

Homer Community School District

Annual Report

Fall 2016



“Committed to excellence, inspiring greatness, exceeding expectations”

In the fall of each school year, the Annual Report is created for the Board of Education. It reflects a combination of current demographic information, trend data, and summary information from the previous school year.

Purpose



People 2016/2017

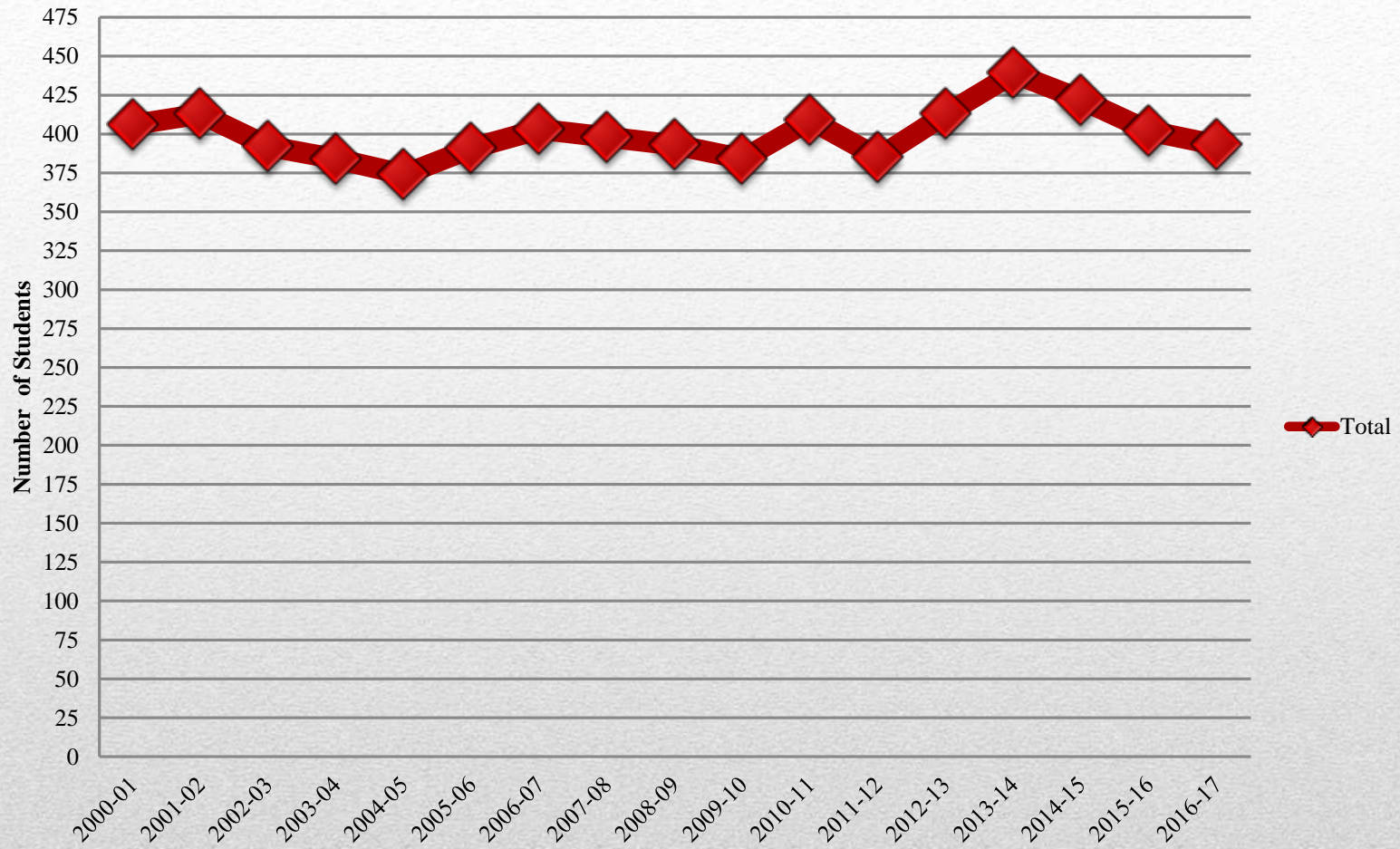
...Our Greatest Resource

- PK – 12 district
- 393 students
- 42 certificated professionals
- 18 non-certified professionals
- 3 contracted professionals

