

25-26 Recap

Preschool Information

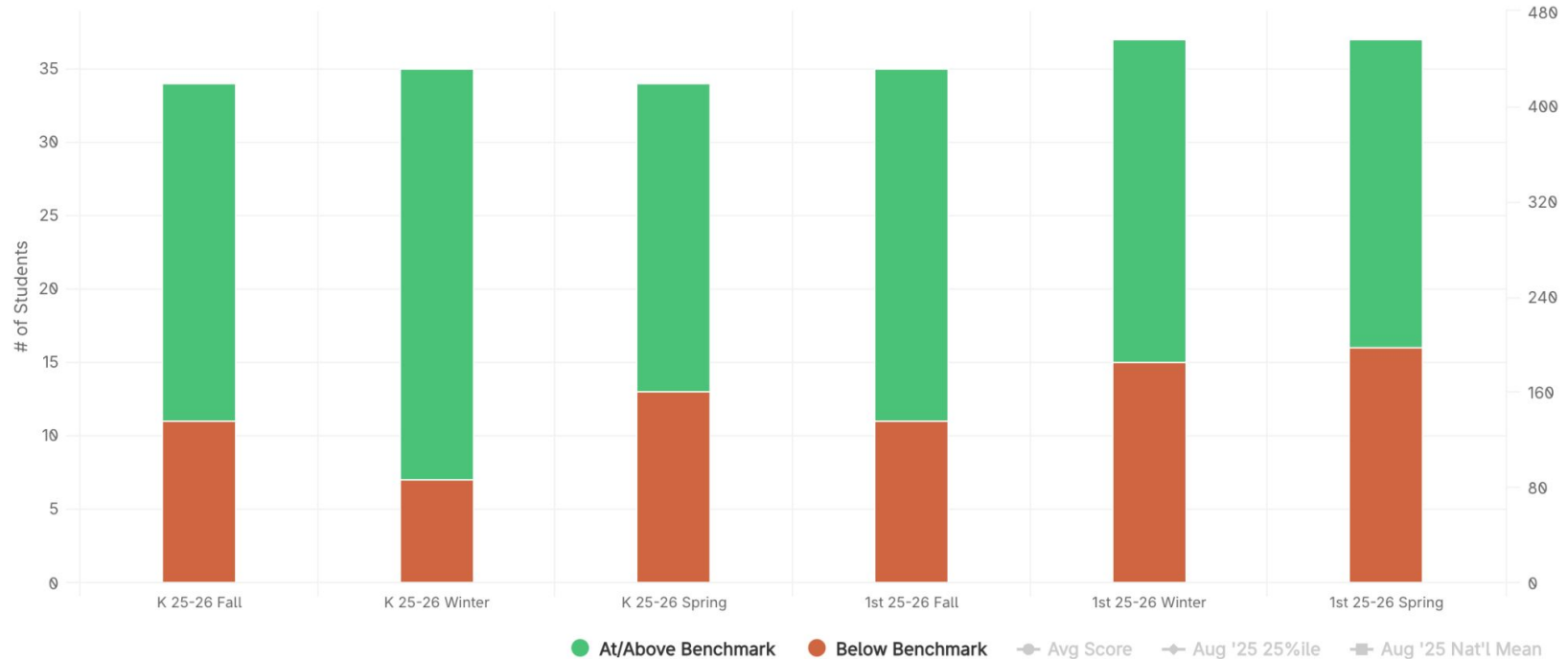
Preschool

- Enrollment 2025–2026: 30 students
- 20 of the preschool students that graduated will attend Kindergarten at LV for the 2026–2027 school year
- Transportation
 - 2025–2026
 - 8 students = 2 routes
 - 4 staff members (2 per route)
 - Responsibilities include: driver, rider, walk students in when arrive at school, load students at the end of the school day
 - 2026–2027
 - 4 students = 1 route
 - 2 staff members
- Early Childhood Coordinator – Martha Ostrum
 - Supported with behavior plans, verbal behavior, GOLD data collection and reporting

Kindergarten-6th Grade Academic Data

K-1 Early Reading FastBridge Fall - Spring

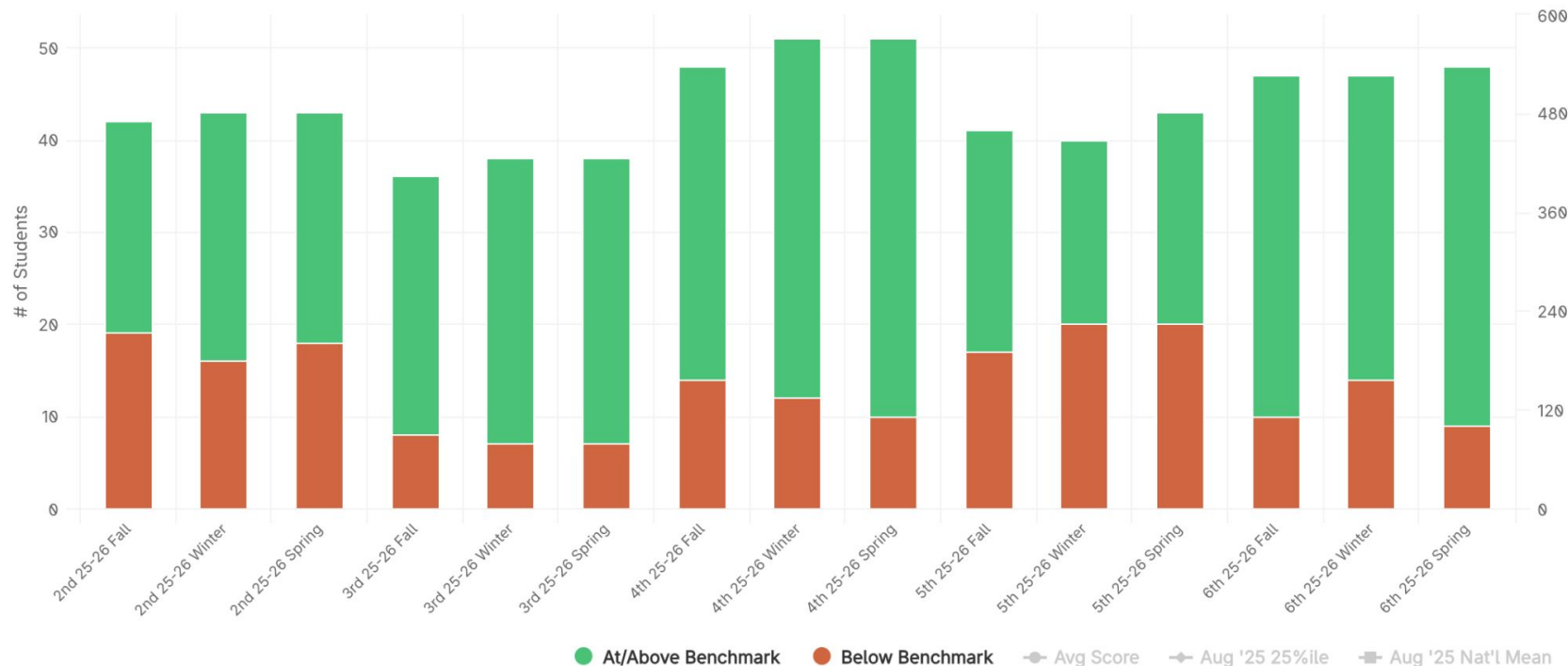
25-26 Benchmark



- Kindergarten and 1st Grade tests different skills each session and are 1-1 with an adult
- Goal from NDE (Nebraska Department of Education) is to have 75% of students meeting grade level benchmark
 - Kindergarten 61% of students above benchmark at the end of the year
 - 1st Grade 56% of students above benchmark at the end of the year

