experiences and chosen careers.

Fifth grade students also have the opportunity to participate in the Future Problem Solvers Program. FPS is part of a nationwide effort to acquaint students with creative and futuristic thinking skills via an adaptation of the creative problem solving process. Students work in teams of four, guided by the teacher, to solve problems based on projections into the future.

Library

All Kindergarten through 5th grade students participate once a week in a library education curriculum. Students are able to check out books and are exposed to high quality literature. They acquire skills needed to use reference materials and research topics of interest. The librarian also facilitates a Scholastic Book Fair and participation in the Nebraska Golden Sower Awards. The librarian further promotes a love of literacy for our students through the organization of an annual field trip for 2nd grade students to the Plum Creek Literacy Festival. The field trip provides students an opportunity to meet award winning authors and illustrators and participate in activities to promote a love of reading and writing.

Technology

All Kindergarten through 5th grade students participate once a week in a technology education curriculum. Students acquire keyboarding skills and knowledge of programs to enhance learning. Technology is available in the classroom setting to all students. Kindergarten through 2nd grade students are also exposed to iPads and learning apps in the classroom. Third through fifth grade students use Macbooks and Chromebooks to enhance learning.

3. Instructional Methods, Interventions, and Assessments:

North Bend Central Elementary is committed to a strong approach on instructional methods, interventions and assessments. NBCE teachers use the Marzano Instructional Framework design questions and elements when providing instruction on routine and content specific learning. All PreK-5th grade teachers design student learning experiences using the instructional framework. Every year, teachers develop a professional goal which is focused on one of the components of the instructional framework. The principal does biweekly walkthrough observations in classrooms using iObservation. The principal looks for instructional strategies that are aligned with the instructional framework, implemented with fidelity and are effectively engaging students in their learning.

NBCE provides students with a three-tiered approach to reading and math instruction. In reading, teachers provide high quality classroom instruction using the Wonders Core Reading series for whole group reading and small group, leveled reading instruction. The structure of small group reading allows teachers to differentiate instruction based on the needs of students by providing age appropriate explicit instruction on the core components of reading. The Title I reading teacher pushes into the classroom during Tier I instructional time to provide students who read below grade level with additional core reading instruction instead of independent work time. In math, instruction has a spiral approach to skills that have previously been taught and learned. Daily Math Routines are implemented in grades K-2 to strengthen number sense and mathematical vocabulary of students.

Measures of Academic Progress (MAP) and Dynamic Indicators of Early Literacy Assessment (DIBELS) are benchmark assessments that take place in the fall, winter and spring for all K-5th grade students. Grade level teams meet shortly after the benchmark assessments are completed to triangulate the data with classroom assessments. Grade level teams use the data to identify students who would benefit from Tier I or Tier II interventions in the areas of reading or math.

North Bend Central Elementary has developed a 30 minute daily intervention and enrichment time for all grade levels, K-5. Tier I and Tier II interventions are provided during the 30 minute period by classroom teachers, the Title I teacher, Guidance Counselor and paraprofessionals. Classroom teachers provide Tier I interventions in core curricular areas as needed and monitor student achievement to determine the effectiveness of the instruction. The Tier II interventions are researched based programs provided by the Title I teacher, Guidance Counselor and paraprofessionals. Some of the researched based interventions used by NBCE include: Early Intervention in Reading (EIR), WonderWorks and Language for Learning.

Student progress is monitored on a biweekly basis using DIBELS for those students who receive Tier II reading intervention. Grade level teams, including the Title I teacher and special education teacher review the data after each progress monitoring session. After at least eight weeks of intervention, data is analyzed to determine if a student has made sufficient progress toward their goal. At that time decisions are made to maintain, change, or discontinue the intervention. If student progress warrants a discontinuation from the intervention program, they will still receive progress monitoring to ensure they continue to make academic

gains without the additional support.

Math Academy is a Tier II intervention provided by special education teachers for students in grades 1-3. Math Academy is a 60 minute after school program offered twice a week and taught by a special education teacher and the preschool teacher. Students are identified for the program using MAP and classroom data, as well as teacher recommendation. This occurs twice a year, after fall and winter benchmarks. Pre and Post tests are given to students to measure their progress throughout the 12 week course.

Students who show insufficient improvement after several rounds of intervention may be referred to the Student Assistance Team (SAT). The SAT process is guided by a teacher-leader and involves the student's parents in the process of identifying school and home strategies to support learning. Students may be referred for Special Education assessment if insufficient progress is made in the SAT process.

NBCE students achieve at high levels as identified by our benchmark and classroom assessments, as well as by the Nebraska State Accountability (NeSA) assessments for reading, math and science. High ability learners (HAL) are identified using these assessments and teacher input at grades 4 and 5. The parents of students identified as high ability learners are notified at the beginning of the school year. The HAL students participate in Reading Explorations. Reading Explorations is a 60 minute instructional block occurring daily. The purpose of Reading Explorations is to challenge students critical thinking and problem solving skills through reading, writing, math and technology.