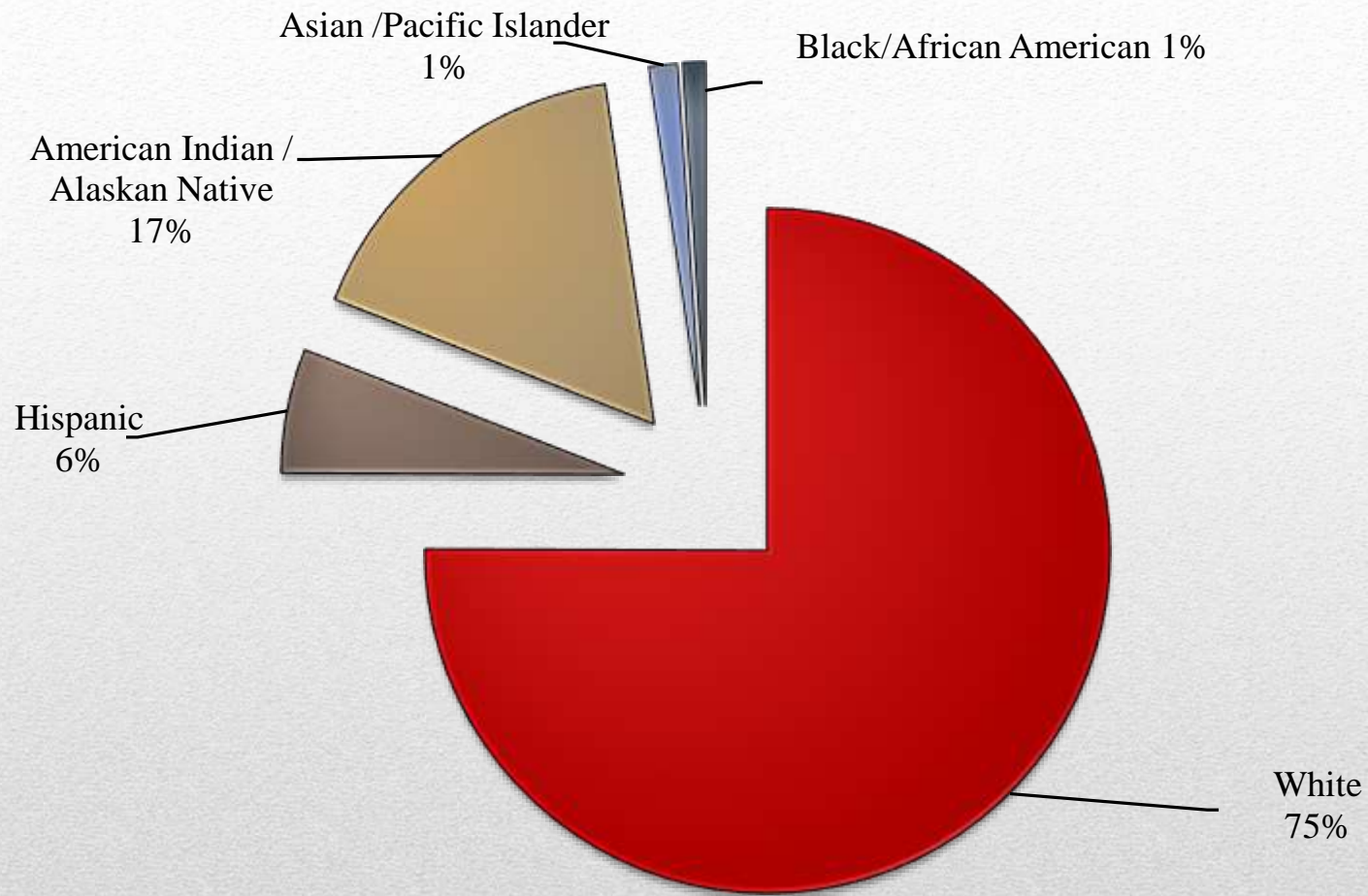


Homer Community School District

Enrollment History

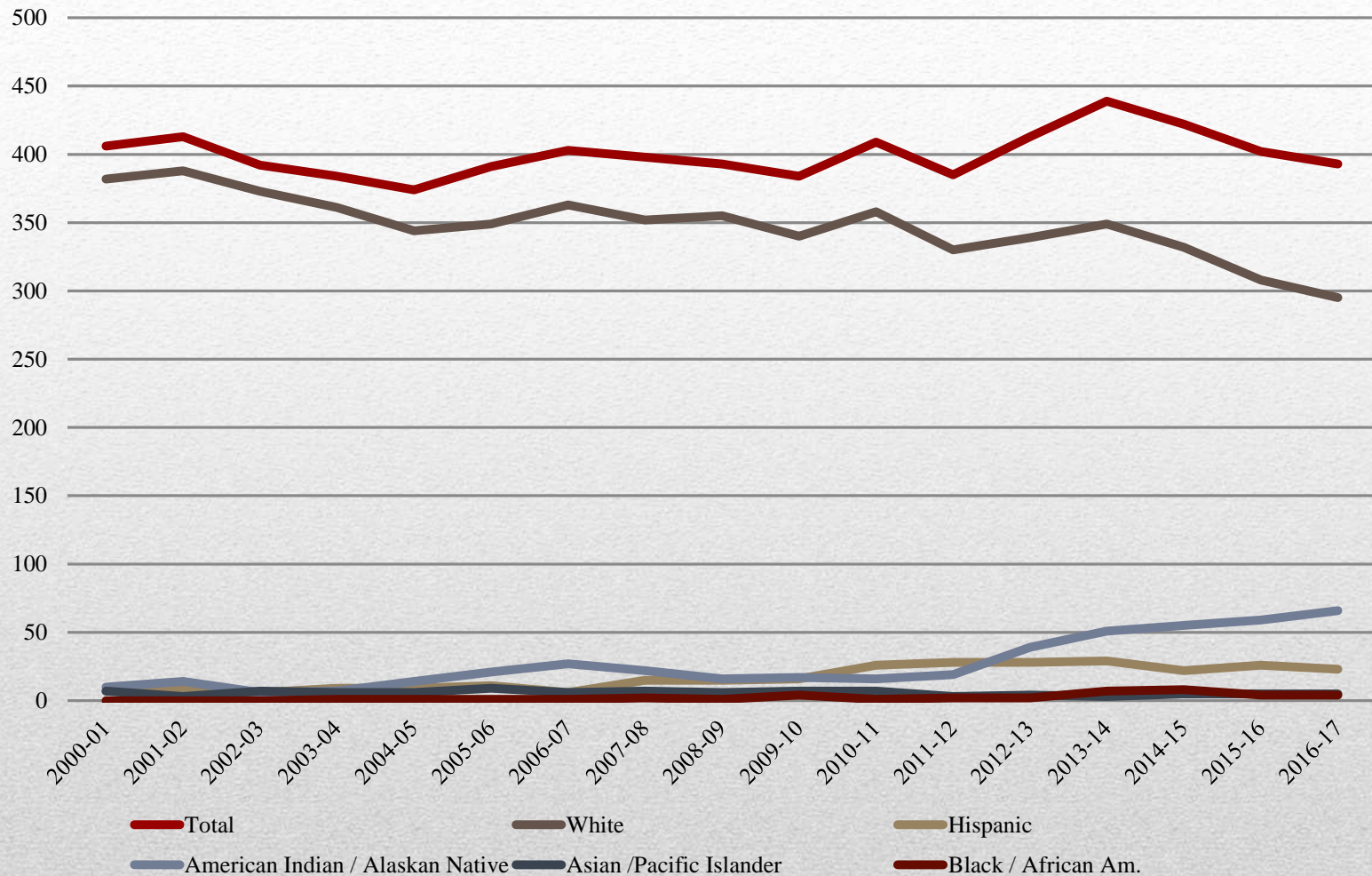


Enrollment Trends



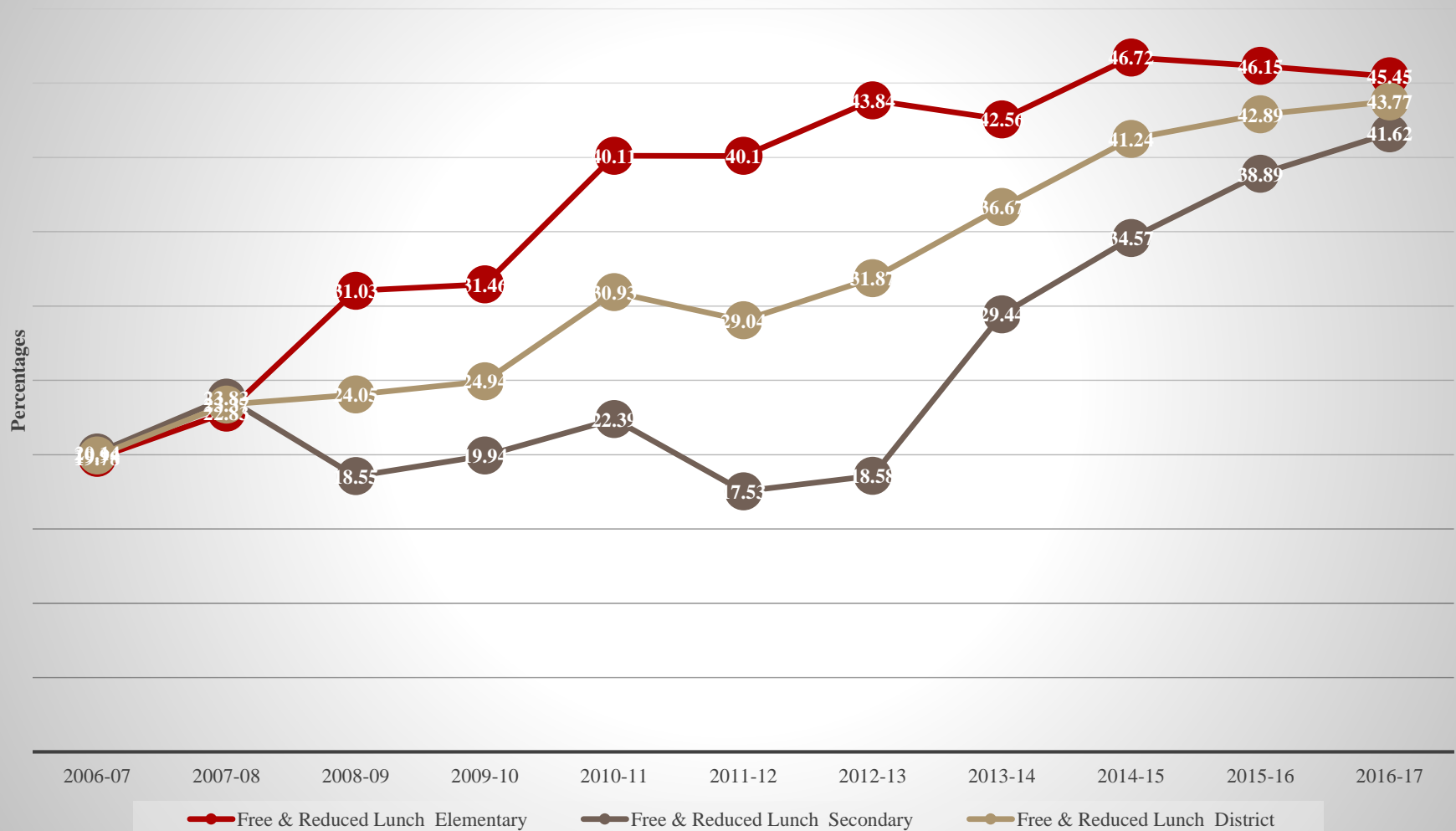
Race/Ethnicity 2016/2017

Race/Ethnicity Historical Data



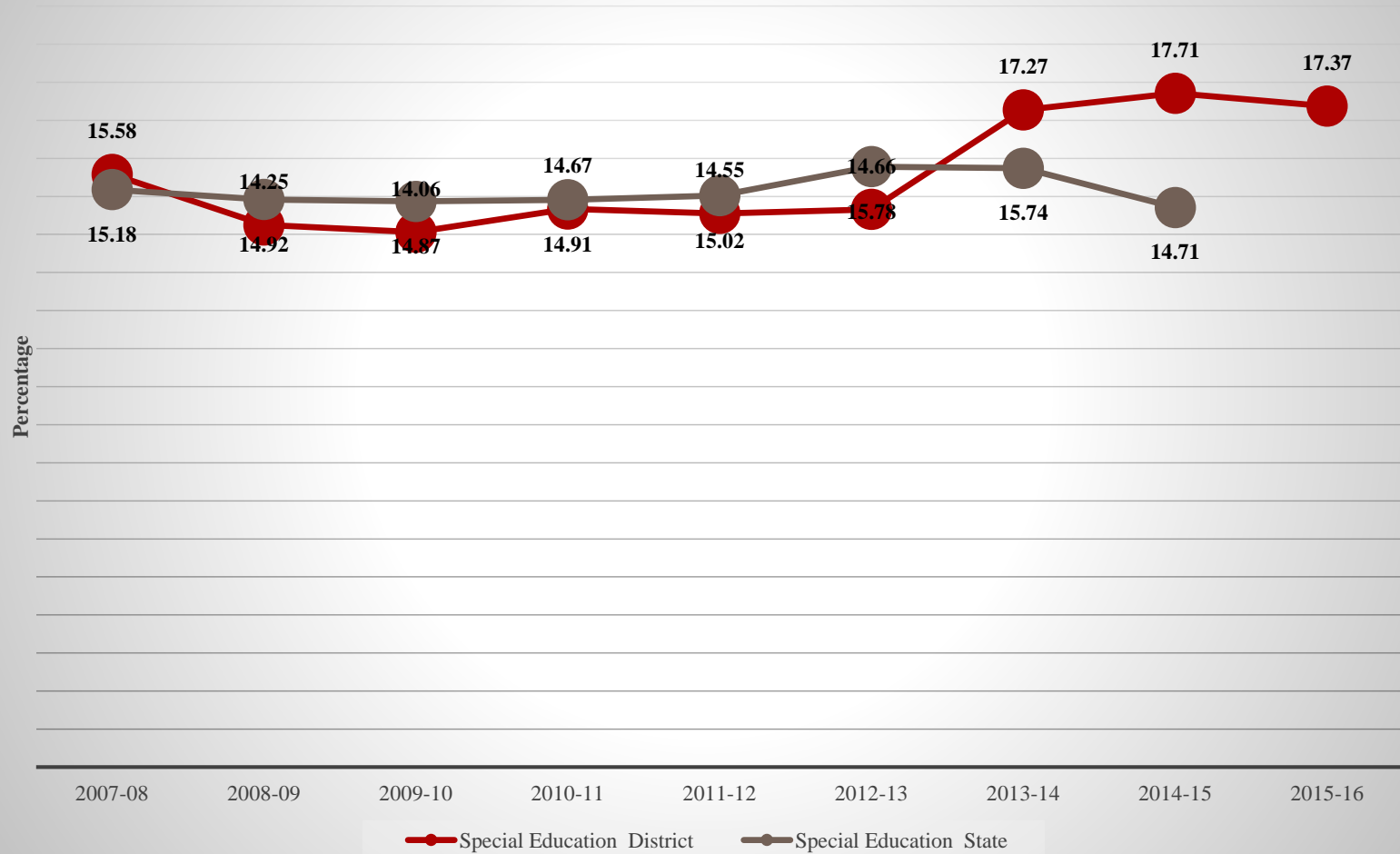
Race/Ethnicity

Percentage of Students Qualifying for Free & Reduced Lunch



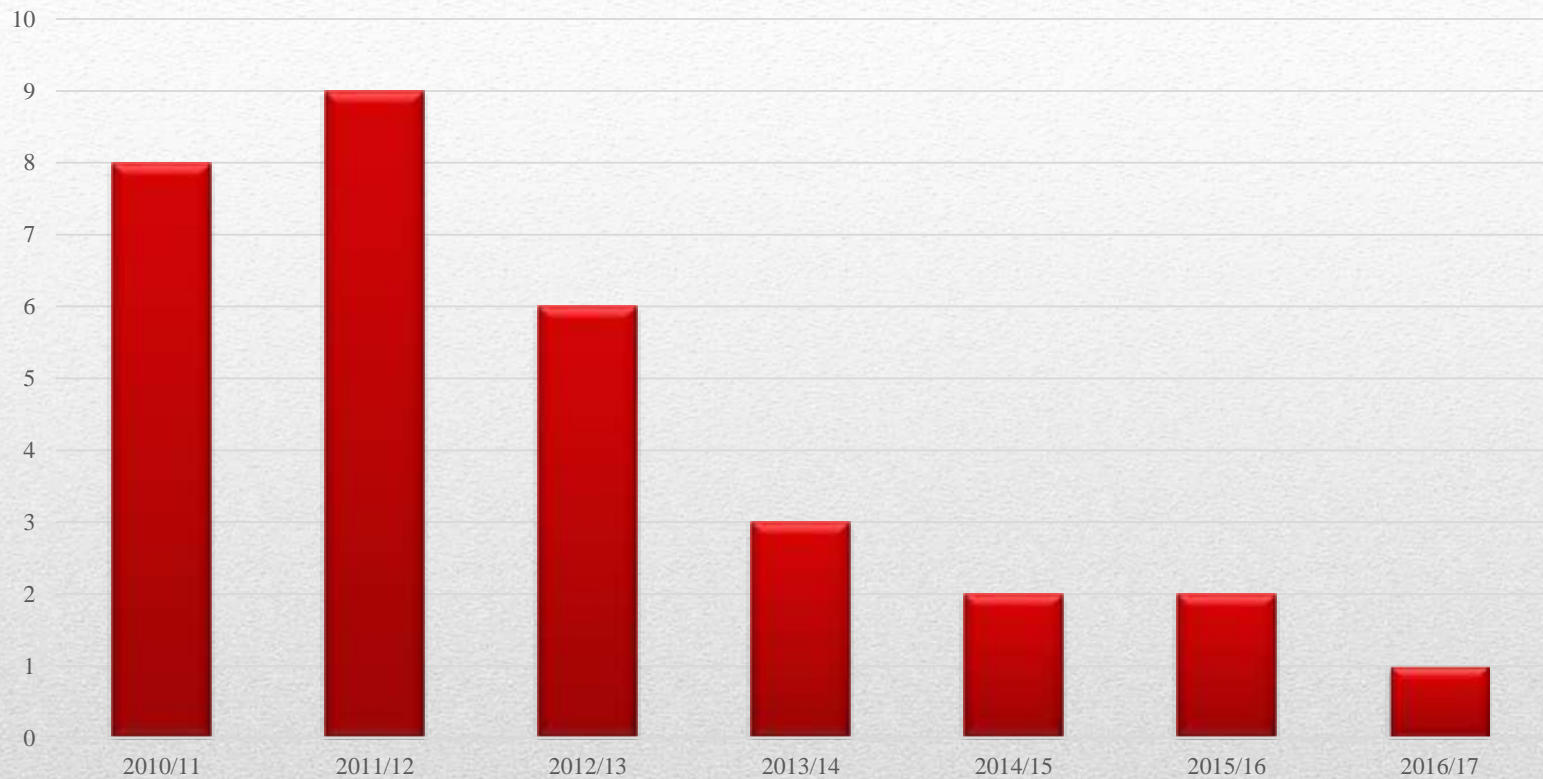
Poverty Indicator

Percentage of Students Qualifying for Special Education



Special Education

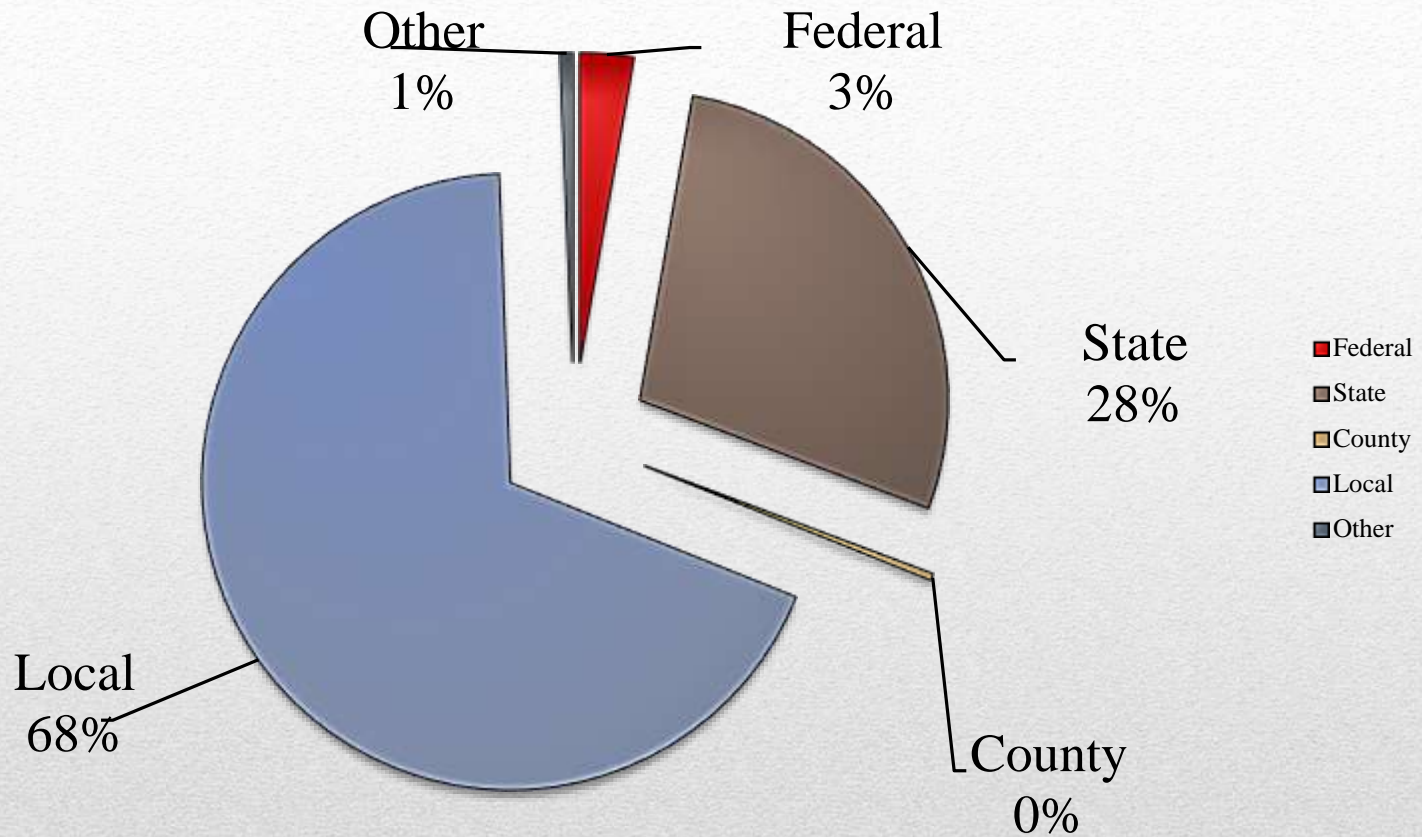
English Language Learners



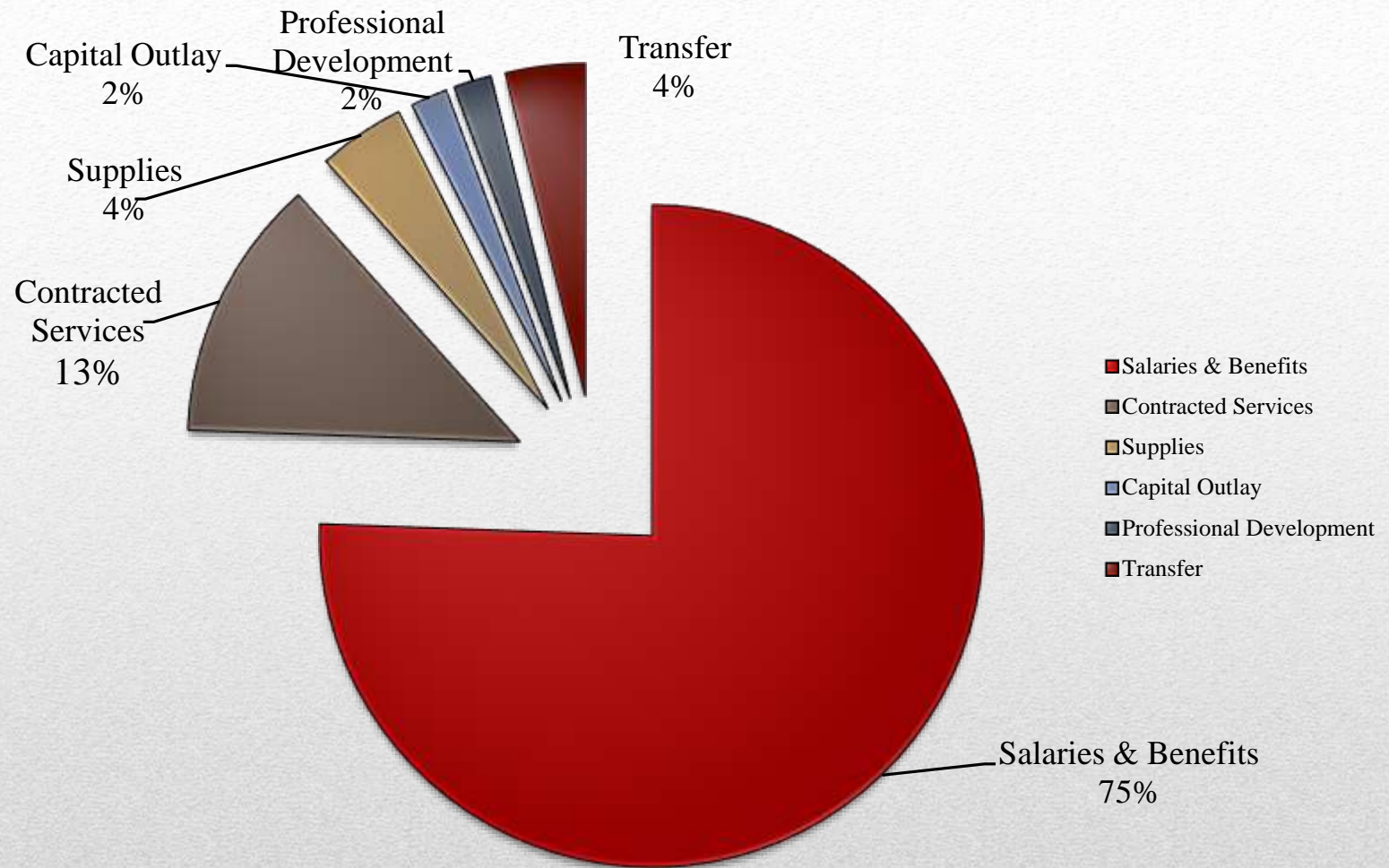
English Language Learners



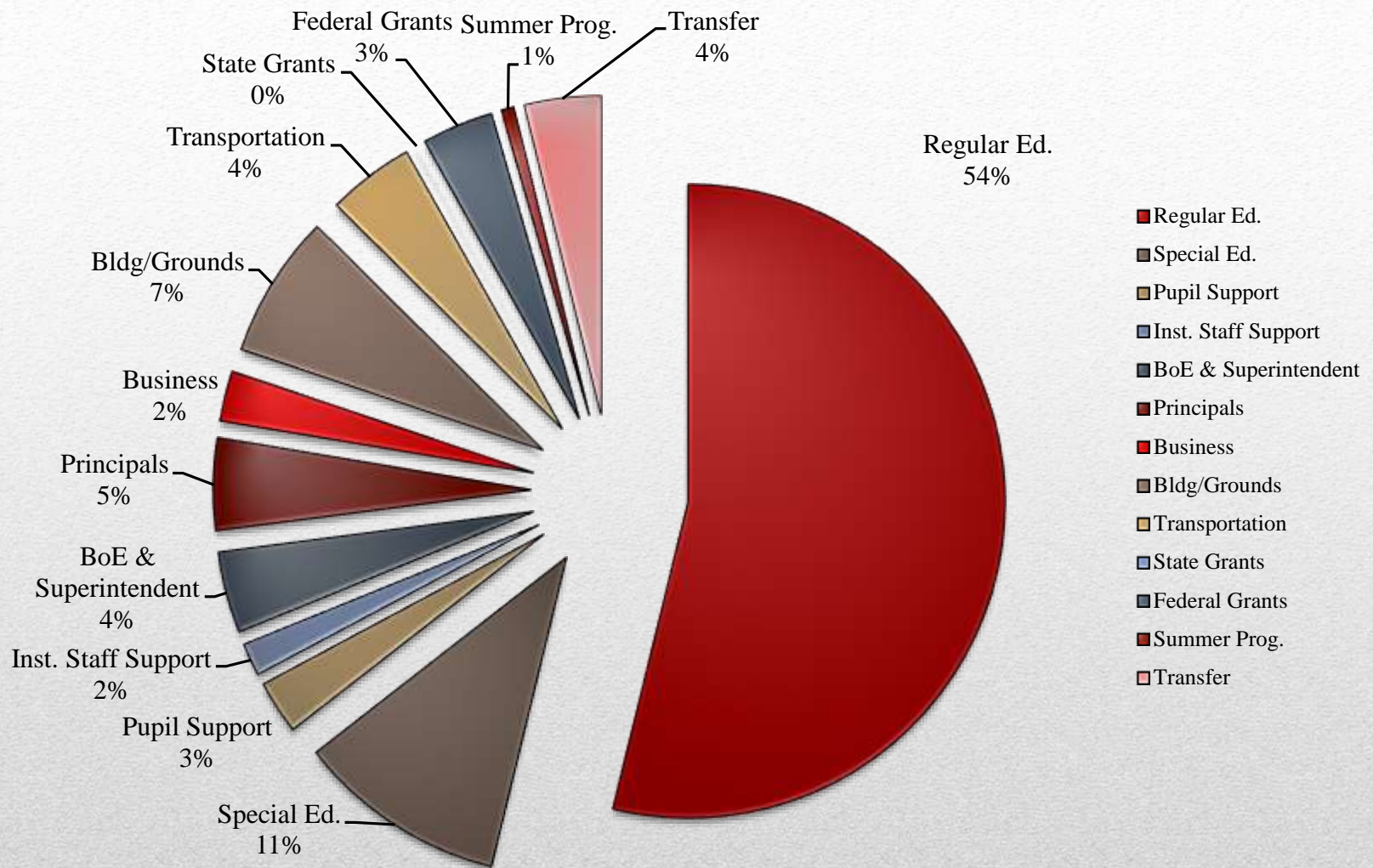
FINANCIAL INFORMATION



Receipts 2015/2016



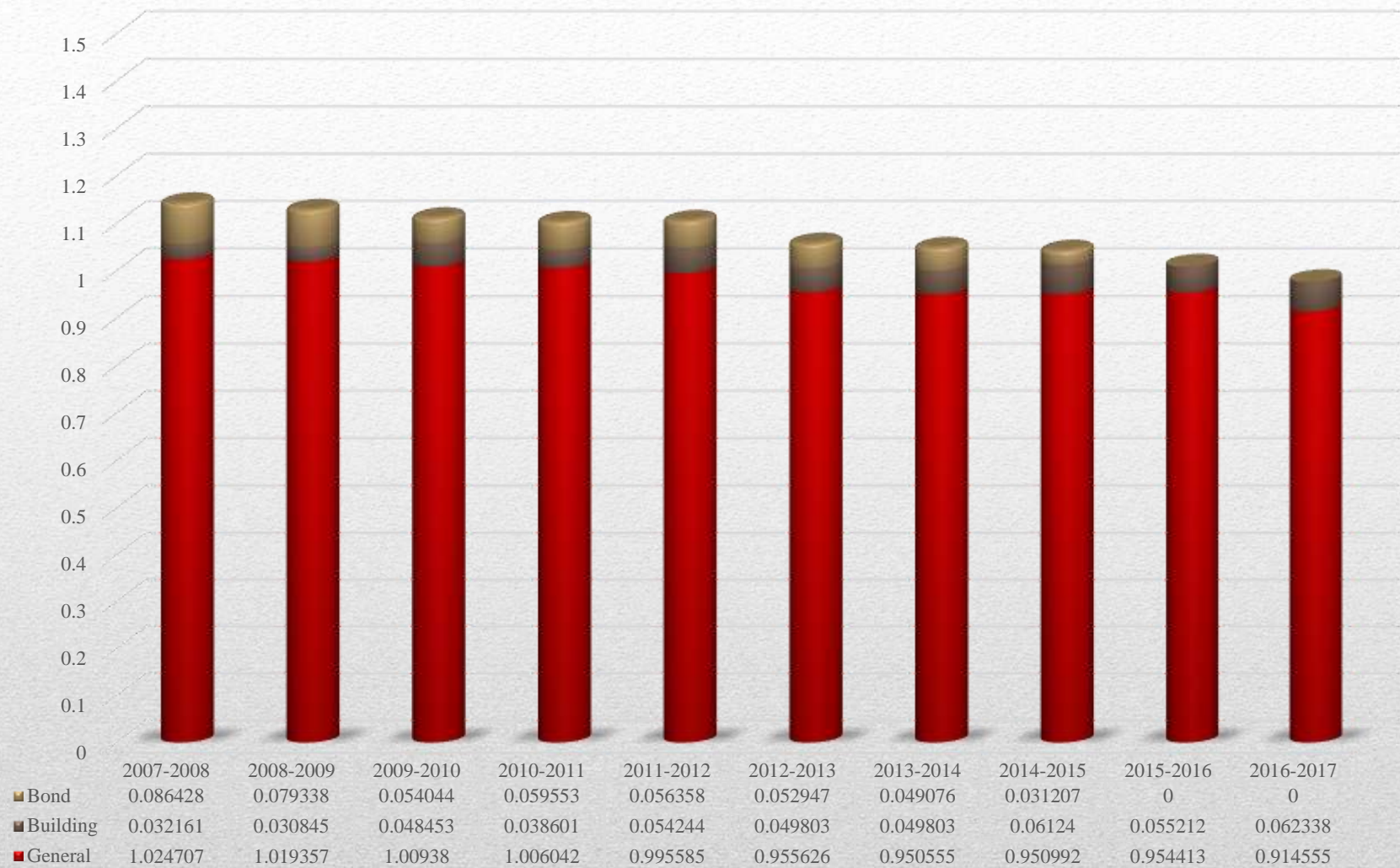
Expenditures 2015/2016



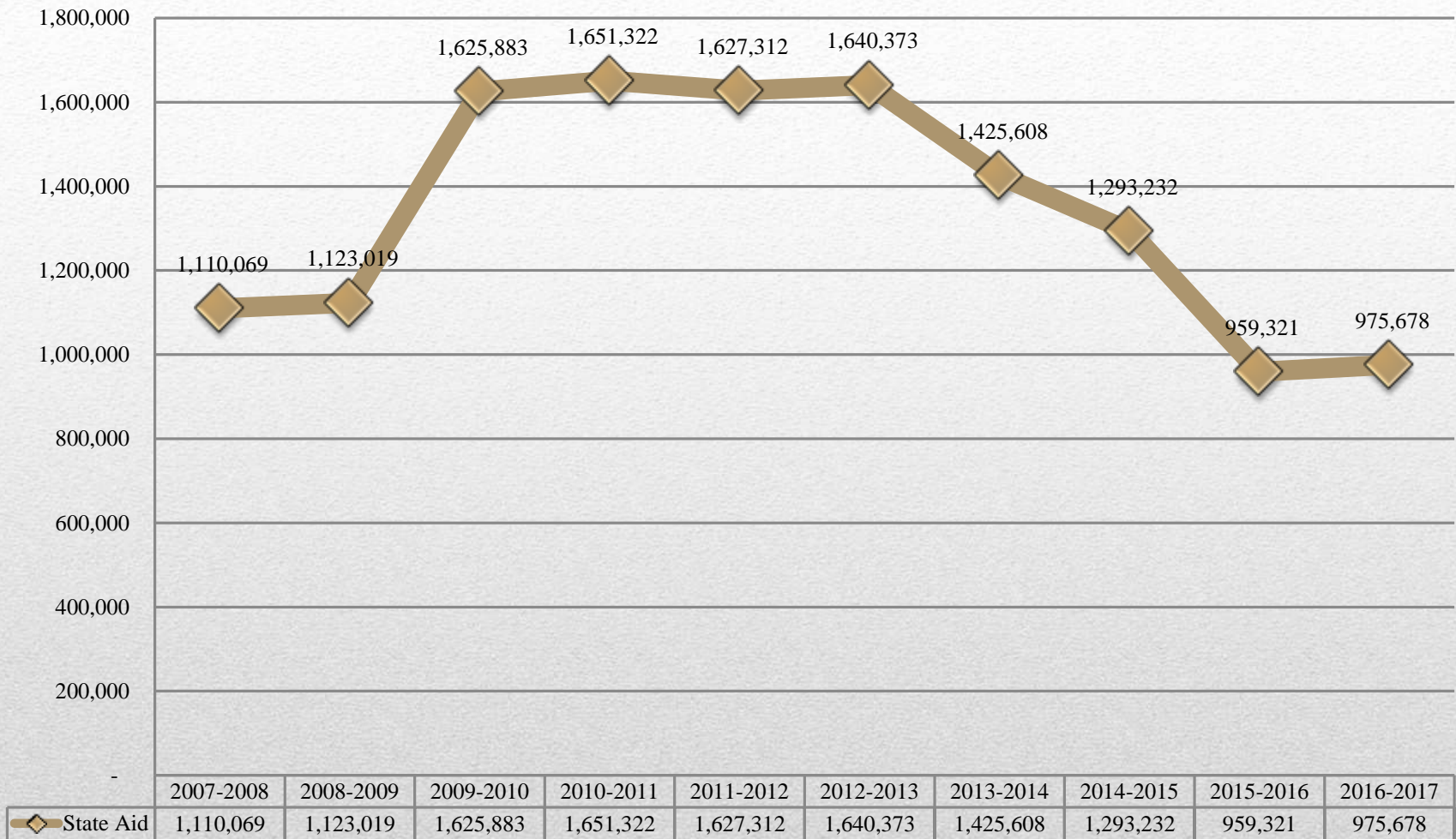
Expenditures 2015/2016

- 11/12 - \$223,613,617
- 12/13 - \$253,521,991 13.38% increase
- 13/14 - \$313,798,644 23.78% increase
- 14/15 - \$371,117,114 18.27% increase
- 15/16 - \$402,489,578 8.45% increase
- 16/17 - \$405,090,698 0.65% increase

Valuations



Levy



Changes in State Aid

Year	Local Property Tax per Student	GF Expenditures per Student	ADM + PK	Total State Aid
2012/2013	\$5,427	\$9,371	410.86	\$1,640,374
2013/2014	\$6,291	\$9,863	423.65	\$1,425,608
2014/2015	\$8,038	\$10,536	418.05	\$1,293,232
2015/2016	\$9,087	\$11,794	400.19	\$959,321

(General Fund expenditures per student excludes transfers, federal, state, and special education reimbursement.)

Approximate Costs per Student



