

HARVARD PUBLIC SCHOOL COMMUNITY ENGAGEMENT NEEDS ANALYSIS



Prepared by:



Harvard Public School's Mission Statement:

Harvard Public School, in Partnership with Family and Community, Is Committed to Providing Quality Educational Opportunities for All Students to Realize Their Potential as Lifelong Learners

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Introduction and Purpose of the Needs Analysis

The Harvard Public School District and the community are teaming up to strengthen district-wide efforts to improve student achievement and create an environment where every child can grow and learn. As a publicly elected body, one of the most vital roles of the Board of Education is to gather input and take direction from stakeholders on issues related to students, their academic achievement, and the environment in which they learn. While it is the Board's responsibility to establish a vision, as well as operational and instructional goals for the district, they should regularly engage internal and external stakeholders to ensure that goals align with the community's values and aspirations for the school district. In short, stakeholder engagement is an opportunity for the Board to gain feedback and to help envision a path to improvement and growth.

Chief among these stakeholders are the students and staff. What do the students need to be safe, nurtured, challenged, and prepared for the future? What do the teachers and staff need to do their jobs effectively? What does the community expect from the school district? To facilitate the engagement of stakeholders and determine goals derived from the district's identified needs and priorities, district leadership engaged the support of the Nebraska Association of School Boards (NASB). NASB Board Leadership staff utilized focus group discussion, online surveys, and data collection from various sources and stakeholders to produce a comprehensive view of the district, gathering many opinions, concerns, suggestions, and hopes along the way.

What is the Needs Analysis?

The Needs Analysis is a comprehensive reflection on the study of perceived and present needs and potential and unrecognized needs. As a result, the information contained in this document sets forth the identified needs which enables the district to confront and discuss the objectives and planned outcomes. It is a distinct and necessary phase of the Community Engagement process to ensure the Board and Administration model educational accountability through purposeful planning and measurable goals to support the growth of student learning district wide.

This Needs Analysis is the distillation of all the data NASB Board Leadership staff collected through the stakeholder engagement process. The compiled feedback is intended to assist in determining the current, most-pressing district needs, and what are likely to be priorities moving forward. These identified needs inform the facilitators, Board of Education, and District Administrators to create an action plan to optimize the district's organizational effectiveness through long-term priorities and goals for improving and growing the school district.

Developing the Needs Analysis

The Needs Analysis is developed based upon the data gathered to understand the environment in which the district is currently operating. The analysis ensures the development of meaningful and achievable goals to chart a course for successful delivery of curriculum, programs, and services of the Harvard Public School District.

To gather the needed data in the analysis, NASB facilitated conversations with diverse stakeholder groups through online surveys. NASB Board Leadership staff analyzed the data collected for trends and patterns. Open-ended questions and supporting comments were reviewed for suggestions and recommendations that might better inform the development of goals moving forward. The results are outlined in the following pages of this report.

District Data and Background

Harvard Public School (HPS) is a Class III, three-school district 15 miles east of Hastings, NE in Clay County. Clay County has 6,203 residents (2019) and covers 573 square miles.

Population	<ul style="list-style-type: none">• Harvard, NE is home to a population of 1.09k people, from which 94.7% are citizens. As of 2019, approximately 53.7% of Harvard, NE residents were born outside of the county (583 people).• In 2019, there were 3.52 times more White (Non-Hispanic) residents (816 people) in Harvard, NE than any other race or ethnicity. There were 232 White (Hispanic) and 21 Other (Hispanic) residents, the second and third most common ethnic groups.
Income and Poverty	<ul style="list-style-type: none">• Median household income in Harvard, NE is \$58,750.• Approximately 21.7% of the population (229 out of 1.09k people) live below the poverty line, a number that is higher than the national average of 12.3%.• The most common racial or ethnic group living below the poverty line in Harvard, NE is White, followed by Hispanic and Two Or More Races.• The economy of Harvard, NE employs 473 people. The largest industries in Harvard, NE are Construction (95 people), Health Care and Social Assistance (94 people), and Manufacturing (76 people), and the highest paying industries are Administrative and Support and Waste Management Services (\$40,625), Professional, Scientific, and Management, and Administrative and Waste Management Services (\$39,583), and Agriculture, Forestry, Fishing and Hunting, and Mining (\$38,333).
Educational Attainment	<ul style="list-style-type: none">• Approximately 91.5% of Clay County's adult population earned a highschool degree or higher.• Approximately 85.1% of Harvard's adult population earned a highschool degree or higher.

U.S. Census Bureau and Data USA

Extant Data

According to **NEB. REV. STAT. §79-2402. School board; board of educational service unit; contract or amendment; publication; contents; contract approval; publication**, the Superintendent Transparency Act requires that the board post the superintendent contract and Schedule D to the school district website.

According to **NEB. REV. STAT. §84-1413. Meetings; minutes; roll call vote; secret ballot; when; agenda and minutes; required on website; when**, beginning July 31, 2022, it is required that the board post at least six months of board meeting agendas and minutes to the school district website

NASB recommends that the board provide public access on the school district website to the following:

The following data was obtained from the Harvard Public School’s website.

- **Superintendent Transparency Act - located on website**
- **Board Meeting Minutes - located on website**
- **Board Meeting Agendas – located on website**
- **Board Policy Manual - located on website**
- **Board Members - located on website**
- **Mission/Vision/Goals – not accessible on website**

The following data was obtained from the Harvard Public School’s Report Card from Nebraska Department of Education for the 2018-19 school year. (Due to the COVID-19 pandemic, NDE cancelled the 2019-2020 NSCAS assessment.)

According to AQuESTT (Accountability for a Quality Education System, Today and Tomorrow), Harvard Public Schools is classified as a **Good** district (classifications levels are Excellent, Great, Good, and Needs Improvement). AQuESTT is the statewide Nebraska Department of Education accountability system; a system of support built around a combination of scores in six tenet areas: Positive Partnerships, Relationships, and Student Success; Transitions; Educational Opportunities and Access; College and Career Readiness; Assessment; and Educator Effectiveness.