2nd-6th FastBridge aReading Fall - Spring

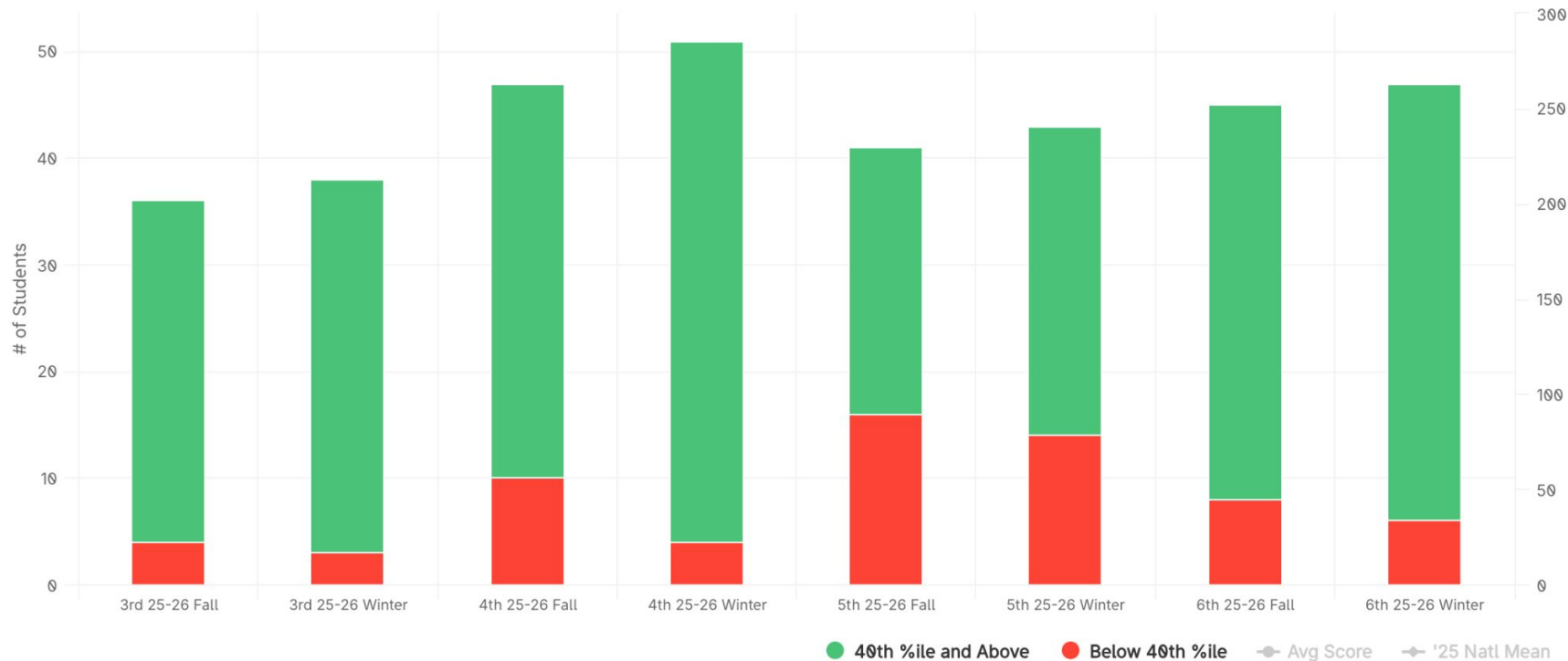
25-26 Benchmark



- 2nd-6th self paced completed on ipad or chromebook
- Goal from NDE (Nebraska Department of Education) is to have 75% of students meeting grade level benchmark
 - 2nd Grade 58% — 5th Grade 53 %
 - 3rd Grade 81% — 4th Grade 80% — 6th Grade 81%

3rd-6th MAP ELA Fall - Winter

Quintiles



Want to see green increase – red decrease – bar get taller from fall to winter

NSCAS English Language Arts

	2026	2025	2024	2023
Class of 2035 3rd Graders	8 Developing 21 On Track 9 Advanced			
Class of 2034 4th Graders	10 Developing 27 On Track 15 Advanced	9 Developing 33 On Track 8 Advanced		
Class of 2033 5th Graders	20 Developing 14 On Track 9 Advanced	13 Developing 19 On Track 12 Advanced	13 Developing 22 On Track 9 Advanced	
Class of 2032 6th Graders	13 Developing 23 On Track 12 Advanced	13 Developing 22 On Track 10 Advanced	15 Developing 21 On Track 11 Advanced	11 Developing 21 On Track 15 Advanced

This test is taken once a year in the spring.

IRIP (Individual Reading Improvement Plan) Data

The Nebraska Reading Improvement Act became law in 2018 with the goal that all Nebraska students are able to read at or above grade level by the end of third grade.

Students identified “At Risk” in FastBridge Early Reading, aReading, and/or CBMR assessments qualified for an IRIP.