Student academic performance at North Bend Central Elementary is strong due to the instructional methods, interventions, and assessments used to guide learning. NBCE teachers set high expectations and work together closely to ensure the academic success of all students.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

North Bend Central Elementary Tigers “ROAR” with respectful, responsible and safe behavior. The Positive Behavior Intervention and Support (PBIS) framework is the foundation on which we build student, staff and family connections. PBIS is a data driven system of instruction, strategies and supports that positively impact school-wide behavior. Staff members define, teach and reinforce common area and classroom expectations. At North Bend Central Elementary we focus on Respect, Owning It (Responsibility), Active Learning and Remaining safe (ROAR). Lesson plans focusing on the behavior expectations and social-emotional learning have been developed and are accessible to all staff members through the NBC online portal. Each week the principal announces the PBIS skill of the week, which is taught by classroom teachers and reinforced by all staff members. Teachers and staff recognize students on a daily basis for demonstrating ROAR behaviors. Parents are notified of their students’ ROARING behavior with take home notes identifying the area of success. A prize drawing is held weekly for students who have demonstrated the ROAR expectations and a year end celebration is held annually to celebrate the behavioral and academic success of all students. Numerous local businesses and community members contribute to the year end celebration.

Monthly Tiger Pride assemblies are held to recognize and reinforce the behavior and academic achievement of students. The assemblies are also used as a time to make connections between elementary and high school students. High school student groups are invited to assemblies to showcase their talents and explain their achievements. The assemblies often include some team building activities or games.

Other events used to motivate and engage students are our year end academic and effort celebrations. NBCE students achieve and behave at high levels and we believe it is important to recognize their efforts. Kindergarten through 2nd grade students attend an end of the year field trips to celebrate their work. Students in 3rd through 5th grades celebrate together during one of two activities. Students have the options of spending a day bowling at the local bowling alley and playing BINGO at the Veterans of Foreign Wars hall or taking a trip to Omaha, NE for a day of laser tag, rock climbing and miniature golf.

Creating an environment where teachers and staff members feel valued and supported is essential to our success. NBC administrators believe that communicating to teachers and staff that they and the work they do is valued and appreciated makes all the difference in developing a school system that works together. Teachers are recognized and reinforced for their PBIS work annually and at monthly birthday celebrations. Celebrating Teacher Appreciation Week and American Education Week are also important to us. The Parent Teacher Association, NBC Foundation and NBC Booster Club also recognize the tremendous work of NBC teachers during these special weeks.

2. Engaging Families and Community:

North Bend Central Elementary believes that building community connections and family involvement are essential components to a high achieving school. Family based activities are very successful at NBCE and several of the activities that take place throughout the school year are parent led.

Teachers and the principal provide weekly newsletters to NBCE families. Teachers also use technology to keep parents informed of achievements in the classroom using apps such as Remind and Class DoJo. The administration including the superintendent, high school principal and elementary principal send a quarterly newsletter to all community members. The district webpage is updated regularly to inform the community of events and student achievements.

An Open House, Back to School night is held annually to welcome students and families to the start of a new school year. This is an opportunity for parents and students to connect with teachers and drop off supplies. Parents are able to sign up for activities they would like to participate in throughout the school year and can purchase new NBC attire.

North Bend Central Elementary boasts a strong Parent Teacher Association (PTA). The PTA meets on a monthly basis and plans numerous successful family events throughout the year. The PTA organizes events such as Mother/Son Kickball, Family Movie Night, Father/Daughter Dance and BINGO Night. The PTA also organizes fundraisers, provides funding for special teacher projects and purchasing classroom supplies.

Our Preschool holds several events during the school year. In the fall, preschool students make a Thanksgiving Feast to share with their parents. The Week of the Young Child is celebrated every year in the spring. Preschool families are invited to school in the evening to participate in literacy, art and gross motor activities. Preschool Graduation draws a huge crowd of family and community members in May as the preschool students showcase their learning through songs and pictures.

Parents and local community members play an important role on the leadership teams of our school system. Parents of elementary, middle and high school students serve on our district wide school improvement team. NBCE parents also play a vital role in our PBIS and MTSS committees, communicating our work to the wider community. Other organizations comprised of parents and community members include NBC Foundation, NBC Booster Club, NBC Music Boosters and numerous athletic clubs.

3. Professional Development:

North Bend Central offers numerous professional development opportunities for teachers. The goal for NBC is to have ongoing professional learning opportunities in the areas of our school improvement goal, curriculum, instruction and technology. We believe this approach creates a collaborative and focused plan for improvement.

Our district and school based professional development topics are planned prior to the start of the school year. North Bend Central uses the Marzano Instructional Framework and invests two days of professional development every year with a certified trainer from Marzano Research. Additional professional development days throughout the school year focus on the topics covered by the trainer and provide teachers with the time needed to implement the strategies learned.