Nebraska Department of Education – Harvard Public Schools



Many metrics are used in this classification — from graduation rates, Harvard Public Schools’ graduation rate is 88%, which is the same as the state average), college-going rate of 66%, absenteeism, as well as summative academic achievements in Math, English Language Arts, and Science.

The following data was obtained from the Harvard Public School's Report Card from Nebraska Department of Education for the 2020-21 school year.

Student Demographics

Student Membership

Harvard's student body totals 248 students, which has been trending lower over the past fifteen-years. Over 68% of the student body identified as White and 30% as Hispanic.

- Harvard's student body is characterized with high mobility rate of 8.14% that correlates with a higher rate of poverty, compared with the state average of 3.67%. Any student who enrolls in two or more public schools during an academic year will be considered a highly mobile student. Students who are highly mobile move six or more times during their K-12 education, come from a variety of backgrounds, and experience lower student achievement and lower test scores regardless of the quality of the school's instructional programs. They include the children of migrant workers, of families experiencing domestic violence, of families in unstable work and home situations that result from high poverty, and of military and immigrant families.

Free/Reduced Lunch

Harvard Public School's free/reduced lunch rate is about 96%, which is higher than the state average of 46%. A child eligible for a reduced-price meal is based on family size and income. Children identified are eligible for reduced meal benefits because they, or any household members, receive benefits under Medicaid by income eligibility. Children from households with incomes at 131 percent of Federal poverty level, but no greater than 185 percent of the Federal poverty level, are eligible for reduced price meals.

Teacher Demographics

Staff and Teacher Experience and Retention

Harvard Public School has 26 teachers serving on staff at Harvard Schools; of those 26 teachers, 10 have a master's degree, or 42% of the teachers, which is lower than the state average of 56%. The average years of teaching experience is 13.56 years, which is just slightly lower than the state average of 13.95 years.

Data Collection Process

Stakeholder Engagement

The data developed over the course of the stakeholder engagement process was carried out from October 2021 through January 2022. The district engaged both internal and external stakeholders to gather feedback on setting the district's academic and operational goals for the next five years. NASB Board Leadership staff facilitated focus group discussion and online surveys to learn from the broader community.

The Needs Analysis outlines the district's current state based on the data collected through the stakeholder engagement process which included community members, board members, certified staff, classified staff, administrators, parents, and students. NASB Board Leadership staff analyzed the data collected for trends and patterns. Open-ended questions and supporting comments were reviewed for suggestions and recommendations that might better inform the development of district goals.

A Foundation for Success

Harvard Public School has many great qualities to build upon to benefit both the staff and students. The leadership demonstrated by Superintendent Derr, the Administrators, and Board has paved the way for long-term planning. The Community Engagement process provided the opportunity for the district to address the needs and priorities identified through stakeholders' feedback.

Summary of Identified Needs

The significant needs identified by the district’s stakeholders are listed in the table, below; more detailed versions of the data summaries are also provided throughout this document.

At each stage of the needs assessment process, the various stakeholder groups raised many strengths, points of pride, accomplishments, and positive attributes of the district. The purpose of this Needs Analysis, however, is to summarize the needs and challenges that emerged through the needs assessment process, which are as follows:

No.	Identified Need	Admin	Board	Certified	Classified	Parents	Students	Community
1	Expanded Learning Opportunities, Programs, and Student Involvement – Early Childhood/Preschool, Alternative School, Expand Elective Classes, Overhaul ASAP Program, Adjust Math Options, HAL Program, Career/College Readiness, Dual Credit Classes, Life Skills, Increase Student Involvement, Expand Extracurricular Activities, Scholarship Support, MTSS	✓	✓	✓	✓	✓	✓	✓
2	Climate and Culture –Trust and Collaboration with All Stakeholders, Increase School/Staff Morale, Staff Cohesion, Eliminate Favoritism, Improve School Culture, Stop Teachers Gossiping About Students, Improve Community Perception	✓	✓	✓	✓	✓	✓	✓
3	District Resources and Facilities – Building Maintenance / Updates, Functionality of Learning Spaces, Safety/Security, Extracurricular Facilities	✓	✓	✓	✓	✓		✓
4	Strengthen Community Engagement, District Communication, and Parent/Community Partnerships – Low SES Engagement, ELL Engagement, Communication with Parents, Properly Translate Materials for Parents, Improve School Calendar, Mail Out Chirp, Educate Community on the Board’s Role, Bring Back Monthly Coffee	✓	✓	✓	✓	✓		✓
5	Social-Emotional, Mental Health Well-Being – Social-Emotional Learning, Social-Emotional, Mental Health Well-Being Support, Address Bullying, MTSS	✓		✓		✓	✓	
6	Personnel Effectiveness, Staffing, and Professional Development – Staff Cohesion, More Teacher Collaboration, Improve Communication within District, Collaborative Decision Making, Staff Retention, Value Staff Input, Increase Compensation, Staffing: More Paraprofessionals, Behavior Specialist, Curriculum Director, MTSS Coordinator, Professional Development: Targeted Professional Development, Classified Staff Professional Development			✓	✓			
7	Curriculum – Adopt Curriculum in All Subject Areas, Align Curriculum Horizontally and Vertically, Develop Scope and Sequence, Create a Curriculum Review Schedule	✓		✓				

Administration Identified Needs

Administrators of Harvard Public School were given the opportunity to provide their feedback to NASB in October 2021 via an online survey. All administrators participated and in the completed analyses, the following top themes emerged:

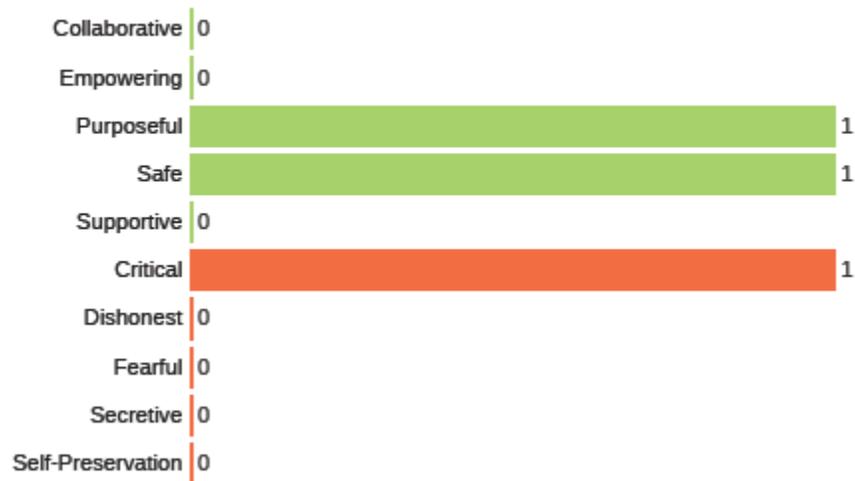
- **Curriculum**
 - Adopt Curriculum in All Subject Areas
 - Align Curriculum Horizontally and Vertically
 - Develop Scope and Sequence
 - Develop a Curriculum Review Schedule
- **Instruction/Learning**
 - Early Childhood/Preschool
 - Alternative School
 - Improve/Implement Instructional Model
- **Climate/Culture**
 - Trust and Collaboration
 - Improve School/Staff Morale
 - Cohesion Across Levels
 - Address Bullying
 - More Positivity
- **Facilities and Grounds**
 - Functionality of Learning Spaces
 - Extracurricular Facilities
- **Personnel Effectiveness**
 - More Teacher Collaboration
 - More Trust and Collaboration within District
 - Some Staff Maintain a Fault-Finding Mentality
 - More Paraprofessionals
 - More Social-Emotional, Mental Health Support
 - Increased Compensation
- **Parent/Guardians and Community**
 - Low SES Family Engagement
 - ELL Family Engagement
 - Stakeholder Engagement and Collaboration
 - Translation of Communication
- **Student Centered Learning**
 - Student's Basic Need Not Being Met
 - Students do not Feel Safe at Home
 - Social-Emotional, Mental Health Well-Being

Student-Centered Learning Environment

Student Well-Being Statements	Percentage of respondents answering "strongly agree" or "agree:"
Students' basic needs are met (food, shelter, rest).	33%
Students feel safe/secure at home.	0%
Students feel safe/secure at school.	100%
Students are generally happy.	100%
Students are not affected by bullying.	66%
Students rely on the district for stability.	100%
Students rely on staff for social-emotional mental health well-being support.	100%

Social-Emotional, Mental Health, Well-Being Statements	Percentage of respondents answering "strongly agree" or "agree:"
The district has the <u>appropriate staff</u> to address the social-emotional and mental health well-being of students .	66%
The district <u>effectively equips all staff</u> to address their social-emotional and mental health well-being.	100%
The district <u>effectively equips students</u> to cope with their social-emotional and mental health well-being.	66%
The district administration <u>effectively addresses</u> social-emotional and mental health well-being needs.	66%

What word would you use to describe the climate in the school district?



Communication

- Communication among staff and administrators within the district is respectful: **66%** strongly agree/agree
- Communication among staff and administrators within the district is effective: **66%** strongly agree/agree
- I am well informed: **100%** strongly agree/agree
- My voice is heard: **100%** strongly agree/agree

District Resources

- Learning Facilities
 - **100%** answered strongly agree/agree that the students’ needs are met by the learning facility.
 - The top facilities and grounds improvements identified by the administrators was:
 - Functionality of Learning Spaces

When asked, “what is the building/district’s highest priority for students,” the responses were: (in alphabetical order)

- Improve Student Learning
- Preparation for Life After High School
- Quality Education

Board of Education Identified Needs

Board members of the Harvard Public School were given the opportunity to provide their feedback to NASB in October 2021 via an online survey. All six board members completed the survey and in the completed analyses, the following top themes emerged:

- **Most important outcome from Community Engagement**
 - Community and School Board Perceived as a Whole
 - Help the Public Understand the Board's Role in the District
 - Obtain Opinions and Suggestions for the Betterment of Our School
 - Develop Unified Vision and Goals

- **Facilities and Grounds**
 - Building Maintenance
 - Functionality of Learning Spaces
 - Safety and Security

- **Greatest Student Need**
 - Direction/Preparation for the Future

- **Standards for Growth**
 - Community Engagement
 - Accountability and Student Achievement
 - Professional Development
 - Mission, Vision, and Goals

Certified Staff Identified Needs

Certified staff members of the Harvard Public School were given the opportunity to provide their feedback to NASB in October 2021 via an online survey. 71% of certified staff members completed the online survey.

- **Strengths of District**
 - Inclusion/Acceptance of All Students
 - Excellent Teachers/Staff
 - Welcoming Climate/Culture

- **Barriers to more Equitable Outcomes for Under-Represented Minority Groups**
 - Language Barriers
 - Poverty/Financial
 - Lack of Funding/Resources
 - None
 - Parents with Negative Attitudes/Perceptions of Schools

- **Curriculum**
 - Adopt Curriculum in All Subject Areas
 - Implement a Curriculum Review Plan
 - Align Curriculum Vertically/Horizontally
 - Update All Subject Areas

- **Staffing**
 - Paraprofessionals
 - Behavior Specialist
 - Social-Emotional, Mental Health Support
 - Curriculum Director
 - MTSS Coordinator
 - Technology Integration Specialist
 - SPED Support
 - Nurse
 - Building-Level Counselors
 - Administrators

- **High-Quality Education Opportunities**
 - Career Preparation (CTE)
 - HAL
 - Small Group/1-1 Learning
 - College Preparation/AP/Dual
 - Life Skills
 - Learning Interventions
 - Alternative School

