

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Lucus Dalinghaus
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Johnson-Brock Public Schools
(As it should appear in the official records)

School Mailing Address 310 Main Street
(If address is P.O. Box, also include street address.)

City Johnson State NE Zip Code+4 (9 digits total) 68378-0186

County Nemaha County

Telephone (402) 868-5235 Fax _____

Web site/URL https://www.johnsonbrockeagles.org E-mail lucus.dalinghaus@johnsonbrock.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Jeffrey Koehler E-mail jeff.koehler@johnsonbrock.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Johnson-Brock Public School District Tel. (402) 868-5235

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Paul Moerer
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 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.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. 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.
9. 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.
10. 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.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	19	23	42
K	8	12	20
1	12	11	23
2	8	11	19
3	14	10	24
4	12	10	22
5	12	10	22
6	14	24	38
7	15	13	28
8	9	19	28
9	12	13	25
10	14	9	23
11	10	7	17
12 or higher	8	12	20
Total Students	167	184	351

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 3 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 95 % White
 - 1 % 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 2020 - 2021 school year: 3%

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, 2020 until the end of the 2020-2021 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1, 2020	352
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

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

7. Students eligible for free/reduced-priced meals: 30 %

Total number students who qualify: 104

8. Students receiving special education services with an IEP or 504: 9 %
33 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. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>1</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>3</u> Developmental Delay | <u>11</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>8</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	17
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 14:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	95%	96%	96%	96%	96%
High school graduation rate	100%	100%	100%	100%	100%

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 2021.

Post-Secondary Status	
Graduating class size	18
Enrolled in a 4-year college or university	33%
Enrolled in a community college	28%
Enrolled in career/technical training program	0%
Found employment	11%
Joined the military or other public service	22%
Other	6%

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. 2014

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

Inspiring our Youth and Expecting Results! The Johnson-Brock School district is guided by the beliefs that the partnership of family, school, and community work together to ensure students are treated and treat others with respect, fairness, and equality. Additionally, the district believes students should be provided with the skills necessary to achieve their full potential enabling them to become lifelong learners and students shall become informed and contributing citizens who will function as useful and productive members of a global society.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1724989/3053_-_Nondiscrimination.pdf

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

PART III – SCHOOL OVERVIEW

Johnson-Brock Public Schools are guided by the mission statement “Inspiring Our Youth and Expecting Results!” Additionally, three belief statements are prevalent in all of the work we do. They include (1) The partnership of family, school, and community work together to ensure students are treated and treat others with respect, fairness, and equity; (2) Students should be provided with the skills necessary to achieve their full potential enabling them to become lifelong learners; (3) Students shall become informed and contributing citizens who will function as useful and productive members of a global society.

Johnson-Brock Public Schools is a small-rural school district situated in Nemaha County, Nebraska. The communities of Johnson and Brock serve as the foundation of the district with students also attending from the nearby villages of Talmage, Peru, Auburn, Tecumseh, Lorton, and Cook. The PreK-12 building is located within one building within the Village of Johnson. The district has witnessed a large increase in enrollment over the past 15 years through a combination of new families moving into the area and others choosing to option-enroll their child into the district, which is a reflection of our high standards and the success of our school system.

The district was formed in 1968 when the schools of Johnson and Brock consolidated. On March 20, 2001, Johnson-Brock Public School patrons voted by a 65% margin to build a new elementary school and gymnasium. In 2014, an addition was completed which added a new media center, science classroom, and nurse’s office. A renovation in 2018 updated the HVAC systems across the building along with updated office space. Due to continued growth, the district is in the initial steps of determining long-range plans to alleviate space concerns.

In 2014, Johnson-Brock Elementary was designated as a National Blue Ribbon Exemplary High Performing School. This distinguished award helped put Johnson-Brock on the map and provided validation for the exceptional work being done within the school building. Johnson-Brock quickly became a school of choice for surrounding students.

The PreK-12 building is composed of one superintendent, one principal, twenty-seven full-time teachers, five full-time and two part-time paraprofessionals, and one guidance counselor. Our district is accredited through the Nebraska Frameworks agency, completing our last external visit in the fall of 2020. We have a free/reduced lunch rate of approximately 29.5%. Certified and classified staff routinely take part in professional development opportunities to stay current with effective, research-based teaching practices.

Our six member Board of Education is dedicated to ensuring our standards at Johnson-Brock remain among the highest in our region by continually updating policies and procedures to stay ahead of educational trends. Board members attend annual workshops and trainings to stay updated with local, state, and national laws and regulations. Community members, teachers, and students are encouraged to attend monthly Board of Education meetings to keep the lines of communication open between school and community.

Parents and community members continue to be actively involved in supporting academics, youth activities, and special events. Teachers are supported through the local Parent Teacher Student Organization (PTS) and the Johnson-Brock Educational Foundation. Each of these organizations provide funds for teachers to implement new programs, technology, and curriculum into their classrooms. Our district is very fortunate to have such involved parents who constantly look for ways to assist the school.