In-service days at the beginning of the school year are also focused on analyzing student data and planning for instruction. This work continues throughout the school year during weekly collaboration meetings at every grade level. The purpose of our weekly meetings is to review academic and behavior data, student and team achievements and discuss any changes that need to occur in instruction. These meetings are essential to our communication and collaboration to best meet the needs of all students.

Professional goals are written annually by teachers, focusing on the Marzano Instructional Framework and technology. Teachers select a component of the instructional framework to develop and implement in the classroom, as well as technology topic or skill they would like to learn. Teachers and administrators meet throughout the year to discuss progress made towards the goal. Instructional coaching is provided by Educational Service Unit 2 (ESU 2) to support teachers with the implementation of their professional goals.

A mentoring program is provided for new teachers through North Bend Central in partnership with ESU 2. Teachers who are new to NBC are paired up with a veteran teacher at the same grade level or content area. The veteran teacher meets with the new teacher prior to the start of the school year and periodically throughout the year to help the teacher transition to district expectations and norms. First year teachers participate in a New Teacher Academy at ESU 2 quarterly, during their first year of teaching. The first year teachers receive instructional coaching and mentoring from the ESU 2 professional development team.

School safety has also been a topic of priority for professional development at North Bend Central. NBC is has adopted the Standard Response Protocol, standardizing the vocabulary and response needed for a specific event. Kevin Kavan, a Nebraska Department of Education school safety assessor, provided training for NBC teachers and students on the SRP. Professional development days have also included Cardiopulmonary Resuscitation (CPR) training for all teachers.

4. School Leadership:

North Bend Central Public School is led by a team of professionals who epitomize the District's mission of "Building Success Together. We believe that through the collective efficacy of our administrators and teachers, we are able to provide a safe and positive learning environment that motivates and challenges students to reach their fullest potential.

Instructional leadership plays a key role in the success of our teachers and students. The principal is viewed as the instructional leader at NBCE. The principal provides leadership and guidance for all committees within the building. She attends all committee meetings, grade level collaborative meetings and Student Assistance Team (SAT) meetings. The principal conducts regular classroom visits for informal observations, providing immediate feedback to teachers. Formal observations are conducted annually and follow the NBC evaluation process. The evaluation process provides an opportunity for the principal and teacher to discuss professional goals, instructional and behavioral strategies, and leadership within the school.

Leadership at NBCE is also provided by the Special Education and District Assessment Coordinator. The Special Education and District Assessment Coordinator analyzes and shares instructional data with teachers and administrators through the school year to guide teams when making instructional decisions. She also provides leadership and guidance for the district Special Education teachers and paraprofessionals. The Special Education and District Assessment Coordinator attends all Multidisciplinary Team (MDT) and Individualized Education Plan (IEP) meetings.

North Bend Central conveys consistency, collaboration and commitment with the leadership structure of the district. We believe that effective and high achieving schools reach their full potential when students, families, staff and district patrons come together. The typical organizational structure exists for the chain of command and stakeholder information is solicited and utilized to improve the educational opportunities for students.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

North Bend Central Elementary's academic success is due to our strong Multi Tiered System of Support process for both academics and behavior. NBCE has a robust MTSS plan and process that was developed collaboratively by administrators and teachers. The MTSS team established decision rules for Tier I, Tier II and Tier III instruction and assessment.

We have two building wide subcommittees, Response to Intervention (RtI) and Positive Behavior Intervention Support (PBIS) that comprise our MTSS team. Each subcommittee meets twice a month to review instructional practices and analyze student data. The subcommittees are comprised of classroom teachers, Title I teacher, Special Education teachers, Special Education Coordinator, Principal and parents.

The RtI committee analyzes the benchmark data three times a year, collected from DIBELS and MAP assessments to determine school wide strengths and needs in the areas of math and reading. The committee reviews best practices and makes recommendations as needed for Tier I instruction and Tier I and II intervention. Committee members share recommendations and data as needed at grade level collaboration meetings. Action plans for reading and math are developed each year in conjunction with our School Improvement goal. The principal shares academic achievement and other pertinent information with families and community members through weekly newsletters and on the district website.

Creating a respectful, responsible and safe school environment is the focus of the PBIS committee. Committee members analyze data monthly, generated from minor and major behavior referrals entered into the School Wide Information System (SWIS). Committee members use SWIS to drill down the data to identify the location, frequency, perceived motivation, and problem behavior. The committee developed lesson plans for Tier I instruction of school wide expectations. Strategies are in place to support students who need Tier II and III intervention. Behavior data is shared with staff on a monthly basis by the principal at staff meetings. PBIS information is shared weekly with families by the principal through the newsletter and shared with community members on the district website.

In conclusion, North Bend Central Elementary builds success together everyday through collaboration and a commitment to students and families. Our strong core curriculum supported by the MTSS process creates a solid foundation on which our students thrive.