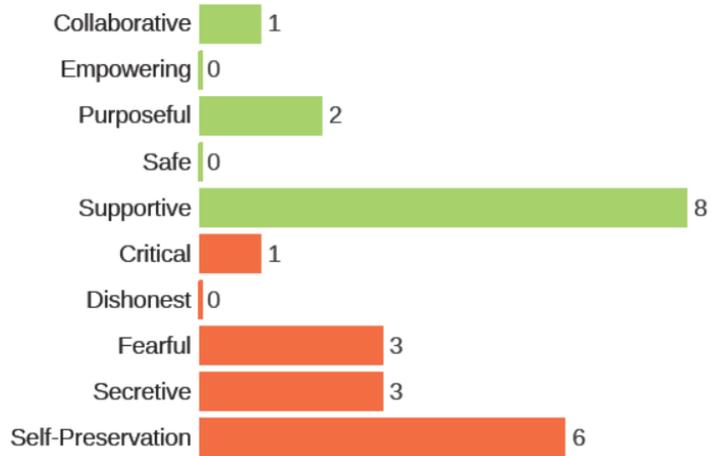
Student-Centered Learning Environment

Student Well-Being Statements	Percentage of respondents answering "strongly agree" or "agree:"
Students' basic needs are met (food, shelter, rest).	52%
Students feel safe/secure at home.	44%
Students feel safe/secure at school.	100%
Students are generally happy.	96%
Students are not affected by bullying.	60%
Students rely on the district for stability.	100%
Students rely on staff for social-emotional mental health well-being support.	100%

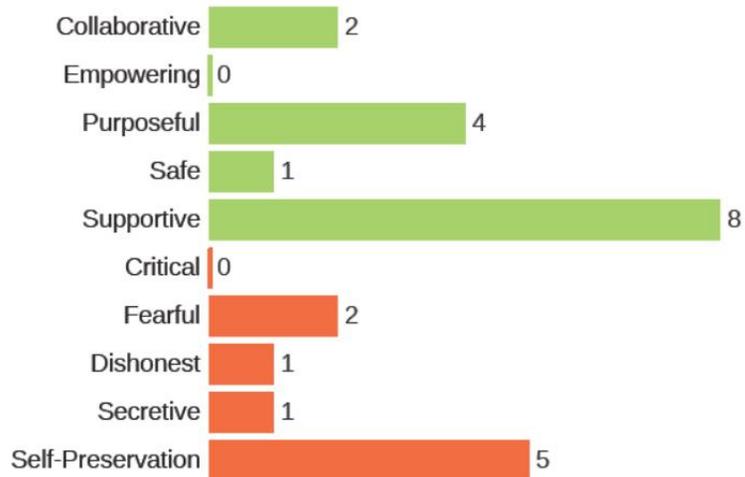
Social-Emotional, Mental Health, Well-Being Statements	Percentage of respondents answering "strongly agree" or "agree:"
The district has the <u>appropriate staff</u> to address the social-emotional and mental health well-being of students .	60%
The district <u>effectively equips all staff</u> to address their social-emotional and mental health well-being.	40%
The district <u>effectively equips students</u> to cope with their social-emotional and mental health well-being.	44%
The district administration <u>effectively addresses</u> social-emotional and mental health well-being needs.	44%

Climate and Culture

What word would you use to describe the culture in the school district?



The climate in my building/level is:



Communication

- **District**
 - Communication within district is respectful: **66%** strongly agree/agree
 - Communication within district is effective: **54%** strongly agree/agree

- **Building/Level**
 - Communication within level is respectful: **75%** strongly agree/agree
 - Communication within level is effective: **50%** strongly agree/agree
 - I am well informed: **55%** strongly agree/agree
 - My voice is heard: **55%** strongly agree/agree

- **Staff**
 - Communication between certified staff is effective: **92%** strongly agree/agree
 - Communication between certified staff and classified staff is effective: **88%** strongly agree/agree
 - Communication between certified staff and parents is effective: **92%** strongly agree/agree

88% of certified staff said they felt safe at school.

Does the culture in the district promote the following for students:

All Responses	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
Academics over Extra Curriculars	25%	6	54%	13	17%	4	4%	1	24
Accountability and Structure for Students	25%	6	54%	13	13%	3	8%	2	24
Consistent Expectations for Students	25%	6	29%	7	29%	7	17%	4	24
High Expectations for Students	21%	5	50%	12	29%	7	0%	0	24
Positive Relationships with Students	42%	10	50%	12	8%	2	0%	0	24
Respect for Students	33%	8	54%	13	13%	3	0%	0	24
Value All Students Equally	33%	8	33%	8	25%	6	8%	2	24
Parent / Guardian Involvement	25%	6	63%	15	8%	2	4%	1	24

Does the culture of the district promote the following for staff:

Field	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
Consistent Expectations for Staff	13%	3	33%	8	29%	7	25%	6	24
High Expectations for Staff	25%	6	46%	11	25%	6	4%	1	24
Professionalism in the Workplace	21%	5	54%	13	13%	3	13%	3	24
Respect for Staff	21%	5	46%	11	21%	5	13%	3	24
Teacher Collaboration	21%	5	42%	10	25%	6	13%	3	24
Value Teacher / Staff Opinions and Ideas	21%	5	29%	7	21%	5	29%	7	24

Does the culture of the district promote the following:

Field	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
Cohesion Across Buildings / Levels	17%	4	33%	8	46%	11	4%	1	24
Consistent Policy Enforcement	17%	4	42%	10	38%	9	4%	1	24
Learning-Centered Environment	21%	5	58%	14	13%	3	8%	2	24
Effectively Address Behavior	21%	5	29%	7	29%	7	21%	5	24
Feedback & Communication	21%	5	29%	7	29%	7	21%	5	24
Inclusive Decision-Making	13%	3	42%	10	13%	3	33%	8	24
Positive School Morale	21%	5	33%	8	17%	4	29%	7	24
Data-Driven Decision-Making	17%	4	38%	9	29%	7	17%	4	24
Transparency on Challenges / Needs	21%	5	38%	9	13%	3	29%	7	24
Trust and Collaboration	17%	4	29%	7	25%	6	29%	7	24
Positivity	17%	4	42%	10	17%	4	25%	6	24
Sense of Belonging	21%	5	54%	13	17%	4	8%	2	24
Teamwork	17%	4	42%	10	33%	8	8%	2	24
Unified Vision	21%	5	42%	10	29%	7	8%	2	24

District Resources

- Learning Facilities
 - **92%** answered strongly agree/agree that the students' needs are met by the learning facility.
 - The top facilities and grounds improvements identified by certified staff were:
 - Building Maintenance
 - Functionality of Learning Spaces

Identify a district program/initiative you would add or grow:

Field	Choice Count
ASAP Program Needs Overhaul	2
Behavior Specialist / Intervention Program	2
Expand CTE Classes	2
Accountability for Bullying	1
Add Driver's Ed to School Classes	1
After School Program	1
Curriculum and Technology	1
Expand Reading Support & Skill Development	1
Explicit Instruction Strategies	1
FCS Classes	1
Full-Time ELL Teacher	1
HAL Program	1
Improve School Morale / Culture	1
More Admin / Staff Collaboration	1
New Playground	1
Social-Emotional, Mental Health Well-Being Support	1
SPED Program	1
Unsure	1

What is your building's highest priority for students?