J-B Clubs has been an innovative program that has generated much excitement in our building. At the beginning of the year, students took a survey to gauge their interest in different hobbies. Students in grades K-12 were sorted by their interests with staff members leading each group. Clubs meet once a month and conduct activities related to their hobby. Students are not only exposed to trying something new, but they also get the opportunity to build relationships with one another. Examples of clubs for this year include: fishing, cars, do-it-yourself crafts, baking, sewing, and farming.

With over 93 matches, the Johnson-Brock TeamMates organization continues to be a popular program for

both students and community members. Beginning in 5th grade, students are able apply for a TeamMates mentor. Mentors are composed of individuals from the community who have taken the time to become trained. Students and community mentors are matched based on compatible interests and meet weekly. The TeamMates organization has completed outreach activities including hosting donuts and muffins in the morning, attending the Husker spring game, and holding various fundraisers such as “chuck a duck” and raffles. The TeamMates organization also provides a scholarship for graduating seniors. In 2020, the Johnson-Brock TeamMates Chapter was recognized as the Nebraska Chapter of the Year.

At Johnson-Brock, our mission statement guides learning objectives. Teachers put in countless hours in an attempt to inspire each and every student with meaningful lessons that help develop children into lifelong learners. Our teachers believe in the potential of every student, and they expect positive results and progress, regardless of a child’s background or socioeconomic status.

Johnson-Brock has earned a rigorous, yet caring, reputation through years of consistently giving each student what is needed to succeed. A diploma from our school is not easily earned. When our students leave the halls of our school, they are ready to face any challenge ahead of them. It is difficult to quantify how successful our school is without actually walking the halls and having the opportunity to see our master teachers at work. There is no question that Johnson-Brock Public Schools is a school worthy of National Blue Ribbon status and we appreciate this prestigious nomination. The previous National Blue Ribbon award for our elementary validated the high expectations, dedication, and hard work of all school stakeholders. This award will reinforce those efforts.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

The Johnson-Brock curriculum is driven by Nebraska State Standards and National Competencies based upon content areas. Teachers have the opportunity to review their curriculum through in-service activities and professional development opportunities. Throughout the curricular review process, state assessment scores and district assessment results are studied to make determinations on where gaps may be present and areas in which our students are high-achieving. This data allows for collaboration among our staff for the instructional decision-making process.

The learning standards and objectives that are identified parallel the Nebraska College and Career Ready Standards. Educators in the Johnson-Brock district provide documentation tying their lesson objectives to the state standards via Planbook and formal and informal observations. As a whole, the district has a strong reputation of academic success and this drives a majority of the school's heavy emphasis of matching the curriculum to the current state standards.

The eWalkthrough tool has provided accountability for both administrators and teachers. Our district does not utilize a "one size fits all" approach, but instead provides teachers with the freedom to implement several different instructional styles. The eWalkthrough tool provides data that shows which strategies teachers are using in the classroom (Marzano, Danielson, Archer, Gardner, etc.). Teachers have the opportunity to review their data to determine which strategies are the most successful with their various students.

Each September, Johnson-Brock hosts a Data Retreat where all assessment data from the previous year is reviewed and put into a Google spreadsheet. From this data, teachers are able to create a list of at-risk students who may be struggling with various indicators. Much focus is put on these learners through our multi-tiered system of support (MTSS) process to help them achieve at grade level. Throughout the year, students are progressed monitored through DIBELS and MAP to ensure progress is being made toward benchmark. Assessments through the various curricula are also utilized to determine the progress of students.

In 2018, the state of Nebraska enacted a plan for every high school junior to take the ACT for state accountability purposes. At Johnson-Brock, we felt it necessary to properly prepare our students for the assessment through a rigorous program. An ACT prep course was put into the schedule which is a required course for all sophomores. In April, the school district pays for the sophomores to take the ACT as a way for them to become familiar with the process. As juniors, the students take part in more ACT prep through their core classes, which then culminates with the ACT exam each March.

At the beginning of the COVID-19 pandemic, students participated in online learning through Zoom sessions for the remaining quarter of the school year. While this was not ideal, it did provide students with an educational focus. Upon returning for the 2020-2021 academic year, students were not as far behind as what we had anticipated when comparing their MAP scores from previous years. In fact, our students caught up rather quickly which allowed teachers to continue to push students. For the 2020-2021 and 2021-2022 school years, our students have been in the school building full-time; never having to have shut down due to the pandemic. Our district has been able to return to as close to normal as possible.

1b. Reading/English language arts curriculum content, instruction, and assessment:

Our English/Language Arts curriculum follows the Nebraska State Standards and is based on non-fiction, fiction, poetry, and drama literature units, as well as units in writing and grammar. At Johnson-Brock, we work hard to differentiate instruction to ensure students are meeting their learning goals. Our inclusive

classrooms, with paraeducator and special education teacher support, work well to keep all students working towards their goals, while at the same time working at a level in which they can be successful.