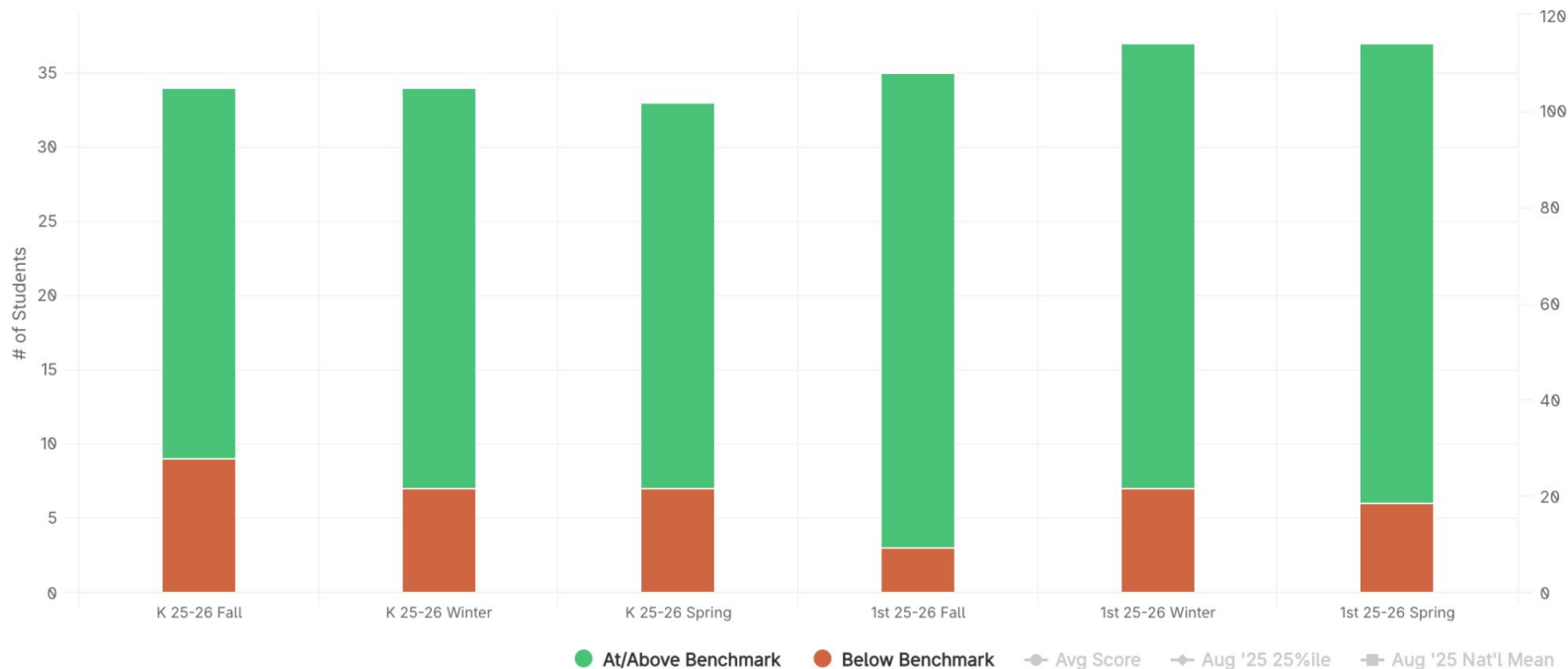
An IRIP is a customized educational plan for students in Kindergarten through third grade who are identified as having an early reading deficiency.

This year at Logan View Elementary

- 83 Kindergarten–3rd Grade students qualified for an IRIP
- 37 exited in the winter or spring
- Students who qualified received Lexia and Orton Gillingham (OG) interventions

K-1 FastBridge Early Math Fall - Spring

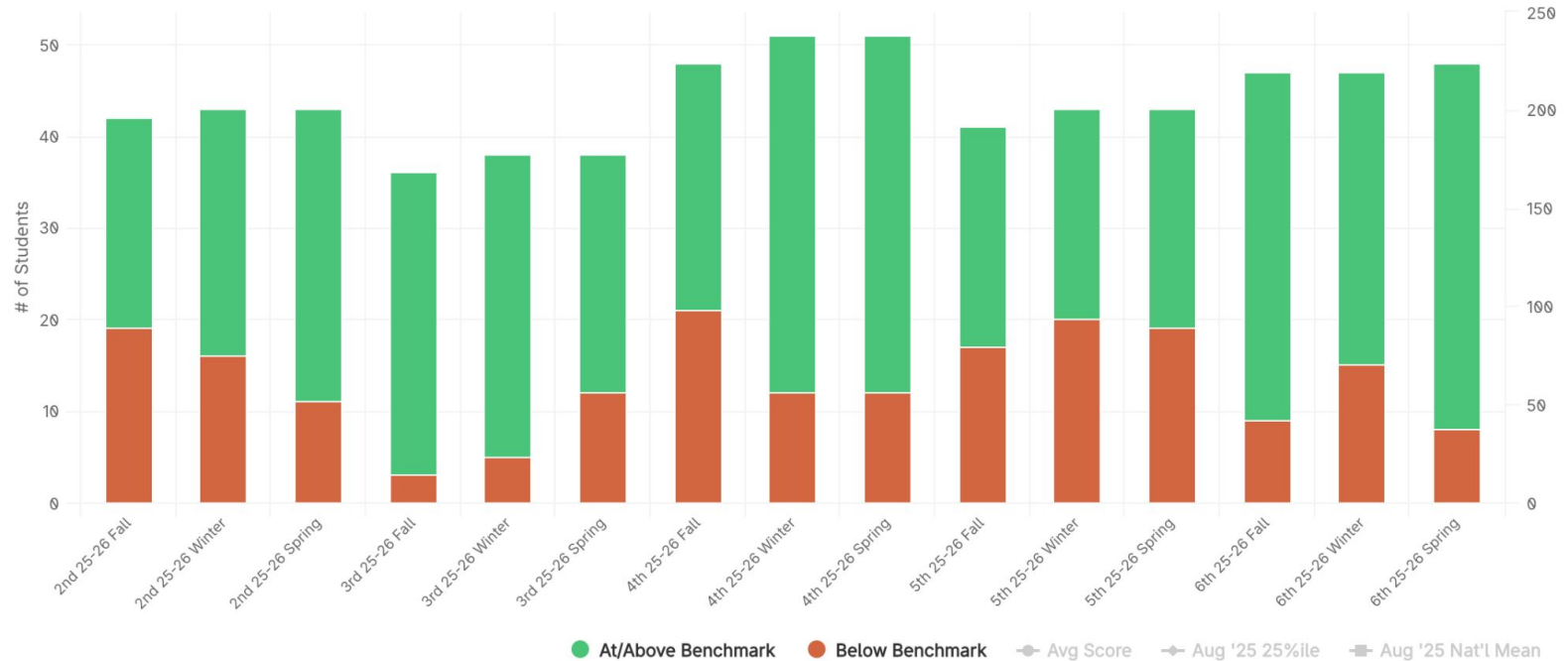
25-26 Benchmark ▾



- Kindergarten and 1st Grade tests different skills each session and are 1-1 with an adult
- Kindergarten 78% at or above benchmark by the end of the year
- 1st Grade 83% at or above benchmark by the end of the year