Field	Choice Count
High-Quality Education / Learning	6
Safety / Security	5
Graduation	4
Reading Skills	2
Attendance	1
Facility Updates	1
Improve Climate / Culture from Top Down	1
Preparation for the Future	1
Unsure	1

Classified Staff Identified Needs

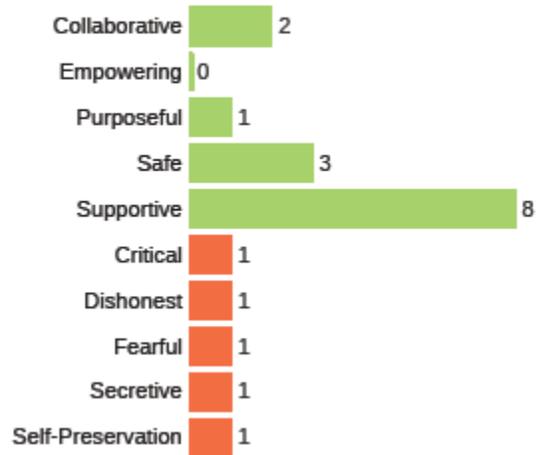
Classified staff were given the opportunity to provide their feedback in October 2021 through an online survey. NASB received a total of 19 completed online survey responses.

Student Well-Being Statements	Percentage of respondents answering "strongly agree" or "agree:"
Students' basic needs are met (food, shelter, rest).	52%
Students feel safe/secure at home.	26%
Students feel safe/secure at school.	95%
Students are generally happy.	68%
Students are not affected by bullying.	26%
Students rely on the district for stability.	79%
Students rely on staff for social-emotional mental health well-being support.	95%

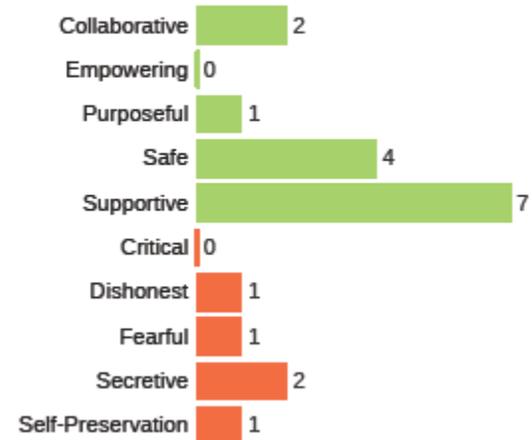
Social-Emotional, Mental Health, Well-Being Statements	Percentage of respondents answering "strongly agree" or "agree:"
The district <u>has the appropriate staff</u> to address the social-emotional and mental health well-being of students .	43%
The district <u>effectively equips all staff</u> to address their social-emotional and mental health well-being.	22%
The district <u>effectively equips students</u> to cope with their social-emotional and mental health well-being.	37%
The district administration <u>effectively addresses</u> social-emotional and mental health well-being needs.	42%

Climate and Culture

What word would you use to describe the climate in your school district?



What word would you use to describe the climate in your building/level?



Communication

- Building communication is respectful: **74%** strongly agree/agree
- Building communication is effective: **58%** strongly agree/agree
- District communication is respectful: **73%** strongly agree/agree
- District communication is effective: **68%** strongly agree/agree
- I am well informed: **63%** strongly agree/agree
- My voice is heard: **58%** strongly agree/agree

Safety

95% of classified staff said they felt safe at school.

Personnel Effectiveness

- Professional Development
 - District-wide, **89%** of respondents strongly agree/somewhat agree that professional development they receive meets their needs.

When asked, “what can be done to enhance the effectiveness of staff,” the top responses from classified staff were:

- Improved Communication with Staff
- Nothing
- Professional Development Opportunities
- Value Staff Opinions/Ideas

District Resources

- Students’ needs are met by the learning facility.
 - District-wide – **79%** answered strongly agree/agree
- The top facilities and grounds improvements identified by the classified staff was:
 - Building Maintenance

What is your building's highest priority for students?

Field	Choice Count
Graduation	5
Safe Learning Environment	5
High-Quality Educational Opportunities	3
Growth	2
Providing a Healthy Meal	2
Unsure	2
Fine Arts	1
Learning Social Skills	1

Parent Identified Needs

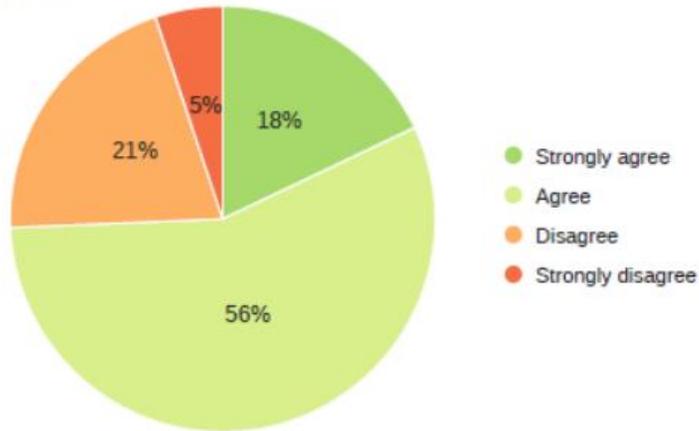
Parents/Guardians were given the opportunity to provide their feedback in October 2021 via an online survey. NASB received a total of 39 completed online survey responses. The distribution of parents/guardians according to the building in which their child(ren) attend(s):