Throughout our elementary, students benefit from reading instruction done in both whole and small group settings. Students have the opportunity to take part in differentiated instruction with leveled text suited for their academic level. Students are pushed to think about text and analyze an author's writing. Teachers are able to get deeper thinking from students through the use of technology from a BoxLight Touch Mimio, Google Classroom, and online access to the curriculum.

The lower elementary have laid the foundation for the start of learning about how to analyze text and think deeper. Through the curriculum, students relate with text-to-text connections, create books of their own, utilize graphic organizers for writing, and perform readers' theatres.

Our upper elementary benefit from the challenges provided in their daily class switches. An intervention class provides students with the challenges of novel studies, research papers, and class debates. The writing curriculum gives students the opportunity to learn various writing techniques and focus on specific writing skills and presentations.

As students move into junior high and high school, the text analysis strategies continue in the reading of both classic and contemporary literature. Students use technology and media to participate in critical discussions of literature and how to support their viewpoint with text evidence, all while collaborating with peers. Academic writing forms the basis for the writing curriculum with persuasive, argumentative, and research writing.

As a district, standardized testing methods such as DIBELS, NSCAS, ACT, and MAP (Measure of Academic Progress) are used to analyze both yearly and on-going academic achievement. MAP assessments are administered to grades K-11 students in the fall, winter, and spring to determine growth. DIBELS assessments progress monitor students in grades K-6. During the 2021-2022 school year, the district piloted the new NSCAS Growth Assessments for grades 3-8 to determine student progress from winter to spring. These assessments also assist the district in identifying any gaps or deficiencies that may be present in the reading curriculum. During our annual Data Retreat in September, we review both current and prior year data to determine an at-risk list of students who may not be meeting benchmark. Targeted interventions and instructional strategies suggested by the MTSS and Student Assistance Teams are utilized to assist students. The school district prepares high school students for the ACT by taking the PreACT as freshmen, a district-paid for ACT as sophomores, and finally the state ACT assessment as juniors.

1c. Mathematics curriculum content, instruction, and assessment:

The importance of a solid math education is a fundamental belief at Johnson-Brock. During the last two school improvement cycles, the district has chosen a math goal to achieve. The goal currently selected is "All students will increase achievement in number sense across all grade levels." After reviewing our data, it was determined that the topic of number sense was an area of focus. A variety of instructional strategies are used to assist secondary math students at Johnson-Brock in meeting the standards set forth by the state as well as to help prepare them for postsecondary success. While direct instruction is the most utilized strategy, tiered note-taking guides and flexible grouping are frequently used to gradually release the responsibility of content understanding to the students.

The elementary at Johnson-Brock has utilized the practice of teaching math through whole group, small, differentiated groups, and intervention classes. Teachers are able to gather baseline data through MAP and NSCAS results done throughout the school year. With this information, students are able to be taught to specifically target areas of need and expand on the areas of success. Teachers utilize technology from a Mimio or Chromebook to assist students in a better more sound level of comprehension and mastery of skills. Our elementary also gives students the opportunity for hands-on learning, one-to-one teacher instruction through MTSS time, and collaboration of different classes working together to teach one another. This past year, grades K-6 transitioned from the Math Expressions curriculum to Reveal Math.

Within our current layout of math courses, students demonstrating abilities that exceed their peers have the option to take sequential classes up to Calculus. Those not on the path to Calculus still have the luxury of working up to the offered Advanced Math course. By requiring all students to take Algebra I, Geometry, and Algebra II, a vast majority of the identified standards are addressed. For the motivated students that choose to complete Advanced Math, the remaining Trig-specific standards are covered. This curricular approach ensures that all students receive math instruction in a logical series of classes. Math is fundamentally a building-block content area whereby our students are in a continuous cycle of learn, expand, and review when it comes to math concepts.

Within the respective classroom, a selected sample of homework problems are given to assess students on their learning and content retention of the content at hand. This can be subsequently followed with a homework quiz or quick quiz after a couple of lessons. These formative assessments serve as great indicators of what the students are grasping and what content may need some re-teaching. Summative assessments assist educators in identifying how students performed with specific chapters/units as well as which students or content may merit remedial needs.

As a district, standardized testing methods such as DIBELS, NSCAS, ACT, and MAP (Measure of Academic Progress) are used to analyze both yearly and on-going academic achievement. MAP assessments are administered to grades K-11 students in the fall, winter, and spring to determine growth. DIBELS assessments progress monitor students in grades K-6. During the 2021-2022 school year, the district piloted the new NSCAS Growth Assessments for grades 3-8 to determine student progress from winter to spring. These assessments also assist the district in identifying any gaps or deficiencies that may be present in the math curriculum. During our annual Data Retreat in September, we review both current and prior year data to determine an at-risk list of students who may not be meeting benchmark. Targeted interventions and instructional strategies suggested by the MTSS and Student Assistance Teams are utilized to assist students. The school district prepares high school students for the ACT by taking the PreACT as 9th graders, a district-paid for ACT as 10th graders, and finally the state ACT assessment as 11th graders.