2nd-6th FastBridge aMath Fall - Spring

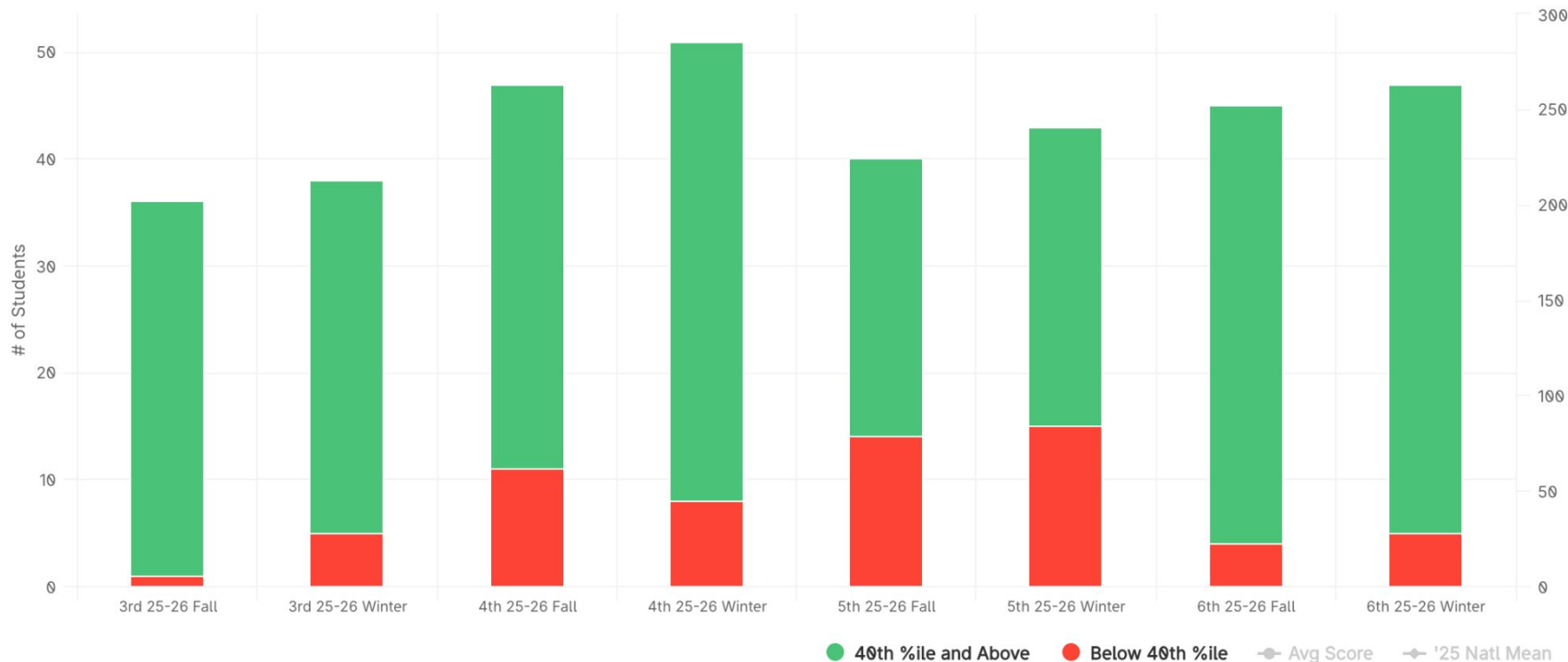
25-26 Benchmark



- 2nd-6th Graders take this assessment on the ipad or chromebook
- Percentage of each grade level at or above benchmark
 2nd Grade 74% 3rd Grade 68% 4th Grade 76% 5th Grade 55% 6th Grade 83%

3rd-6th MAP Math Fall - Winter

Quintiles



Want to see green increase - red decrease - bar get taller from fall to winter

NSCAS Math

	2026	2025	2024	2023
Class of 2035 3rd Graders	5 Developing 22 On Track 11 Advanced			
Class of 2034 4th Graders	7 Developing 33 On Track 12 Advanced	12 Developing 26 On Track 12 Advanced		
Class of 2033 5th Graders	20 Developing 18 On Track 5 Advanced	10 Developing 27 On Track 7 Advanced	14 Developing 21 On Track 9 Advanced	
Class of 2032 6th Graders	2 Developing 32 On Track 14 Advanced	17 Developing 18 On Track 10 Advanced	13 Developing 23 On Track 11 Advanced	7 Developing 37 On Track 3 Advanced

This test is taken once a year in the spring.