Elementary = 20 (51%)
Middle/High School = 19 (49%)

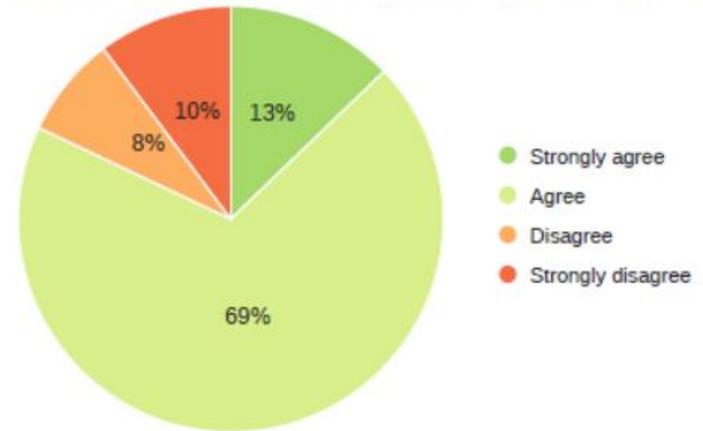
Statement posed to parents	Percentage of respondents answering "strongly agree" or "somewhat agree:"
I feel I can ask any question I have.	85%
My students' differences are embraced.	80%
I am treated with respect.	89%

Communication . . .	Percentage of respondents answering "strongly agree" or "agree:"
between <u>the district</u> and parent/guardians is effective.	72%
between <u>your child's principal</u> and parent/guardians is effective.	72%
between <u>your child's classroom(s)</u> and parent/guardians is effective.	92%

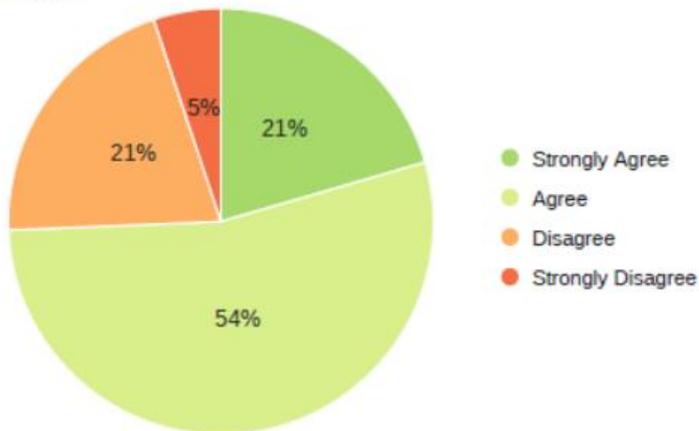
The district is meeting my educational expectations for my student.



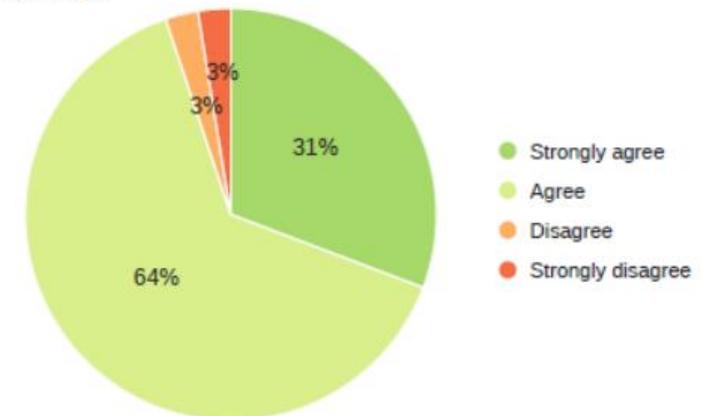
The district provides adequate resources to support the social-emotional, mental health well-being of each student.



The district is meeting my extracurricular expectations for my student.



Technology is effectively integrated to enhance student learning.



Identify what you believe would improve and grow the learning experience of your student:

PreK / Elementary

Field	Choice Count
More Field Trips / Experiential Learning	3
More Education in Preschool	2
Classes Were Less Challenging than Larger Schools	1
Consistent Expectations from All Teachers	1
Implement a HAL Program	1
Less Computer Learning	1
More Help / Support	1
More Resources for Special Needs Students; No Excuses	1
New Principal	1
Students Need More Preparation for the Real World	1
Support All Abilities of Learners	1
Teachers Within Specialty Areas	1
Unsure	1

Middle / High School

Field	Choice Count
More Math Options for Juniors / Seniors	2
Address Teachers Receiving Complaints from Multiple Students and Parents	1
Allow Prayer in School	1
Consistent Policy Enforcement for All Students	1
Eliminate Favoritism from Teachers	1
Empathy / Understanding from Teachers	1
Facilitate Job Shadowing Opportunities	1
Implement a HAL Program	1
Many Students Struggle with Math	1
Middle of the Road / Average Students Get Nothing	1
More Field Trips / Experiential Learning	1
More Hands-On Science	1
More Help / Support	1
Optional Business Math Class Instead of Advanced / College Math	1
Strength Assessment for Seniors	1
Students Need to Learn at their Own Pace	1
Students Receive Backlash from Teachers for Expressing Opinions	1
Students Won't Ask for Help When Teachers Respond with Annoyance	1
Teachers Need Education on Social-Emotional, Mental Health and Well-Being	1
Teachers Understanding of Individual Student Needs	1

Identify the knowledge and skills a student should possess as a graduate of this school district.

PreK / Elementary

Field	Choice Count
Life Skills	6
Core Class Mastery	5
Interpersonal Skills	1
Money Management	1
Problem-Solving Skills	1
Productive Citizen	1
Work Ethic	1

Middle / High School

Field	Choice Count
Career / College Readiness	6
Life Skills	6
Core Class Mastery	5
Money Management	3
Work Ethic	2
Eliminate Required Community Service	1
Interpersonal Skills	1
Leadership Skills	1
Listening / Communication Skills	1
More Career / Technical Education	1
Problem-Solving Skills	1
Understand Government	1

District Resources

- The facilities and grounds improvements identified by parents were:
 - Functionality of Learning Spaces
 - Building Maintenance

What is the highest priority student need in the district?