1d. Science curriculum content, instruction, and assessment:

Johnson-Brock Public Schools has a rigorous science curriculum that provides several avenues for students to grow academically. Science courses are aligned to Nebraska's Next Generation Science Standards which encompasses areas such as ecosystems, matter, energy, Earth's systems, chemical reactions, forces, interactions, anatomy, physiology, space systems, and physics among other topics. College Biology is also offered as a dual-credit option for juniors and seniors. The standards are addressed in a particular order to transition concepts that are more closely related despite changing unit topics to fulfill standards. This curricular approach was chosen to match suggested standards pacing from the state of Nebraska Department of Education.

Our elementary school at Johnson-Brock has benefited from several opportunities to be hands-on with our science curriculum. The students have watched the life cycle of a caterpillar to a butterfly by keeping them in the classroom in a butterfly house, before getting to watch them fly away. The students also have had the rare experience of witnessing baby chicks hatching in an incubator. The teacher does lessons on the importance of the incubator and what nutrition the chicks will need once they are hatched. The chicks then go to live with a farmer from our community. Having our community involved in our science curriculum has proven to be of great value. The students been able to see the full circle of farm to table with plant growth and how it benefits the community and our state. Teachers in multiple grades have students plant seeds in the classroom, study the needs of the plant, and finally, how this plant turns into food to be used in our world. Our community will then assist our students in a deeper understanding of how what we eat is grown from local farmers, by visiting our town's grain elevator and watching the farmers haul in the crops from the field. We also take a visit to our local grocery store to discover items on the shelves grown from farmers as well.

Additionally, the local doctors and medical workers have volunteered to speak with our upper elementary on the human anatomy and proper nutrition, as well as a dentist speaking on dental health and proper brushing habits. Our upper elementary students are able to take part in a science fair consisting of student created and

directed experiments. Students choose a science topic of interest, develop a plan of how they will test their hypothesis, conduct the experiment, and report the results through a research paper. The students also create a display board on their project to be presented in front of judges. Each student speaks about their experiment and what results they concluded with. These students are also able to take part in the Rube Goldberg projects, studying simple machines. The students are required to build a variety of chain-reactions to accomplish a simple task. Students use their teamwork skills as they accomplish this task in pairs to demonstrate to the class.

Learning standards are addressed through various modes of instruction which include direct instruction, problem-based learning, inquiry, and hands-on activities such as labs. Additionally, explicit instruction is taught within several of the younger grades. Technology does support electronic projects and many virtual or interactive labs to support learning of concepts that are more difficult to visualize otherwise. Problem-based learning is most utilized through science fair projects.

Formative and summative assessments play a key role in ensuring students are meeting standards appropriately. Students are assessed through formative means via note checks, worksheets, observations, group dialogues, and classroom clicker questions. Summative assessments include unit tests, projects, labs, MAP testing, and the ACT. This data is used to analyze student strengths and areas for improvement in order to better gear lessons toward student needs.

Small, gradual changes have occurred as Johnson-Brock has navigated through the pandemic. Google Classroom is utilized more frequently for communicating with students (posting assignments, etc.) and more assessments now follow a digital format. Additional inquiry style lessons have been added in place of other more explicit instruction lessons to try to adjust to science standard expectations.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

In the elementary, students are able to participate in a researched-based history project. Students choose a historical event or person to research. Each student is required to cite facts on their topic and display them on their board. Students often provide pictures or quotes from an interview for their project. The project is completed with a research paper and presentation to judges about their project. Students take great pride in their work and are excited to show off their accomplishments.

Standards in the social studies area have been addressed through curriculum mapping from 4th through 12th grade. In recent years, meetings between the social science teachers have addressed the complete coverage of all standards. Cadres have been attended which have covered the newly adopted social science standards in 2019. Courses within the social studies realm include American History, World History, Government, Modern Problems, Economics, Psychology, and Sociology.

Group-based learning is covered through projects over events, people, and discussion points throughout all social science classes. Students compete in the National History Day program each year with several students qualifying for state and national competitions. Each class recently has acquired the use of a BoxLight Mimio TouchBoard. Our classes also have the privilege of being a one-to-one school, where each student in grades 4-12 have a Chromebook throughout the school day. This allows great access to information, news, and communication. The school utilizes MAPS, ACT, and in-class finals to check student comprehension through all grade levels.

Prior to graduation, all students are required to have 50 hours of community service. This program was put into place a number of years ago to encourage civic engagement and create opportunities for growth in students. Students are expected to complete outreach projects for community members and businesses as a way of giving back to their community. Project citizen is an activity completed by senior government students where they find an issue in the community or school, research the topic, and then provide solutions on how to fix it.