**We believe in CONTINUOUS SCHOOL
IMPROVEMENT!**

The Homer Community School District provides a **safe, supportive** environment in which all students will develop the **skills, knowledge,** and **integrity** essential for a successful future. This includes educating students to:

- **read with understanding,**
- **communicate** clearly,
- **solve problems** effectively,
- **think critically,** and
- **act responsibly.**



Mission – Why do we exist?

Leadership Team & Committees



- Curriculum Development
 - Year 1 of Language Arts curriculum revision
 - Refined Technology Curriculum
- Instruction
 - Selected Danielson's Instructional Framework
 - Initial training in the Danielson Model for targeted staff
 - Saxon Mathematics consultant onsite
- Assessment
 - Added Measures of Academic Progress (MAP) to balanced assessment system

Curriculum, Instruction, & Assessment 2015/16



- Multicultural activities
- Bullying Survey
- Love and Logic Training
- Knight Code Awards/Recognition
- Communication through Newsletter page
- SPARK Club



Culture & Environment Committee 2015/16

SPARK



- The SPARK Club made tie blankets for chemotherapy patients at the June E. Nylen Cancer Center
 - Made care packages for the homeless at the S.C. Gospel Mission
 - Made “Thank You” bags for the cheerleaders, lunch staff, and faculty
-

“Over the next 5 years, the reading performance of students with disabilities who are not currently proficient will individually improve NeSA scores annually as measured by longitudinal data.”

Targeted Improvement Plan (TIP) Goal