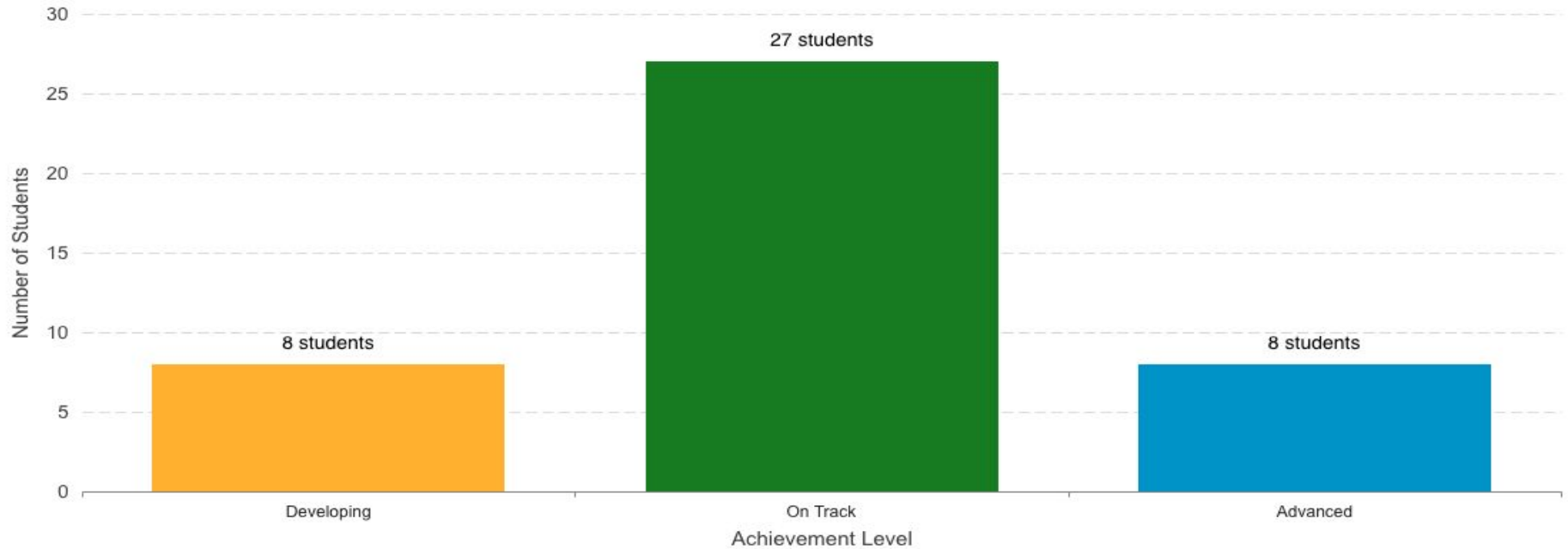
5th Grade NSCAS Science

Students by Score Level

Developing 3000-3099

On Track 3100-3149

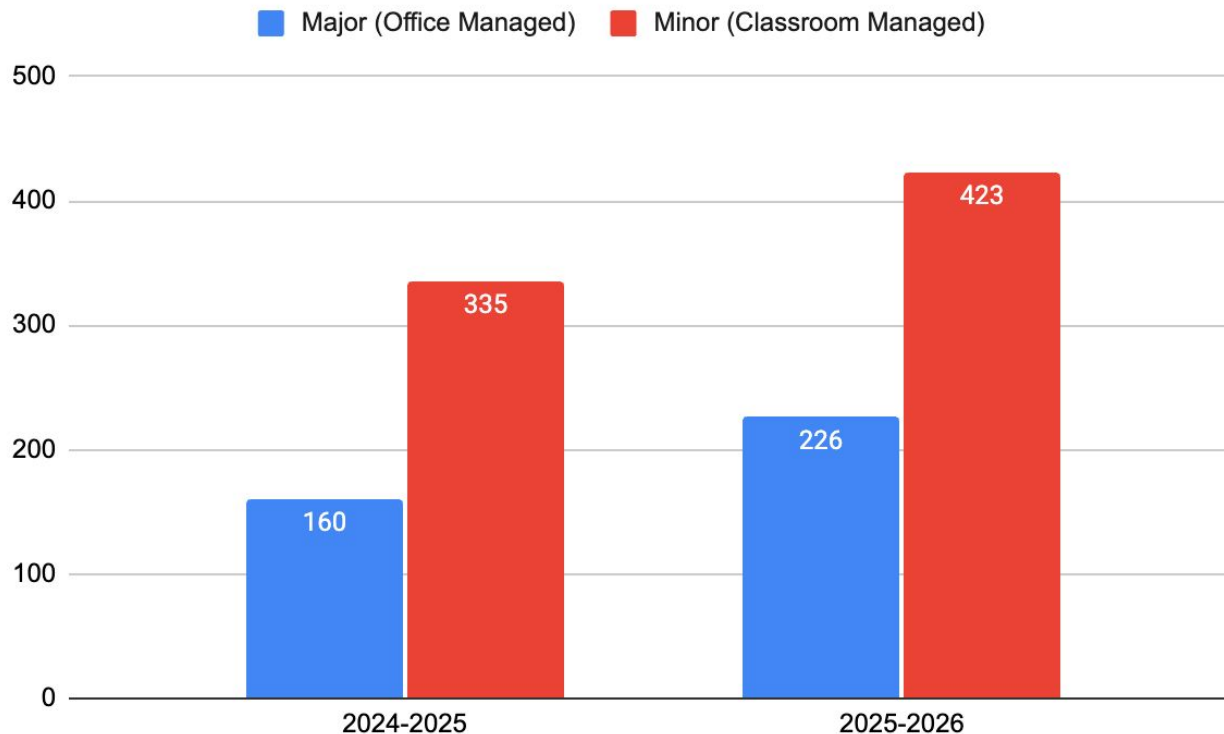
Advanced 3150-3250



60 minutes per day – 30 minutes of science and social studies
Mr. Anderson taught science – Miss Guzinski taught social studies