Past research projects have led to speed limit changes, yield/stop sign placements, and the remodeling of student restrooms.

Temporary online learning was achieved in the spring of 2020. Many teachers adapted their curriculum to be online available in case distance learning was required in the near future. This has helped with the school to home communication and has allowed the school to be flexible with issues that arose with students quarantining.

1f. For secondary schools:

Over the past several years, Johnson-Brock Public Schools has looked to increase offerings for students at the post-secondary level. The recent changes to educator qualifications put forth by the Higher Learning Commission put a damper on the number of dual-credit offerings the district has been able to provide; however, a partnership with Southeast Community College through the SENCAP program has increased post-secondary options for students. As a junior and senior, students are able to take online Southeast Community College courses that transfer to most four-year institutions. Additionally, a representative from SCC meets with students once per week as they work through SENCAP portfolio requirements. Students have the opportunity to earn credits and certificates in areas such as welding, HVAC, nursing, and education.

Field trips and guest speakers through our agriculture and industrial technology programs also provide students with instruction outside the traditional classroom realm. Students are able to learn more about career opportunities through the 8th grade careers class and work study programs. Students interested in the education field are able to work with our early childhood teachers directly to learn more about the profession. Work release allows students to trade their study hall for work-based opportunities. In English 12, seniors participate in a career unit, where they complete a job shadow, write cover letters and resumes, and participate in two mock interviews.

Our career and technical educational programs such as Future Business Leaders of America (FBLA) and FFA provide career development activities and competitions in which students hone their leadership and organizational skills. Over the past several years, our FBLA and FFA students have competed well at both the state and national levels.

1g. For schools that offer preschool for three- and/or four-year old students:

Johnson-Brock Public Schools currently provides a three-year-old and four-year-old preschool program. Three-year-old students attend three full days per week and four-year-old students attend four full days per week. Each spring, the programs come together and host an annual pre-school roundup where parents are provided information and various screening activities occur. The core curriculum utilized by the district is Teaching Strategies: Creative Curriculum. The State of Nebraska has a set of learning and development standards called the Early Learning Guidelines. These standards are paired with the Teaching Strategies GOLD assessment guide to direct our instruction. The Early Learning Guidelines and Teaching Strategies GOLD standards align directly with Nebraska's K-3 academic standards. Teaching Strategies is also the creator of Creative Curriculum which is implemented in both preschool classrooms. Each lesson is aligned with a GOLD objective and standard.

Our program directly impacts our students' school readiness and early success in the primary grades. The preschool program introduces and refines several foundational skills students will utilize in future grade levels. Preschoolers are taught early academic, social-emotional, and problem-solving skills. Looking at the assessment scores in kindergarten, the students who have attended our preschool are demonstrating great success at meeting and/or exceeding benchmark scores. The students who have attended preschool are also more prepared in the area of social/emotional development which is evidenced by the lack of discipline referrals and their overall comfort and familiarity with building procedures. Additionally, our preschool teachers attend several professional development workshops and trainings to remain up-to-date on their field and review preschool requirements and procedures.

The early childhood teachers also meet as an MTSS team to discuss student needs and areas of concern. The teachers work together to create a plan of success for any student in need.

2. Other Curriculum Areas:

Johnson-Brock Public Schools is fortunate to be able to offer a variety of course offerings in various subjects for students. A full-time art teacher provides art classes to all students in grades 1-12. Students in grades 1-6 have one 25-minute art class per week. Students in junior high are introduced to high school art concepts as well as a home living curriculum where they learn how to sew and cook. High school art classes are based on visual arts. Classes such as Introduction to Theatre and Speech give students an opportunity in performing arts. Our play production and speech teams are frequently state qualifiers in their respective classes.

Additionally, a broadcasting class is offered to 9-12 students. The students form a team to live stream home athletic events, concerts, and graduation. They also create school and community stories which are posted to social media.

Students in grades K-6 receive physical education instruction for 25 minutes every day. The physical education program helps develop a variety of skills for students. At the junior high level, students are able to take part in traditional physical education classes as well as sport-specific classes including football, volleyball, basketball, and track. High school students receive health education and advanced conditioning options.

Spanish I and II are offered remotely in a cooperative agreement with Sterling Public Schools. Sterling provides two periods of Spanish instruction for our students each day. While it may not be ideal to not have a teacher physically present in the classroom, this arrangement allows our students to take a foreign language course that they may not otherwise be able to take.

Students in grades K-6 receive 25 minutes of computer instruction per week where they fine-tune their typing skills and learn about internet safety and security. This is coupled with 25 minutes per week of library time where our school librarian educates students on proper research strategies and gives opportunities for students to peruse library offerings. The business and technology offerings at the junior high and high school levels are vast with students able to take courses such as InfoTech I & II, Digital Design, Personal Finance, Intro to Business, and Accounting.