ILCD 2015/16



- Monthly meetings
- Analyzed data to monitor efforts to close the achievement gap
- Engaged in activities to
 - Improve fidelity of implementation of reading programs
 - Taught test taking strategies
 - Set individual goals with students
 - Increased collaboration/communication with all staff
 - Created a policy/procedure manual
- Reported progress on TIP goals annually to NDE
- (2016/2017) Participating in Marzano webinar series on effective strategies

ILCD 2015/16

- Met monthly to discuss the direction and needs of our Professional Learning Teams (PLT's)
- Assisted PLT's in setting school improvement-related SMART goals using data analysis
- Assisted PLT's in increasing student accountability through the use of individual student conferencing and goal setting.
- Encouraged whole-group sharing of effective strategies and methods at staff meetings and PLT meetings

PLC Committee 2015/16

- Surveys showed that most PLT groups ranked their group with a 1 or 2 (the highest ratings of confidence)
- Groups took turns sharing with the whole staff the common formative assessments they were giving, data collection, student goals, NeSA prep ideas, and how they were using C4L.
- Committee engaged in book study using Graham and Ferriter's *Building a Professional Learning Community at Work*

PLC Committee 2015/16

- Continued training and recertifying staff in CPI (Crises Prevention Intervention)
- Drills Conducted – Fire, tornado, building evacuation, bus evacuation
- Emergency backpacks updated
- Rule 10 annual safety inspection conducted