Field	Choice Count
High-Quality Education	5
Preparation for the Future	5
Career / College Readiness	3
Improve School Morale / Culture	3
Safety / Security	3
Value All Students Equally	3
Culture Change Starts at the Top	2
More Variety in Classes	2
Unsure	2
Comparable Opportunities to Neighboring Districts	1
Differentiated Instruction	1
Facilities Updates / Maintenance	1
Health & Well Being Education	1
Parent Involvement	1
Positive Relationships for Students	1
Retention of High-Quality Staff	1
Social-Emotional Learning	1
Teachers Recieve Classroom Supplies without Spending Their Own Money	1

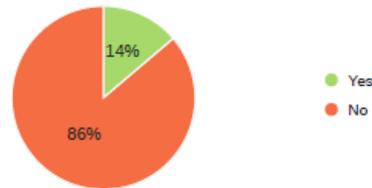
Student Identified Needs

As a key component of the Community Engagement process, certificated staff members were given the opportunity to provide their feedback in October 2022. NASB received a total of 99 completed online survey responses, reflecting 85% of the Harvard Public School 6-12 grade student population.

6th grade: 12
 7th grade: 21
 8th grade: 11
 9th grade: 7

10th grade: 17
 11th grade: 20
 12th grade: 11

Are you a student in an under represented minority group?



How does the school include you as a member of this group?

Field	Choice Count
They Don't	3
As a Student	6
Unsure	2
I Feel Very Respected	1
There Are Activities for All Students	1
They Always Have Time for Me	1
They Have Bilingual Staff	1
They Provide the Things I need to Be Part of Things	1

How do your teachers include you as a member of this group?

Field	Choice Count
As a Student	8
Participation in Class	2
They Don't	2
Listening	1
They Always Help Me	1
Unsure	1

As a member of an under-represented minority group, what challenges do you face at school?

Field	Choice Count
Academic Challenges	6
None	2
Racist Comments / Slurs	2
Unsure	2
Communication Challenges	1
Discrimination / Bullying	1
Racial Confusion	1

Climate/Culture

Think about your relationship with teachers and staff and respond to the following statements:

Field	Always	Sometimes	Rarely	Never	Total
I can be myself at school.	34% 34	53% 52	10% 10	3% 3	99
I am accepted for who I am.	55% 54	35% 35	9% 9	1% 1	99
My opinions are valued.	29% 29	53% 52	16% 16	2% 2	99
I am respected by teachers and staff.	53% 52	38% 38	8% 8	1% 1	99
I respect teachers and staff.	57% 56	39% 39	4% 4	0% 0	99

Communication Statements:	Percentage of respondents answering "always" or "sometimes:"
The communication I receive from <u>my principal</u> is respectful (announcements, emails, conversations, etc.).	94%
The communication I receive from <u>my teachers</u> is respectful (announcements, emails, conversations, etc.).	99%

Think about your relationship with other students and respond to the following statements:

Field	Always	Sometimes	Rarely	Never	Total
I can be myself at school.	41% 41	43% 43	12% 12	3% 3	99
I am accepted for who I am.	47% 47	37% 37	14% 14	1% 1	99
My opinions are valued.	25% 25	52% 51	20% 20	3% 3	99
I am respected by other students.	31% 31	53% 52	15% 15	1% 1	99
I respect other students.	57% 56	37% 37	6% 6	0% 0	99

97% of students surveyed responded that they feel safe at school.

Academics

Statements on their relationship with other students:	Percentage of respondents answering "Yes:"
Technology is used well to help me learn.	69%
Do you feel you are being prepared well for your future goals/plans?	57%

What is something students need at your school?

Field	Choice Count	Field	Choice Count
Nothing	8	A Safe Place	1
Breaks / Free Time	6	Advanced Classes for HAL Students	1
Help / Support	6	Better School Morale	1
Respect / Kindness	6	Bigger Lockers	1
I don't know	5	Career Education / Job Shadowing	1
More Books	5	Cleaner Restrooms	1
More Sleep	5	Education on Diversity / Inclusion	1
Food	4	Fun	1
Better Lunch	3	Individual Learning	1
Homework Help / Work Time	3	Life Skills / Preparation for the Future	1
More Activities / Clubs	3	Longer Study Hall	1
Acceptance / Inclusion	2	More Accessible Chromebooks	1
Better Staff / Admin	2	More Elective Classes	1
Change Phone Policy	2	More of a Voice	1
Friends	2	Motivation	1
Less Homework	2	Time Outside	1
New Clothing	2	Vape Detectors	1
Physical Health Classes	2	Vending Machines	1
School Supplies	2		
Social-Emotional, Mental Health Support	2		

If you could change something about school, what would it be?

Field	Choice Count	Field	Choice Count
Nothing	12		
Start / End Time	9	Handicap Van	1
Better Food	7	Lockers	1
I don't Know	3	Longer PE	1
Less Homework	3	Lots of Kids Don't Eat Lunch	1
Longer Lunch	3	Math Teacher	1
Administration	2	More Help With Finding Dual Credit Courses	1
Baseball	2	More Time Outside	1
Block Scheduling	2	More Water Fountains	1
Change Dress Code About Nike Shorts	2	No Running When It's Hard to Breathe	1
How Some Students Are Treated	2	Not Allow Blatant Discrimination	1
Longer Passing Period	2	Paint the Brick Next to the Music Room Like the Koolaid	1
More Class Options	2	Main Burtng Through the Wall Except It's a Cardinal	1
6-9 Recess	1	Respect for Teachers	1
Bigger Bathrooms	1	Teachers	1
Change the Grading System	1	Teachers Listen to Student Opinions	1
Eliminate Favoritism	1	Teachers Shouldn't Gossip About Students; We Can Hear You	1
Fighting Status	1	The People	1
Golf Team	1	Vending Machine	1
Graphic Design Classroom	1	We Need to Learn Life Skills	1

Community Identified Needs

A Community Engagement meeting was held at the district on November 3, 2021, where a facilitated discussion with question and answer was held to generate feedback. NASB facilitated this meeting of 26 members of the community, parents, staff, students, and board. The following 3 questions were discussed.