Students in the elementary grades also receive 25 minutes of band and choir class each day. This ultimately leads to a strong 5th and 6th grade band and choir program. Students at the junior high level are required to take at least one fine arts class prior to high school. At the high school level, both choir and band is offered to all students.

Our guidance counselor provides 25 minutes per week of guidance lessons to students in grades K-6. Utilizing the Second Step curriculum, students are exposed to situations they may encounter socially throughout their lives and the guidance counselor helps walk them through how to respond.

3. Academic Supports

3a. Students performing below grade level:

Through the MTSS process, student data from assessments is pulled to see which students are not meeting benchmark or those who are continually struggling with core content. Our Title I teacher leads MTSS meetings with core teachers at the elementary level where the performance of these students are discussed at least once every two weeks. The Title I teacher provides interventions that support those areas that show weaknesses to try and close the gap of being below benchmark. Students are progress monitored to ensure they are making progress toward benchmark goals.

The classroom teacher, special education teacher, Title I teacher, and paraprofessionals work as a team to ensure our K-3 students are meeting or exceeding the requirements of the Nebraska Reading Improvement Act. Students who have not met established benchmarks are placed on a reading improvement plan.

The elementary teachers take part in bi-weekly MTSS meetings. The focus of the meetings is on students with areas of need. The teachers discuss intervention options and ways to track progress. Teachers then use blocks of time during the day to work with students individually or in small groups. Classrooms are also differentiating small groups for both reading and math to accommodate the various academic levels.

At the 7-12 level, the MTSS process involves groups of teachers meeting at least once per month to discuss the progress of students. Each of the two groups (middle school and high school) consist of core teachers in reading, math, science, and social studies along with elective instructors. When a teacher makes a recommendation to the MTSS team, an MTSS form is filled out via a Google Doc where all teachers can provide information about what they are witnessing in the classroom. During the MTSS meeting, teachers discuss potential interventions and strategies to assist the student. If the student demonstrates little to no progress, the MTSS form and a referral is provided to the Student Assistance Team (SAT). SAT meetings are held once per month and is made-up of MTSS team leaders from both the elementary and secondary MTSS teams. At these meetings, additional interventions are discussed along with potential referrals to special education, Title, or a 504 program, depending upon need and progress.

Additionally, students who are struggling to complete grade level work are assigned to an MTSS study hall with their classroom teacher four days per week. This allows the core teacher an opportunity to conduct Tier II interventions with students who need the additional assistance. The Academic Program is also made available for students who do not meet benchmark criteria on MAP, state assessments, and/or classroom performance. During Academic Academies, students receive additional instruction for an entire class period in reading or math for the semester.

3b. Students performing above grade level:

Students performing above grade-level in the elementary have the opportunity to showcase their skills in reading with leveled readers through our reading curriculum. Students are also pushed to expand their fluency and vocabulary through the use of the Accelerated Reader (AR) program. Each child is able to have an individualized reading level to challenge their comprehension.

Johnson-Brock has a high-ability learner program (HAL) that is administered by the counselor, Title I teacher, and elementary intervention teacher. During the interventions class, students performing above grade level are ability grouped and participate in a variety of activities. One example involves novel studies. The students are ability grouped and assigned a novel in their reading level. The students are required to do daily reading assignments with chapter questions that address text evident justifications and inferences. Other activities completed with the HAL students include data analysis projects (collect data, create two representations, and conclusions), STEM (Rube Goldberg Projects), MLA formatted research papers with in-text citations, debates using research from the Points of View Reference Center, and the Gold Reader Competition (students read 10 Golden Sower books in their own time and will compete against other schools with questions about those 10 books).

In reading groups, small group stations are present with ability groupings. Each ability had a station that is tailored to them with different sets of expectations. The HAL groups take a higher level assessment each week. In math, the HAL group is provided with “extended thinking” problems which match the daily concepts with questions asked on a higher level.

At the secondary level, high-ability students are able to take classes that are above their grade level. For instance, students are placed on a track where they could take upper level courses a year or two before they normally would with their cohort class. Additionally, students have the opportunity to take dual-credit courses both in-person and online through Southeast Community College and Peru State College. This allows them to gain college credits at the high school level. Engaging field trips, guest speakers, and activities such as coding are also made available to students who would like the opportunity to participate.

3c. Special education:

Beginning with the 2016-2017 school year, Johnson-Brock moved to a full-inclusion special education model. In the past, students with special needs were placed in a special education classroom for special instruction. With the change, students were instead placed in the general education classroom with special education supports which included accommodations, modifications, paraprofessionals, and even the special education teacher. The growth our students have witnessed with this change has been phenomenal. Students are pushed farther and no longer have the stigma of being a student with special needs. They are participating in the same activities as their classmates and excelling at levels not seen before.