Safety & Crisis 2015/16

- E-Rate purchase of additional wireless access points
- Tested Windows 10 and Office 2016
- Purchased two Chromebook carts
- New iPads for math & social studies grants
- Updated all large network copiers
- Conducted research for the implementation of the 1 to 1 project



Technology 2015/16



PK – 6 Achievements and
Accomplishments

ELEMENTARY

PK - 6



Preschool

- Worked on class expectations
 - ❖ count to 20
 - ❖ ABC's
 - ❖ Days of the Week
 - ❖ Months of the Year,
 - ❖ Identifying and writing lower and upper case letters
 - ❖ Identify colors
 - ❖ Use appropriate social skills
- Engaged in experiential learning activities
- Met all Rule 11 requirements



- Worked on counting by ones, fives, and tens to 100 and beyond
- Identified the main character, fiction, realism, conflict and resolution of a story
- Wrote stories that were creative, humorous, and informative
- Guided Reading – 97% were in the A-D range for kindergarten students at the end of the year, 86% were at Level D, 61% above grade level in Levels E-O (O -3rd grade)



Kindergarten

First Grade

- Earned classroom awards – walked the “Red Carpet”
- Engaged in hands-on, interactive learning (ex. science)
- Partnered with 4th grade students while celebrating Dr. Seuss
- Celebrated multicultural events (Chinese New Year)
- Guided Reading – 100% were in the E-J range for first grade students at the end of the year, while 77% were at the high end at Level J
- Field trip – Sioux City Museum, the LaunchPAD, and the Railroad Museum