Identify the knowledge and skills a student should possess as a graduate of this school district.

Field	Choice Count
Core Class Mastery	9
Interpersonal Communication Skills	7
Money Management	6
Life Skills	5
Time Management	5
Career / College Readiness	4
Critical Thinking	3
Respect for Others	3
Social Media Etiquette	3
Work Ethic	3
Emotional Intelligence	2
Productive Citizen	2
Experience in Extracurricular Activities	1
Leadership Skills	1
Problem-Solving Skills	1
Technology / Computer Literacy	1

Identify the challenges that may impact the district in the next three to five years.

Field	Choice Count
Property Tax Relief / Funding	8
Declining Student Enrollment	7
Teacher/Staff Retention	6
Daycare	4
Social-Emotional, Mental Health Well-Being	4
Health Standards	3
Housing	3
Cultural Assimilation	2
Students Returning to Community	2
Technology	2
Administrative Leadership	1
Censorship	1
Community Viability	1
Declining Student Involvement	1
Locality of Teachers / Staff	1

How can the Board / District improve communication to inform patrons of the district's needs & priorities?

Field	Choice Count
Improve the School Calendar	4
School Board Meeting Agendas / Minutes Available Electronically	4
Mail the Chirp	2
Newsletter Mailed	2
Print the Activity Calendar and Distribute	2
Proper Translation of Communications	2
Utilize the Monthly Coffee Again	2
All Automated Communications from One District Account	1
Can't Rely on Email/Internet/Phone	1
Communicate the Challenges of the District to Parents	1
District Needs are Poorly Communicated to Patrons	1
Email Communications	1
Establish Trust and Collaboration Through Consistent, Transparent Communication	1
Need Properly Translated Communications About My Specific Children	1
Train Parents on Website, Facebook, Communication in English and Spanish Meetings	1
Welcome Public Comments at Board Meetings	1

Spanish Community Identified Needs

A Community Engagement meeting was held at the district on January 20, 2022, where a facilitated discussion with question and answer was held to generate feedback. NASB facilitated this meeting of 16 members of the community, parents, staff, students, and board. The following 3 questions were discussed.

- Identify the knowledge and skills a student should possess as a graduate of Harvard Public School.
 - Students/Families need scholarship support
 - Leadership so that students can apply for scholarships
 - There is a noticeable difference among our children since language is sometimes something we cannot help with. Let the same support continue for the students in the future.
 - Students/Parents need to be informed about different careers/options
 - Orientation to know which careers are available to choose from

- Identify the challenges that may impact our district in the next three to five years.
 - Discrimination/Racism – student in trouble for speaking Spanish at school by staff
 - Bullying – our kids are put down for not being white
 - Rules to the extreme – Students not being able to go to the bathroom
 - They cannot get help when children have special needs.
 - Let there be communication between teachers and parents to provide better help.
 - Adults/Staff treat Spanish speaking children differently.
 - Lack of communication in our first language.
 - Sometimes our kids fear communicating with parents when being bullied because they may get in trouble or get bullied more for bringing up issues and even when they have told authorities at school, they aren't listened to.

- How can the board/District improve communication to inform patrons of the district's needs and priorities?
 - Having a translator during meetings so that we can be informed of school events and give our opinions.
 - Language
 - Discrimination
 - Have more opportunities like this meeting to share.
 - Communicate in first language no matter how small the incident. It may be small for school, but not for parents – Cultural Awareness.
 - Take time to be aware of meetings like this where someone really listens and does something about this
 - Anonymous box for students to be able to identify incidents of being bullied by students/staff.
 - More qualified personnel that speaks our language.

Glossary of Terms

Needs Analysis Terms

Choice Count: Number of participants who stated this topic.

District Leadership: A group comprised of the superintendent, other specified district administrators, and the school board.

External Stakeholders: May include, but not be limited to parents, community leaders, local business leaders, elected officials, representatives from community service organizations, local and state government officials, representatives from local or regional institutions of higher education, any and all interested members of the community.

Internal Stakeholders: Include superintendent, assistant superintendent(s), district directors, coordinators, administrators, building administrators, certified staff, classified staff, and students.

Mean: 5 is strongly agree; 1 is strongly disagree

Needs Analysis: A comprehensive, multifaceted reflection of the district as well as it's perceived and potential needs. The collected data and summary of needs enable the district to address and discuss the objectives and planned outcomes. It is a distinct and necessary phase of the strategic planning process to ensure the board and administration model educational accountability through purposeful planning and measurable goals to support growth of student learning districtwide.

Educational Terms

Aligned Curriculum: Curriculum that consistently meets the state content area standards for education at all levels.

Curriculum: A systematic plan that describes the content taught in the classroom.

Curriculum Scope and Sequence: The level of depth, order, and pacing of curriculum in a classroom.

High Ability Learners (HAL): A student who gives evidence of high-performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields and who requires accelerated or differentiated curriculum programs in order to develop those capabilities fully [as defined in Nebraska Revised Statute Sec. 79-1107 (3)].

Horizontal Curriculum Alignment: Curriculum that provides consistent content within a grade level, especially across multiple classrooms.

Instructional Framework: A shared understanding of instructional principals and implementation within and across classrooms to which all members of the school community are committed and accountable.

Professional Development (PD): Specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness.

Social-Emotional Learning (SEL): The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set, and achieve positive goals, feel, and show empathy for others, establish, and maintain positive relationships, and make responsible decisions (as defined by Collaborative for Academic, Social, and Emotional Learning).

Teacher Evaluation: The method by which teachers are assessed. Two evaluation types exist: formative and summative. Formative evaluation is a tool used to improve instruction. Summative evaluation is a tool used to make personnel decisions.

Vertical Curriculum Alignment: Curriculum that effectively and logically builds on the content taught in the previous grade level and effectively prepares the student for the following grade level.