Our special education staff is comprised of one PreK-6 teacher, one 7-12 teacher, and seven paraprofessionals. All have been trained in different intervention techniques and schedules allow for one-on-one and small group assistance. When purchasing new curricular materials, the district has made a point to also purchase the supplemental special education resources to help the special education teachers implement the material into IEP goals. Check-in, check-out interventions have proven to be very beneficial in maintaining proper communication among students, teachers, and parents. Annual IEP meetings and frequent student team meetings have also shown to help students maintain progress with the skills needed to succeed.

3d. English Language Learners, if a special program or intervention is offered:

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Each year, Johnson-Brock Public Schools administers a school climate survey in which students in grades 3-12 have the opportunity to provide feedback on school programs, policies, and general culture concerns/needs. The feedback is gathered and reviewed by the building leadership team to make determinations on future school policies and procedures. There have been several instances over the past couple of years where data gathered from the survey has led to positive change in the school building. Study hall procedures, Chromebook integration, and school calendar changes have been some of the most notable.

Programs and initiatives such as J.B. Clubs, PBiS, FBLA, FFA, National Honor Society, National History Day, Speech, Play Production, Journalism, Broadcasting, Athletic Teams, and the Backpack program all serve as a way to engage students in our district.

During the 2018-2019 school year, a licensed mental health practitioner was hired on a part-time basis to assist students with their mental, social, and emotional needs. Our LMHP comes to the building once per week to meet with students and discuss issues they are having in their lives. The district covers the cost which is a great benefit for families.

When school districts closed for the COVID-19 Pandemic, Johnson-Brock teachers quickly went to work creating packets of materials to support in-home learning. Weekly Zoom sessions were held which allowed students to check-in with their teachers. Free school meals were offered to families to ensure the nutritional needs of students was being met. In a show of support, the teachers and staff created a caravan and presented gifts to the graduating seniors who had to postpone their graduation. Students returned to school in the Fall of 2021 with a lot of uncertainty, but we were able to have a full school year with minimal disruptions thanks to the due diligence of students, staff, and community members in maintaining a healthy building.

2. Engaging Families and Community:

Peru State College continues to be a strong partner in the education of our students. Each semester, our teachers host practicum students and student teachers as a way to not only give back to the profession, but also utilize their skills in incorporating new and innovative teaching strategies. Over the past several years, our elementary classes have collaborated with Peru State students on projects for National History Day, Rube Goldberg, and English/Language Arts. Peru State students would team up with elementary students to complete various projects.

Educational Service Unit #4 continues to provide professional development and special services for our district. School personnel attend several activities including teacher cadres, leadership groups, and content workshops. Additionally, ESU 4 provides a speech/language pathologist, a school psychologist, early-childhood services, and a special education director for our district. This partnership has proved to be very valuable as it would be difficult to have these services on our own.

The Eagle After School Program was started in 2017 as a joint venture between the school and the Johnson Community Library. Volunteers help staff the program after school each day where students complete enrichment activities. For parents, this provided a location for their child to go while they finished their own occupational requirements. Students were exposed to activities they may not have had time to learn in school. The Eagle After School Program has seen a record number of students attend the past several years and has proven to be an asset to the school community.

The annual Johnson Chicken BBQ is held on Father's Day weekend each June. The school building and grounds are utilized by the community to hold the BBQ dinner and other events. This event, held in conjunction with the alumni banquet, allows former students and guests to come back to their roots and view

changes or reminisce on the school. The village of Johnson is very appreciative of the partnership with the school to be able to host their event in our facility.

Classroom DoJo is a major communication tool utilized within our elementary to communicate with parents on a daily basis. Classroom alerts, pictures, and events are shared through the technology and it creates a way for communication to occur between both the teacher and parents. Parent-teacher conferences are held each fall where teachers update parents with information on the progress of their child.

Other partnerships our school is a beneficiary of include local fabrication business that supply scrap metal and welding materials for our welding program; the local bank and insurance agencies that help fund our student planners, and insurance and real-estate companies who have helped fund the new gym wall mats.

3. Creating Professional Culture:

The Johnson-Brock School district's approach to professional development is one of continuous learning. Teachers take their positions seriously and devote countless hours and days to the profession to grow and improve. At the beginning of each year, every certified staff member creates a professional development plan where they determine goals they would like to accomplish throughout the upcoming year. Goals typically center around school improvement, positive relationships, service to the profession, observations, a personal goal. Throughout the year, teachers align professional development activities to these goals. During a teacher's evaluation and at the end of the year check-out process, the goals are reviewed for completion.

District administrators and school board members are also involved in annual professional development provided by the Nebraska Council of School Administrators, the Department of Education, the Nebraska Rural Community Schools Association, and the Nebraska Association of School Boards. The administration and faculty also have professional development opportunities through our Educational Service Unit (ESU 4).

At the beginning of each school year, staff are trained in a variety of skills through in-service activities. This past year, staff members participated in trainings on Title IX, Mental Health First Aid, CPR/1st Aid, Transportation, Suicide Prevention, Medication Aide, and Emergency Management. This is in addition to other typical professional development activities on content, materials, teaching strategies, behavior, and standards.