Second Grade

- Guided Reading – 97% finished within the 2nd grade range of K-M, 62% are above grade level ranging from N-U (U – 5th grade level)
- Explored interesting topics such as
 - Robotics
 - National Monuments
 - Animal habitats at the Henry Doorly Zoo



- Guided Reading – 97% were in the N-P range for third grade students at the end of the year, 56% were above grade level ranging from Q-U
- NeSA Reading – 96% met/exceeded
- NeSA Math – 84% met/exceeded
- Studied Nebraska history including pioneer life



Third Grade



Fourth Grade

- 4th graders focused on reading
- Guided Reading – 95% finished within the 4th grade range Q-S
- NeSA Reading – 95% met/exceeded
- NeSA Math – 90% met/exceeded
- Students visited the National Music Museum
- Studied the history of Nebraska and went on a field trip to Lincoln



Fifth/6th Grade

- Guided Reading - 83% of 5th graders were within the T-V range with 68% above ranging from W-Z+, 60% of 6th graders were within the W-Y range with 37% above ranging from Z-Z+
- Teachers used more technology in the classroom (Smartboards, Doc Cameras, iPads, and Chrome Books)
- 5th/6th students visited the Washington Science Pavilion
- Work on transition – study habits, homework, content



Title I & Student Council



- Hosted One School-One Book by reading Charlotte's Web
 - Student Council had a successful whole school recycling project
 - Student Council hosted three well attended “Fun Nights” to promote community
-



- Battle of the Books competition
- Book clubs
- After school STEM activities for 3rd – 6th graders
 - Card towers
 - Lego cars & banks
 - Marble mazes

Elementary Enrichment Program



- Grades K-6 visited the Fire Station
- Grades K-3 visited the Post Office
- Grades 4-6 visited the First Community Bank

School to Community Activities

- Served 23 students with daily/weekly interventions in 15/16
- Monitored 10 students throughout the year
- Students eligible for 504 accommodations – 5
- The SAT team is continually refining the MTSS process to meet student needs.

MTSS (SAT) - Elementary

PLC

- Analyze Assessments (i.e. NeSA, MAP, AIMSweb, formative & summative), evaluate classroom performance monthly, and teacher input, etc.

PLC

- Using the Analysis to Action sheet, identify whether a class wide intervention is needed or whether individual interventions are needed.

PLC

- Use the Pre-Referral Intervention Strategies form to track progress.

PLC

- Analyze progress in PLT's monthly.

PLC

- PLT makes determination to:
- Continue interventions
- Change interventions
- Refer to MTSS Team

MTSS

- MTSS team refers to Applied Behavior Analysis (ABA) Team for Tier III interventions when applicable

MTSS – Refined the Referral Process



SECONDARY

Grades 7 through 12



- Graduation Credits – 250
- New Courses
 - Music Appreciation
 - Trigonometry
 - College Algebra
- Online Opportunities
 - 18 students for 20 classes
 - APEX and Odyssey (credit recovery & enrichment)
 - NE Independent High School - UNL
- Summer Credit Recovery



2015/2016

- College and Career Preparation
 - Career fairs (SSC, USD, NECC, Metro)
 - NECC - technology and robotics visit
 - Onsite visits
 - 35 – 40 two and four year colleges
 - All service academies
- Tuition Assistance
 - Peru State tuition agreement
 - 4 ACE Scholarships



2015/2016

- Increased Interventions (by teachers and paras)
- Increased Recognition
 - 5 Students – Academic All State
 - 11 Students – Academic All Conference
 - 7 Perfect NeSA Scores
 - ACT Club (Gold 30+, Silver 27 – 29, Bronze 24 – 26)
 - Valedictorian and Salutatorian Board
- Increased Scholarships
 - Ken/Judy Stoner - \$1,000
 - Ted Stoner (Military) - \$1,000
 - Brent Longwell Memorial - \$1,000 (2)

2015/2016

- Graduation Rate – 100%
- Drop Out Rate – 0%
- Grade Point Averages
 - 12th Grade – 2.81
 - 11th Grade - 2.61
 - 10th Grade – 2.41
 - 9th Grade – 2.27



Additional High School Data

- Served 24 students with daily/weekly interventions in 15/16
- Monitored 18 students throughout the year
- Students eligible for 504 accommodations – 4
- The Student Assistance Team is continually refining the process to meet student needs.

SAT – 7th through 12th

- K-12 students will **improve** achievement in **reading comprehension**.
- K-12 students will **improve** in **mathematics achievement**.
- K-12 students will **learn** appropriate **positive behaviors** for school as well as life-long behavior skills.

Continuous School Improvement (CSI) Goals



- Average performance on the state test in reading, writing, mathematics and science is above the state average for all grade levels.
- As a district, the percentage of students scoring proficient on the state tests will increase to 87% in reading, 78% in mathematics, and 76% in science.