Kindergarten–6th Grade Behavior Data

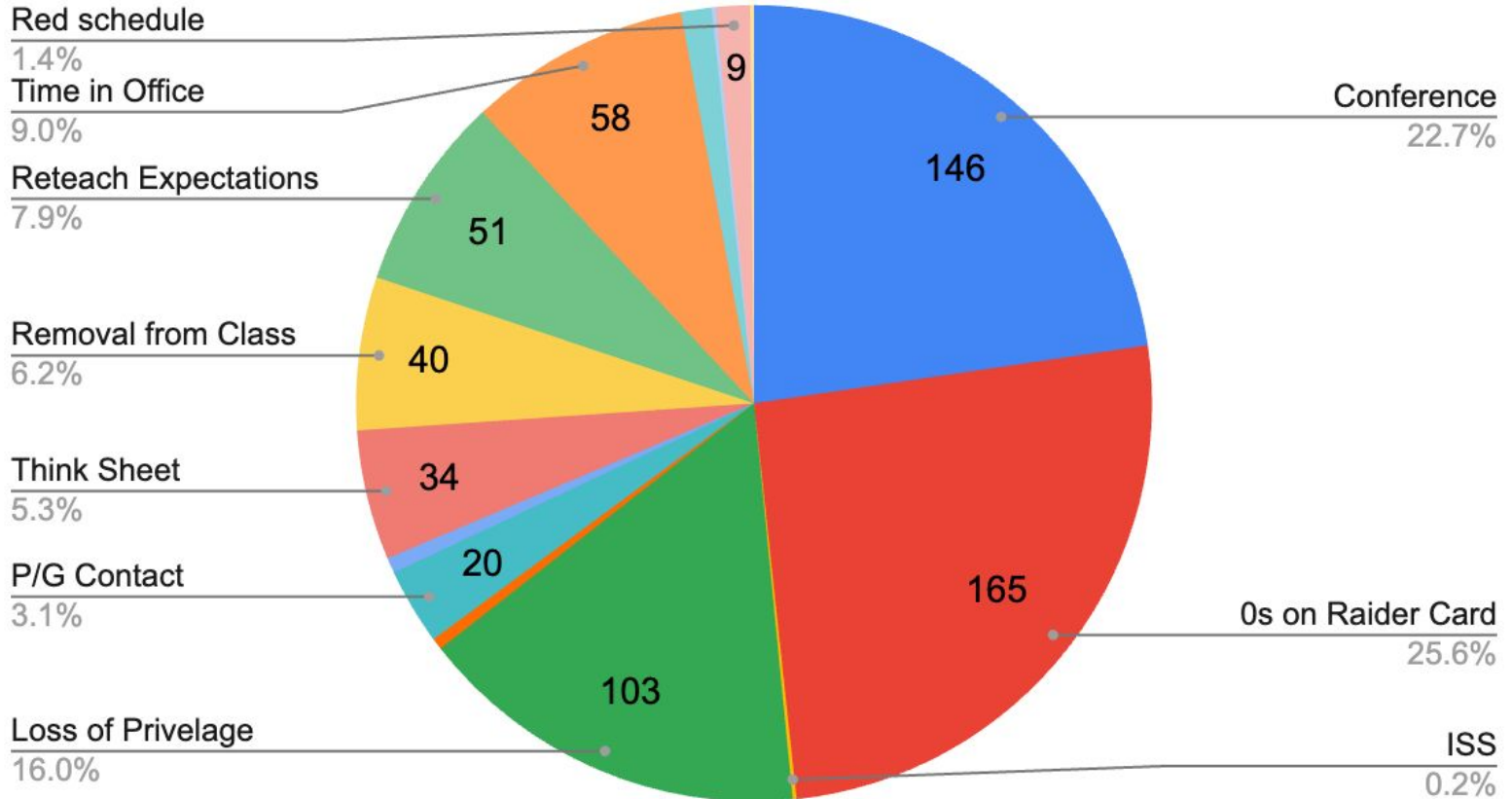
Elementary Educlimber Data



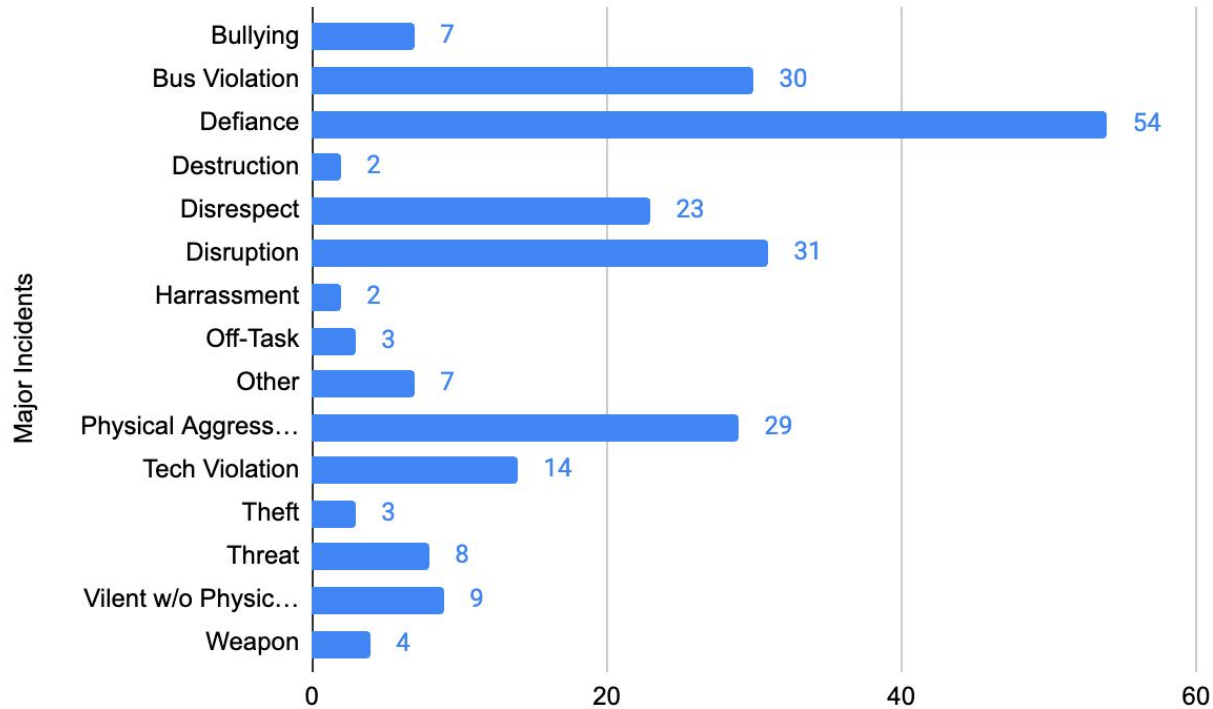
- Increase due to Raider Cards and classroom teacher documentation
- 5 students 30-50 Referrals (4 CICO, 1 Independent)
- 5 students 20-29 Referrals (3 CICO)
- 7 students 10-19 Referrals (5 CICO)
- 15 of top 20 students were part of CICO (Raider Cards)

Elementary

Responses to Behaviors



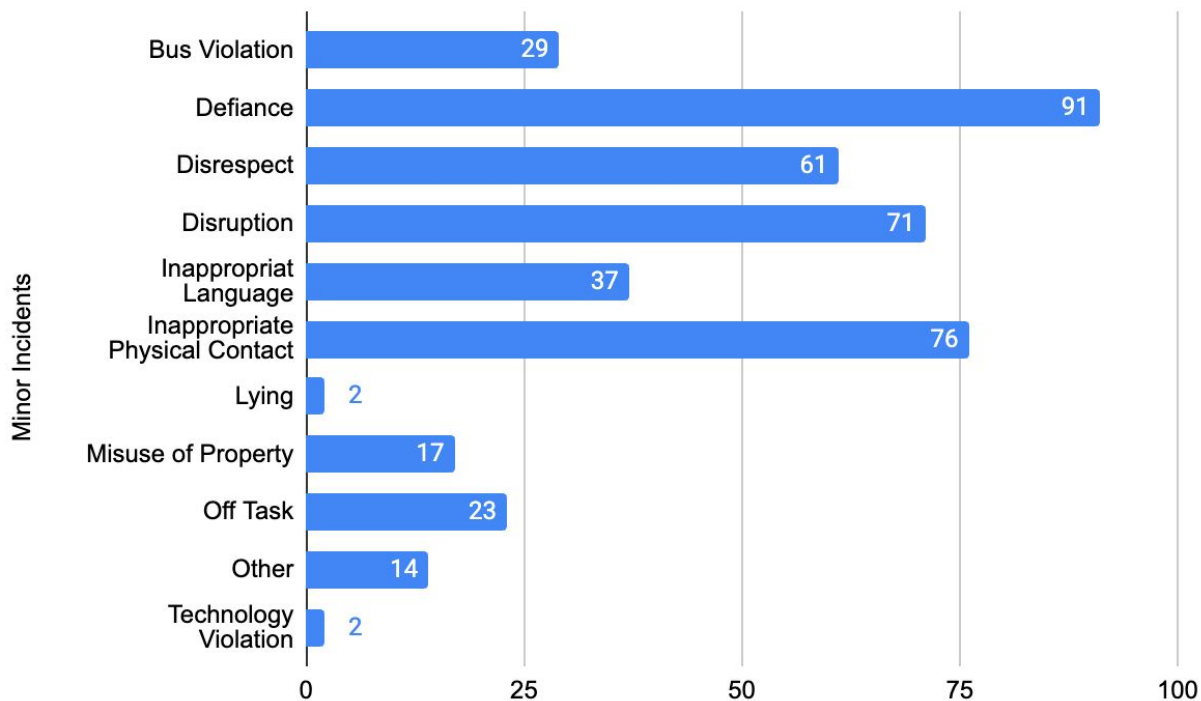
Elementary Educlimber Data



Breakdowns

- Defiance: 1st Grade (20) 6th Grade (17) 5th Grade (10)
- Disrespect: 5th Grade (13) 6th Grade (7)
- Disruption: 5th Grade (11) 4th Grade (6) 2nd Grade (5) 6th Grade (5)
- Physical Aggression: 2nd Grade (11) Kindergarten (8) 1st Grade (4)