4. School Leadership:

The leadership philosophy at Johnson-Brock Public Schools involves hiring qualified employees and allowing them to do what they are hired to do. Leadership begins with our Board of Education. The local board consists of six elected community members who have the responsibility of setting policies for the district. The district superintendent and principal work closely with the board to make sure all state and federal guidelines are met. Teacher representatives attend the monthly meetings and present to the board classroom activities and special events in their respective areas. The next day, a faculty meeting is held to inform the staff of the happenings of the previous night's board meeting.

The superintendent provides financial leadership to the building and streamlines the purchasing process, always looking to provide funds for teachers to assist students in their classroom. Over the past several years, a major financial commitment in technology has occurred. The school is one-to-one in Chromebooks from grades 4-12 and nearly every classroom is equipped with a BoxLight Mimio TouchBoard device. Our superintendent lays out the vision for the school district and allows others to do their job to make the school district run smoothly.

Our principal elicits the input of others throughout the decision-making process by working through teams and allowing independence among staff members to be professionals and do what is best for their students. Providing leadership for the students, teachers, and staff is a major role of the principal. Communication tools utilized by the principal include a Sunday Summary, listing upcoming events for the week, and a

weekly Principal Update newsletter that reaches parents and staff.

Teachers have the ability to be a part of the leadership model at Johnson-Brock through their willingness to serve on various teams. The building leadership team consists of the superintendent, principal, counselor, elementary teacher representative and secondary teacher representative. This group is responsible for several of the decision-making within the building. Teachers also take on leadership roles through groups such as Multi-Tiered System of Support (MTSS), Positive Behavior Interventions (PBiS), Professional Development, Student Assistance Team (SAT), and Crisis Prevention Intervention (CPI).

Johnson-Brock has developed a culture in which internal and external stakeholders demonstrate a vested interest and commitment to the school's vision and student learning. Our mission statement "Inspiring Our Youth & Expecting Results" is clearly used by school leadership to guide the school's instructional planning and decision-making.

5. Culturally Responsive Teaching and Learning:

Our district could be considered option-heavy with students attending from several different nearby towns. Each village has their own identity and culture and our school serves to mesh the ideas and values of all. Staff members try to incorporate the various community needs through their teaching by referring to historical and current events that have shaped our area.

Curriculum utilized through guidance classes, sociology, and other social science classes provide clear guidance and understanding to students on empathy and compassion to others. Classroom activities incorporate real-world and current news which provides opportunities for students to talk through and discuss social issues. Project citizen, mock trials, and field trips to local government agencies provide students with an understanding of how laws are enacted and enforced. A local police officer provides a D.A.R.E. program for elementary students where they discuss potential destructive decisions and consequences.

A few years ago during the beginning of the year in-service, all of our staff boarded the school bus and drove past the home of nearly every student in our school district. This gave the staff a new perspective as to what type of home environment our students may be coming from. Several "ah ha" moments were shared and staff members gained a better understanding of the struggles or benefits various students may have before they even enter the school building doors.

The school is the hub of the community and is well-utilized by several stakeholders. It is known as a safe space for many and the perception from the community is students are well taken care of here. Students do not fall through the cracks with staff members consistently reaching out to families as needed. When an issue does arise, community resources, medical professionals, or experts in the area are made available for families.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Johnson-Brock Public Schools is successful because of several strategies, programs, initiatives, and people that come together for the betterment of students. Choosing just one area is difficult as many are intertwined to create our successful school; however, one area that has had a tremendous impact on our academics is the process used for MTSS.

Beginning at the elementary level, students who are struggling are identified early. An MTSS form is started for each student and documentation begins to be collected. During bi-weekly MTSS meetings, individual student needs, progress, and assistance options are discussed among core and special teachers (special education, Title). A plan for intervention is developed and a timeline for determining whether or not the intervention was successful is established. Students who are still struggling after the intervention time period has elapsed are referred to the Student Assistance Team (SAT) where more intense interventions may be recommended. It is also possible that students may be referred to Title I or a special education referral.

At the junior high and high school level, the implementation of academic academies has assisted students who are struggling academically. High school students who meet two of four established criteria are placed into an academic academy where they receive further instruction in reading and/or math. They are placed in the academy for a semester and once they have made progress toward the criteria, they return back to their elective courses. Students do receive elective credit for the academic academy classes. Junior high school receive academic academy instruction through their daily study hall. Additionally, students who are on the ineligible list each week are placed into their core teacher's study hall to receive extra assistance 40 minutes per day four times per week. The MTSS process at the junior high and high school level has proven to be very successful in raising our assessment scores.

We realize this can only be done with the continued support of the teachers, staff, administration, school board, parents, and community. The MTSS process is just one of many ways our tight-knit school community works together to help all succeed. We are proud of our small rural school, our family-like atmosphere, and our willingness to challenge all students to meet and exceed their individual capabilities.