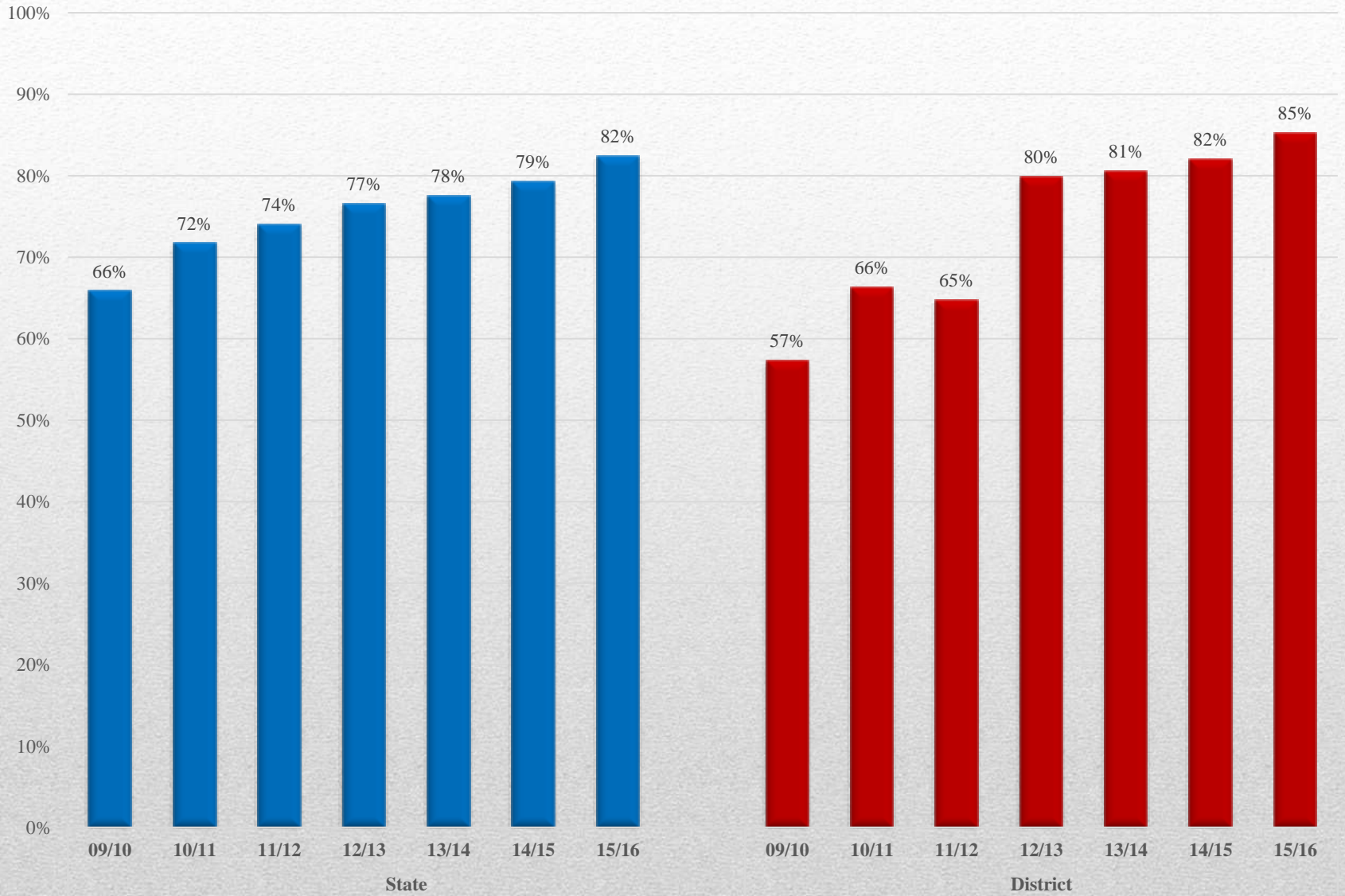
CSI - 16/17 Achievement Targets



NESA RESULTS

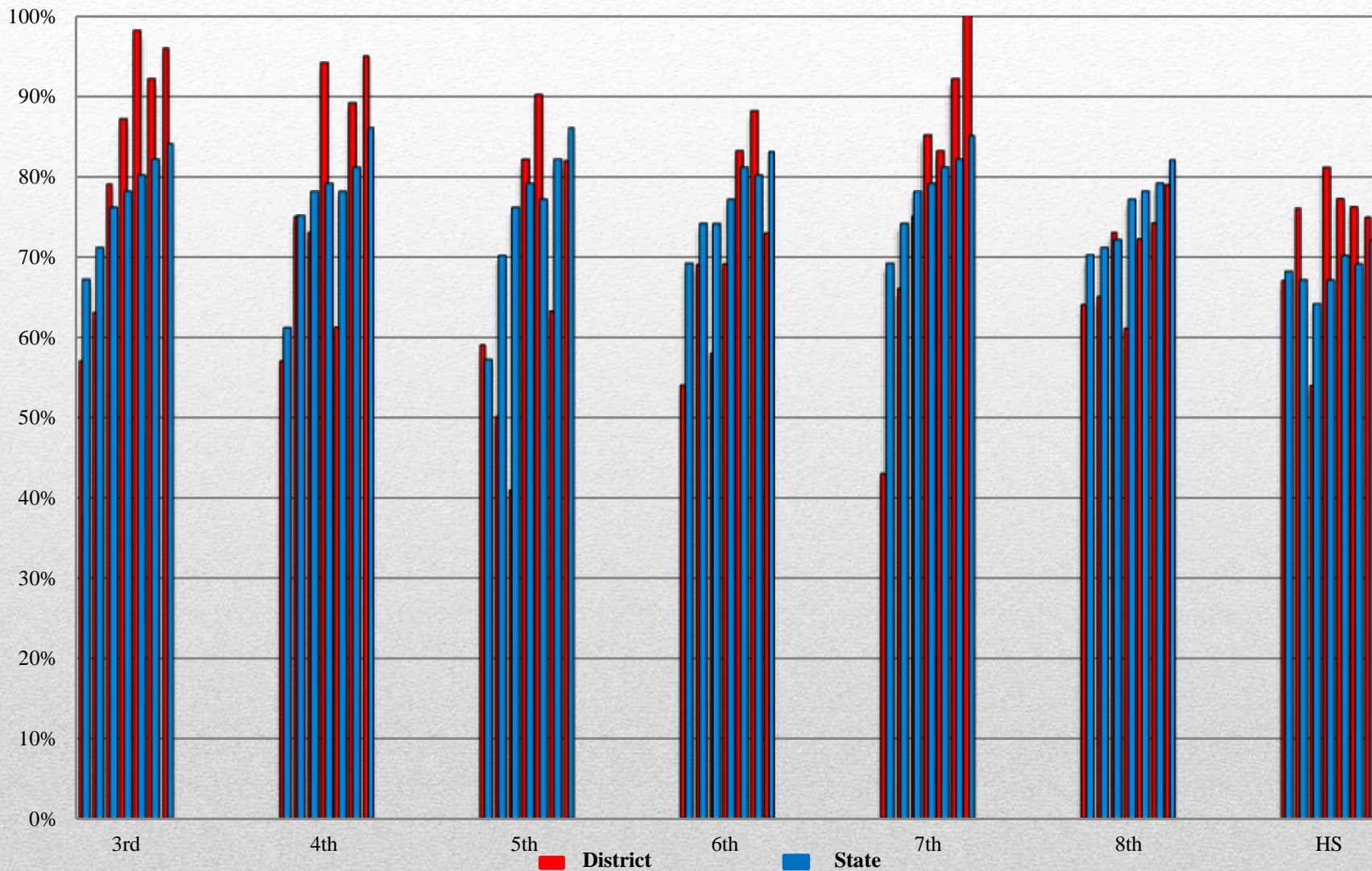
2015/2016

Reading State Test Results – Percent Proficient

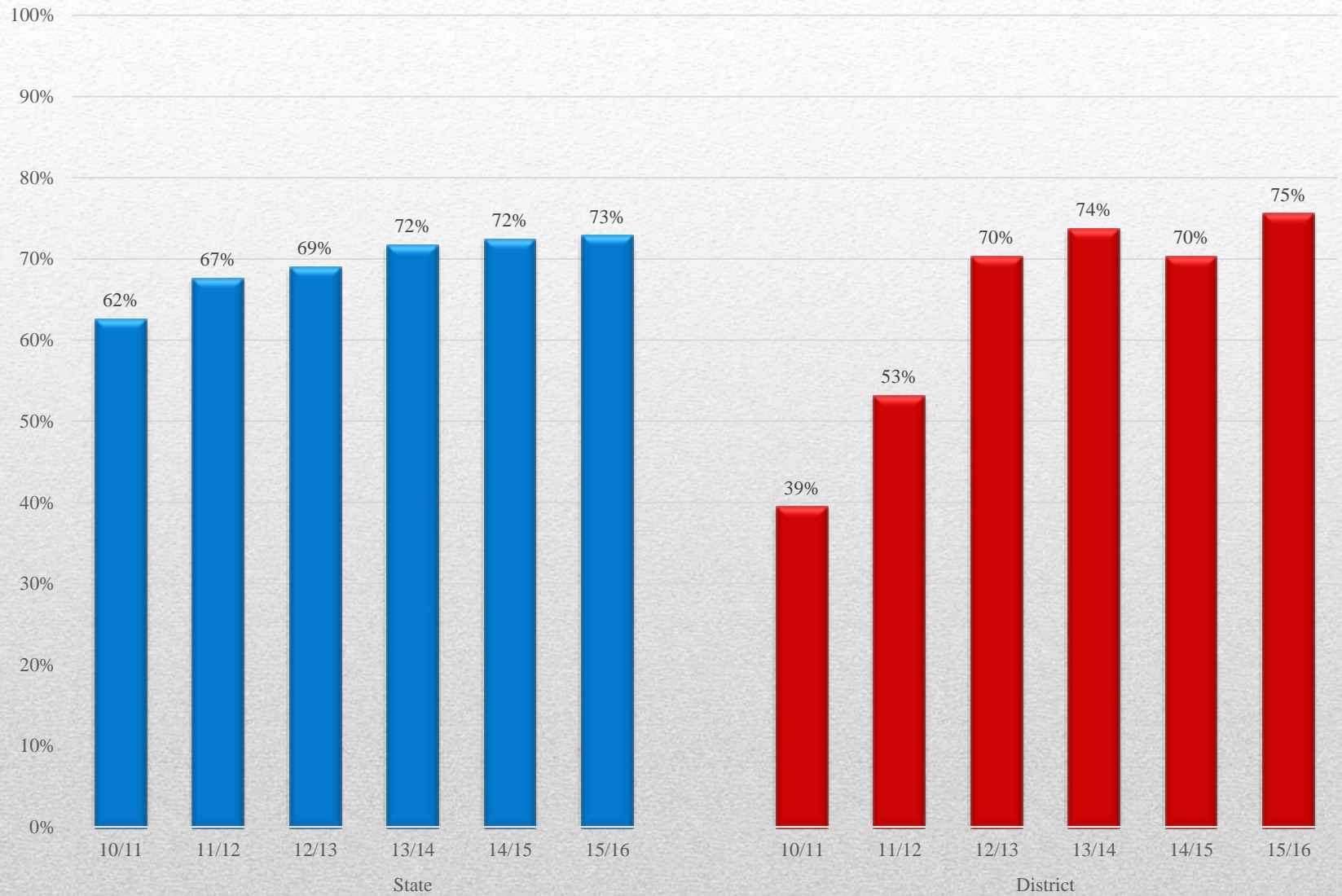


NeSA - Reading

2009/2010 through 2015/2016

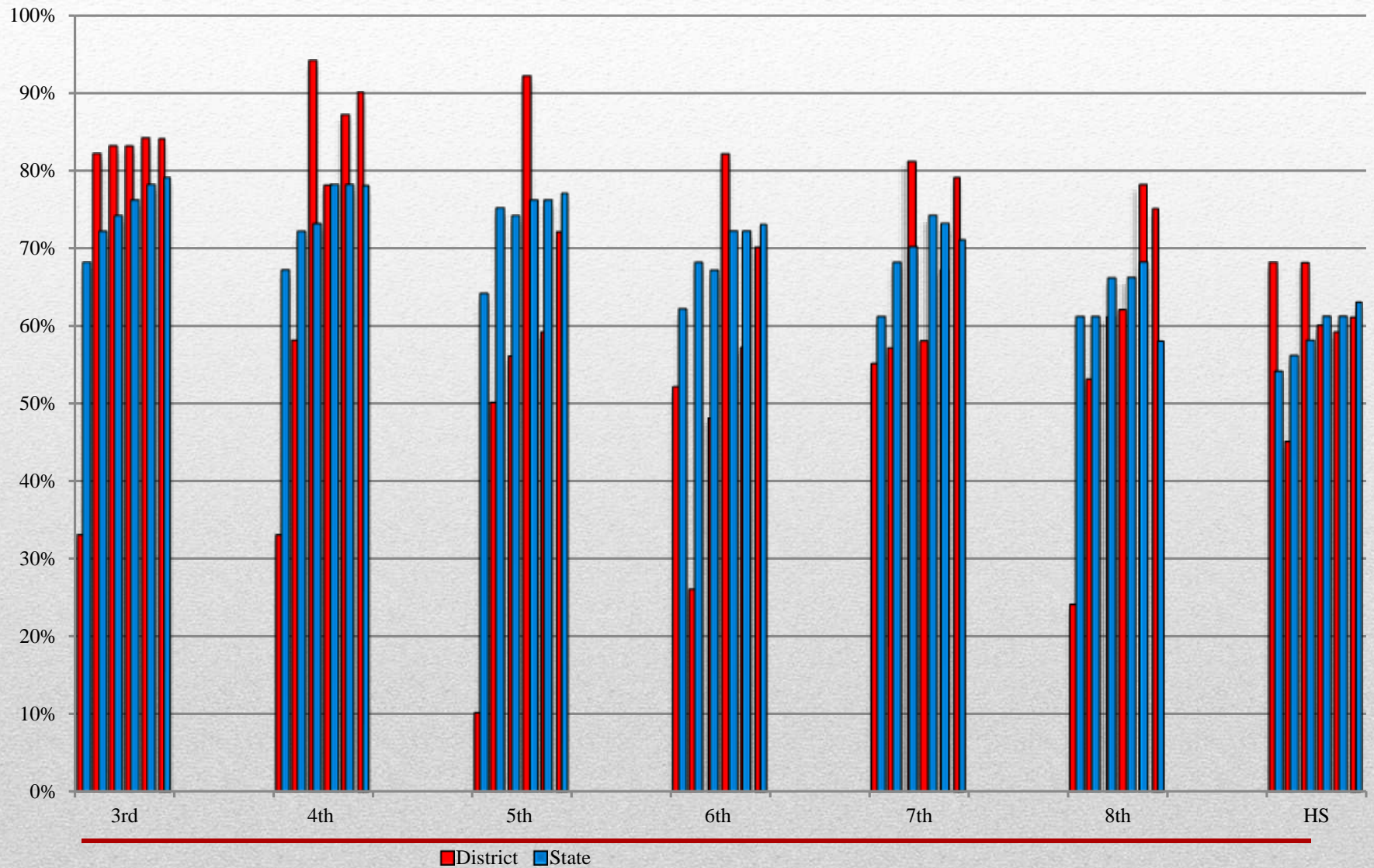


NeSA – Mathematics District Results

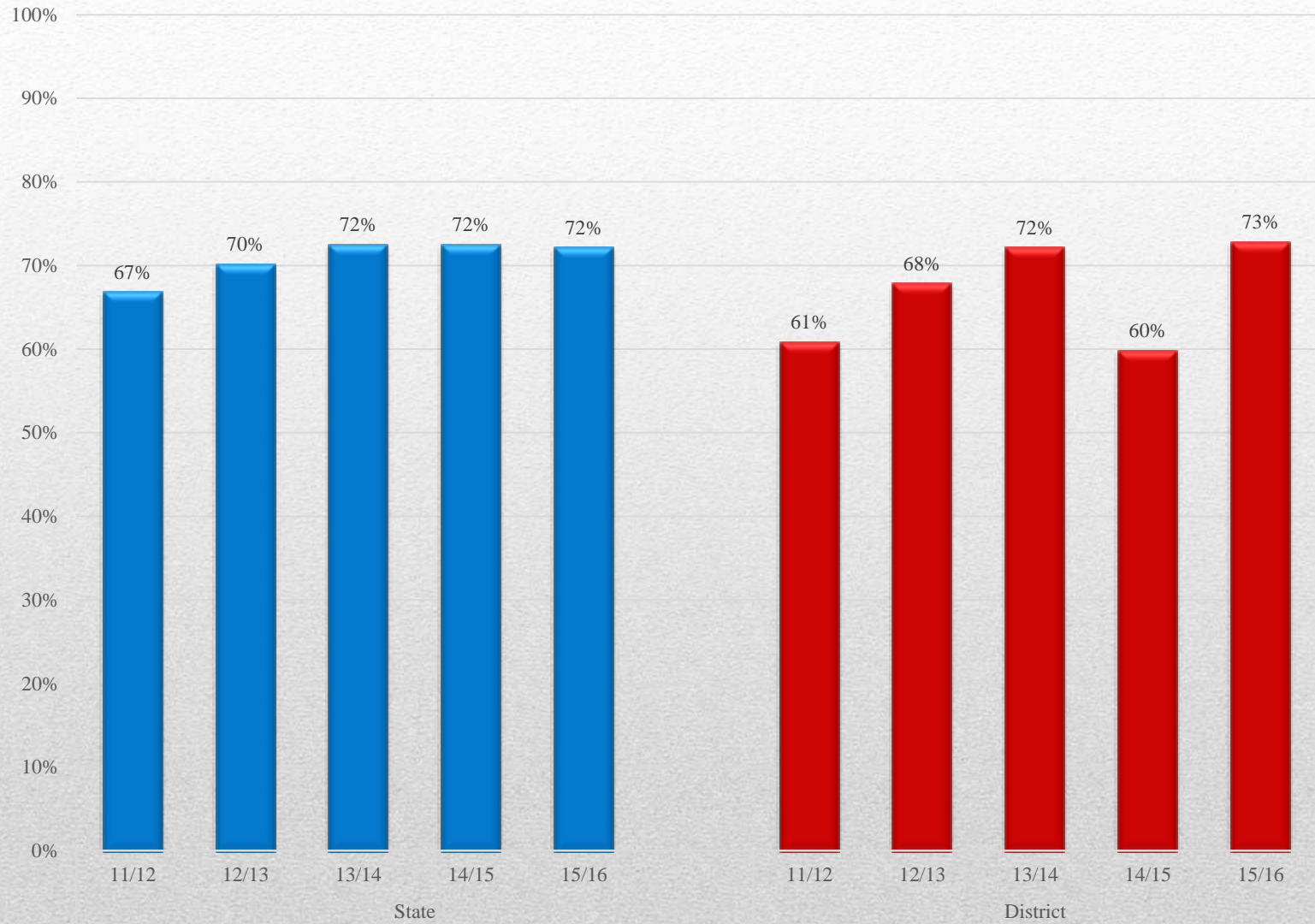


NeSA - Mathematics

2010/2011 through 2015/2016

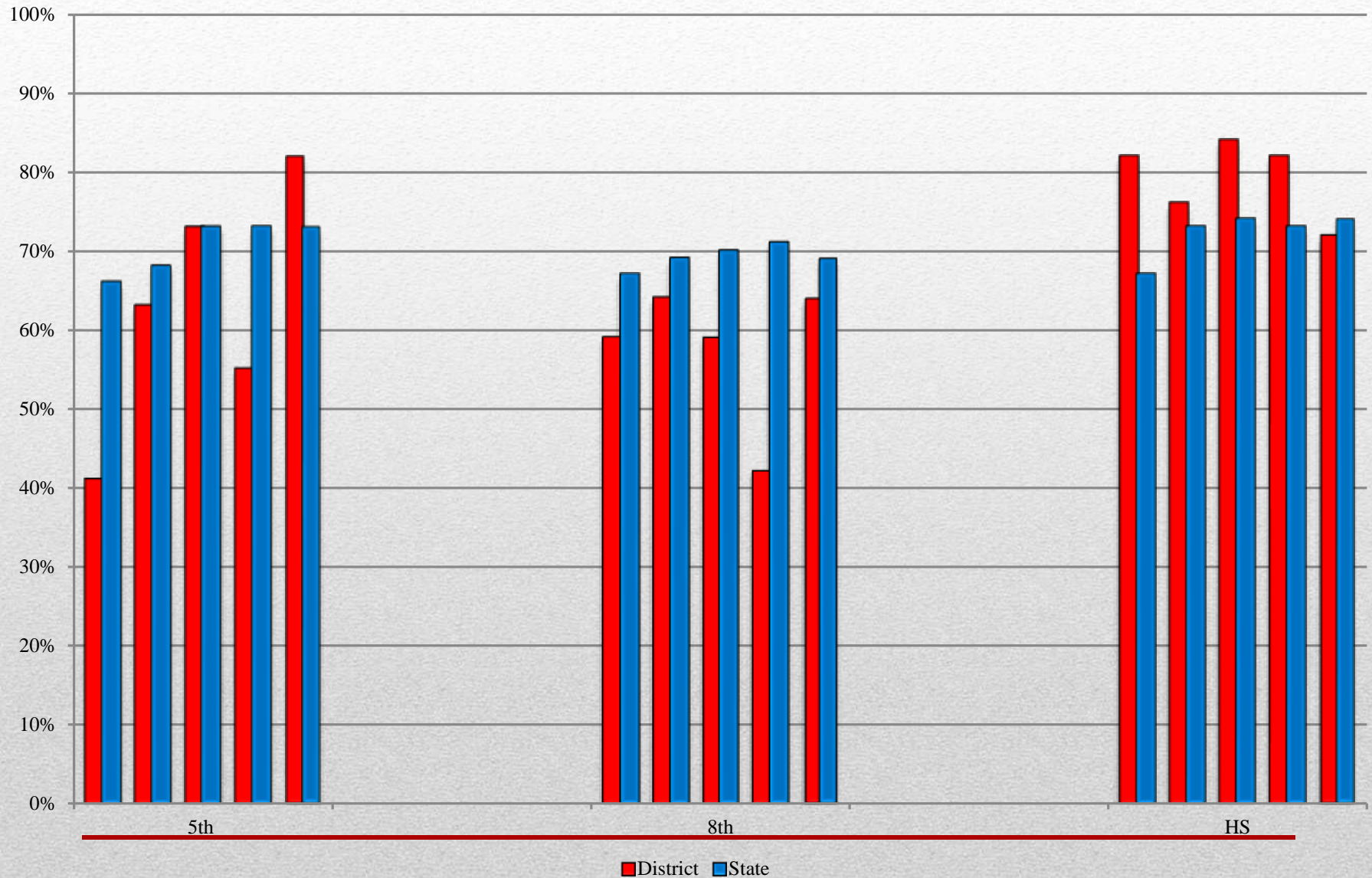


NeSA – Science District Results



NeSA - Science

2011/2012 through 2015/2016



- Reading – 7 students
- Math – 5 students
- Science – 1 student
- Writing – 4 students

Perfect NeSA Scores



AdvancedED Accreditation

GOALS



Adopt and implement a systematic and systemic supervision and evaluation process for all staff that results in improved accountability, professional practices, and increased student success.

AdvancedED Accreditation - Required Work

Engage students in individualized learning through effective instructional strategies by consistently requiring teachers to monitor and adjust instruction based on multiple sources of data.

AdvancedED Accreditation - Required Work



HOMER COMMUNITY SCHOOL

"Committed to excellence, inspiring greatness, exceeding expectations"