Elementary Educlimber Data

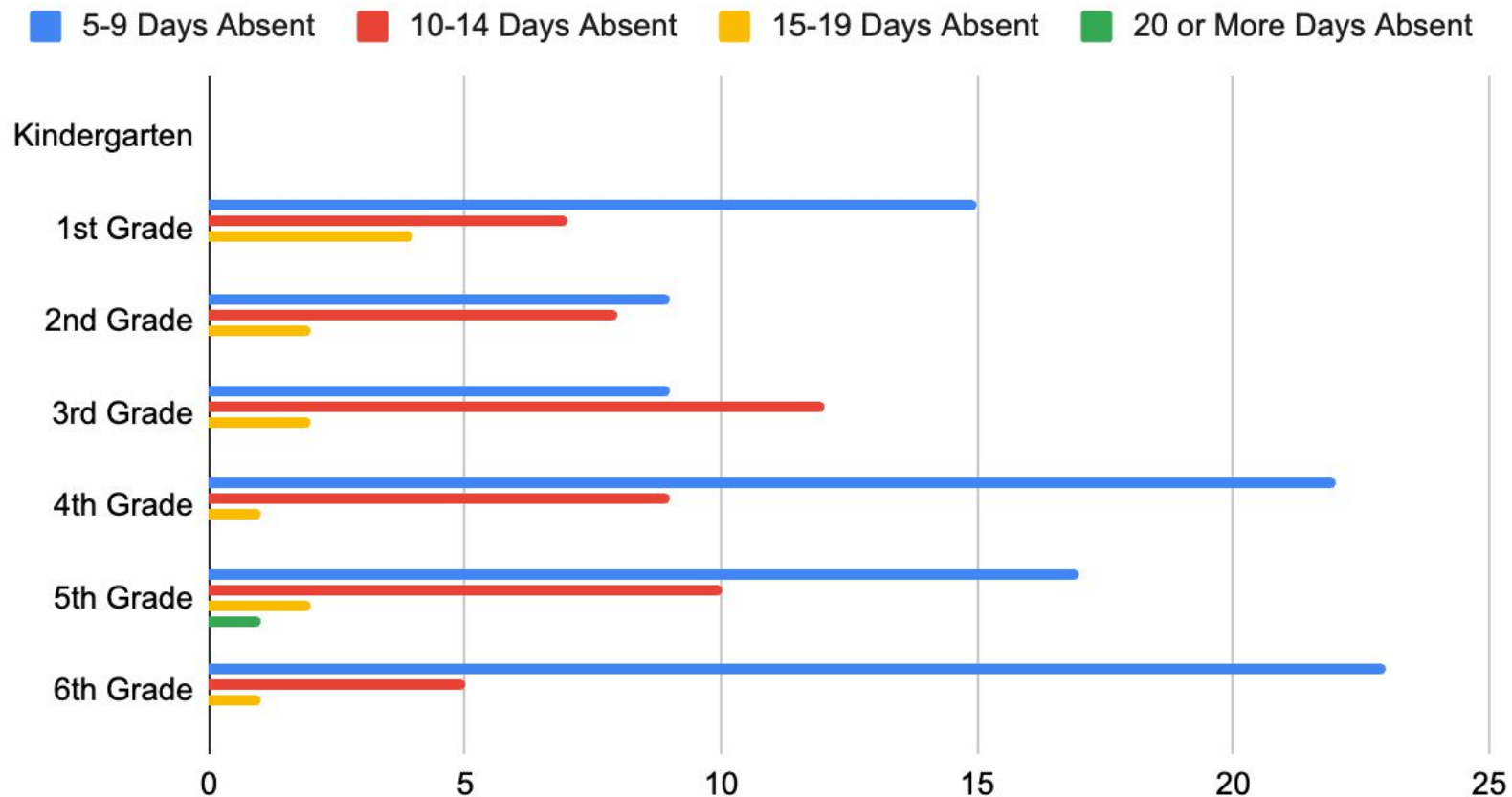


Breakdowns

- Defiance: Kindergarten (40) 6th Grade (15) 4th Grade (14) 1st Grade (8) 5th Grade (7) 2nd Grade (6)
- Disrespect: 5th Grade (14) 2nd Grade (13) Kindergarten (12) 4th Grade (8) 6th Grade (7) 1st Grade (6)
- Disruption: Kindergarten (49) 4th Grade (8) 5th Grade (7)
- Physical Aggression: Kindergarten (45) 2nd Grade (19)

Elementary Additional Information

2025-2026 Attendance



Trainings

- 12 certified teachers completed LETRS training
- 4 certified teachers completed OG+
- 3 paraprofessionals completed a OG training to be able to do the review sections, not the teaching of new skills
- 4 teachers completed New Teacher Academy at ESU
- 3 Work Based Learning Paraprofessionals

Partnerships

- Raider Branch (First Northeast Bank of Nebraska)
- TeamMates
 - 6 elementary students
- Foodbank for the Heartland

PIE (Parents In Education)

- Buddy Bench
- Conference Meals – Staff Appreciation Week
- Looking forward to working together on a few more student centered projects next year

HAL

- Special Ops
- Quiz Bowl

Common plan time

- Weekly time for grade level teachers to meet
- Weekly time for SPED and grade level teams to meet
- Monthly meetings with grade level to meet with Mrs. Foulk

Inservice Days

- Staff meetings
- Paraprofessional Training
- LETRS
- Curriculum (ELA)
- Social Committee
- Mentee Meetings with Mrs. Foulk

Transportation

- 239/300 elementary (K-6) bus riders

Student Recognitions

- Students recognized each week through Raider Rewards
- Wall of Fame Raider
 - Focus Area (Respect, Accountable, Integrity, Disciplined, Effort, Resilient, Supportive)
 - Nomination and personal note from staff member
 - Phone call home
- Birthday Book from the TeamMates Book Vending Machine during the month of your birthday or half birthday
 - Books from TeamMates and Toys for Tots Grant

MTSS Tier I

- Met twice a month
- Focused on school-wide expectations
- Areas of focus were behavior and attendance
- Continue working to put systems and decision rules based on data in place

MTSS Tier II

- Met as a team twice a month
- Created and implemented a solid CICO (Check-in Check-Out) system
- Used data to look for patterns and provide supports where needed for students in areas of academics, behaviors and social groups
- Continue building and implementing processes and systems to meet the needs of our students

Summer School

- 18 Students Kindergarten-3rd Grade
- Reading, Math, STEM, SEL, Lexia
- Positive feedback from students, parents, teachers
- 4 days/week for 4 weeks was a great length of time
- 88% attendance
 - 3 students had multiple conflicts

7th-12th Data 2025-2026

High School Staff Accomplishments

- **Trainings**
 - New Teacher Training (2 Teachers)
 - 2 Teachers for additional HAL endorsements
 - ELA Cadres at ESU2
- **Structured Collaborative Time**
 - Continued Monthly One on Ones
 - Continued Common Plan Times for ELA, Science, Math
 - Inservice Days
 - Full staff meetings, PLT time for Non Core classes, Coaches/Sponsors Meetings, Mentor/Mentee Group Meetings
 - ELA Curriculum Selection
- **Implementation of MTSS**
 - How to implement at the high school level
 - Dedicated time on inservice days to bridge continuity between the buildings
 - Same verbiage, same processes, etc.
- **Continued HAL opportunities for qualified students**
- **Continued Academic Accountability**
 - Missing list ran 3 times a week
 - Ineligibility report every 2 weeks → Academic Coaching/MTSS guided Study Halls
- **Re-emphasis on Attendance**
- **Monthly Parent communications**
 - "Raider Rundown" was sent on the First Friday of every month

Master Schedule/Class Offerings

2023-2024

Restructured Master Schedule for the '24-'25 School Year:

- Earlier start time
- Longer Class Periods
- Shorter Passing Periods
- Shorter Raider Time
 - Family Style
- Common Plan Periods for Math, Science, and English
- Accommodate P2T with Graduation Requirement Classes

2024-2025

New Class Offerings:

- JAG
- P2T
- John Baylor Test Prep
- 7th Grade Reading Transitions (Exploratory Class)
- 8th Grade Spanish (Exploratory Class)
- Interpersonal Relations (Dual Credit)
- Journalism
- Dual Speech
- Media Production
- Foundations of Computing
- Officiating (semester class)
- Health
- Sciences/Performance Nutrition
- Music Theory
- MTSS Support Periods

2025-2026

New Class Offerings/Requirements:

- Work Release→ Work Based Learning
- Advised class pathways for Math and English
- Changed Math Class Requirements
 - Honors Geometry
 - Honors Algebra II
 - Business Math
 - JH Math Support Class
 - Algebra I Support Class
- Changed English Class Requirements
 - Added English 12 Option
- Music class restructuring
- Dual Chemistry
- Anatomy
- Baking and Pastries Class
- Best Practices in Education and Training (Education II)
- Psychology

2026-2027

New Class Offerings:

- Advanced Bio → Dual Bio
- Added HS JAG (2nd Teacher)
- Collaborating with P2T for AG

Academic and Testing Data

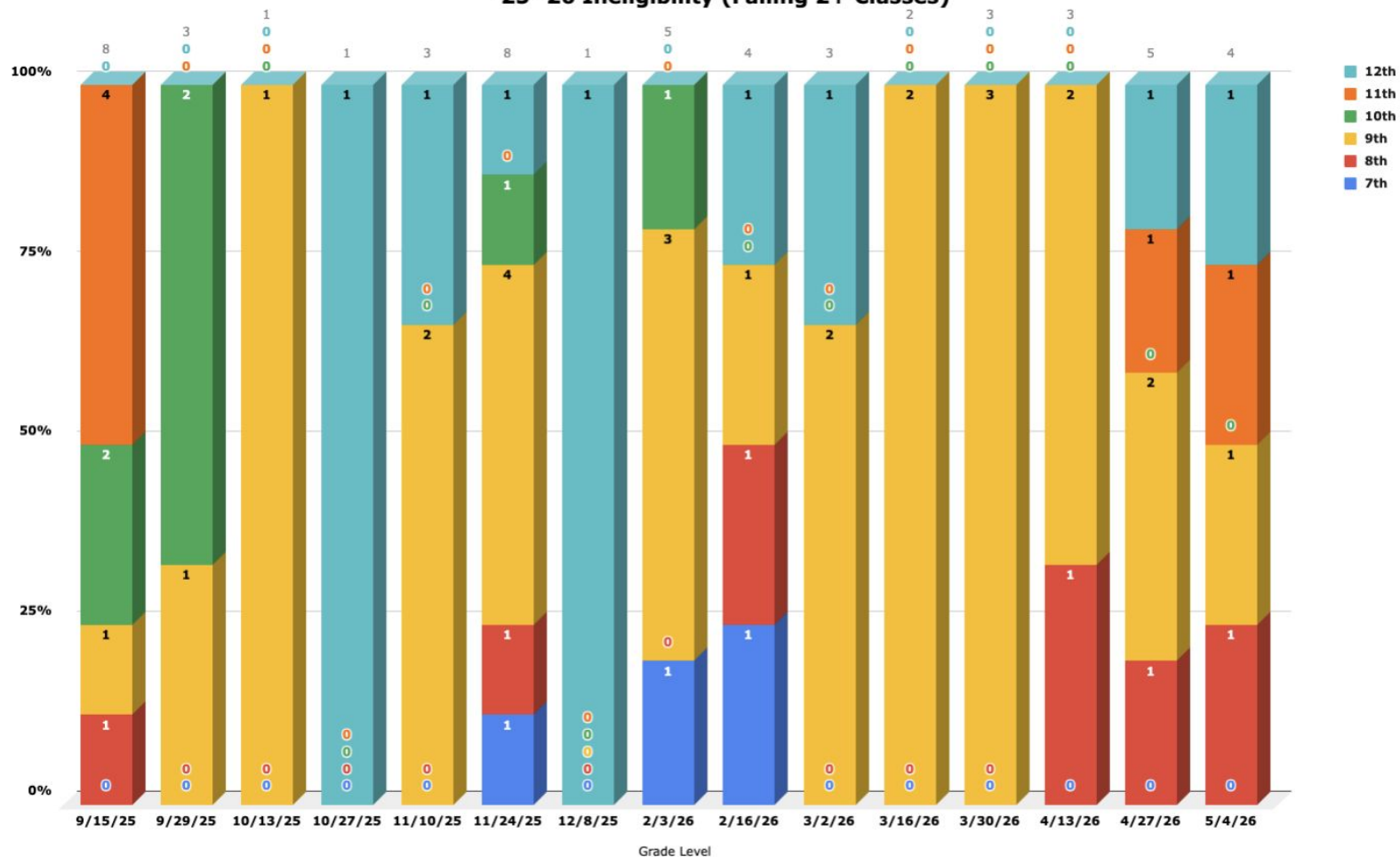
Class Totals

**Totals calculated on number of students who finished the year at LV*

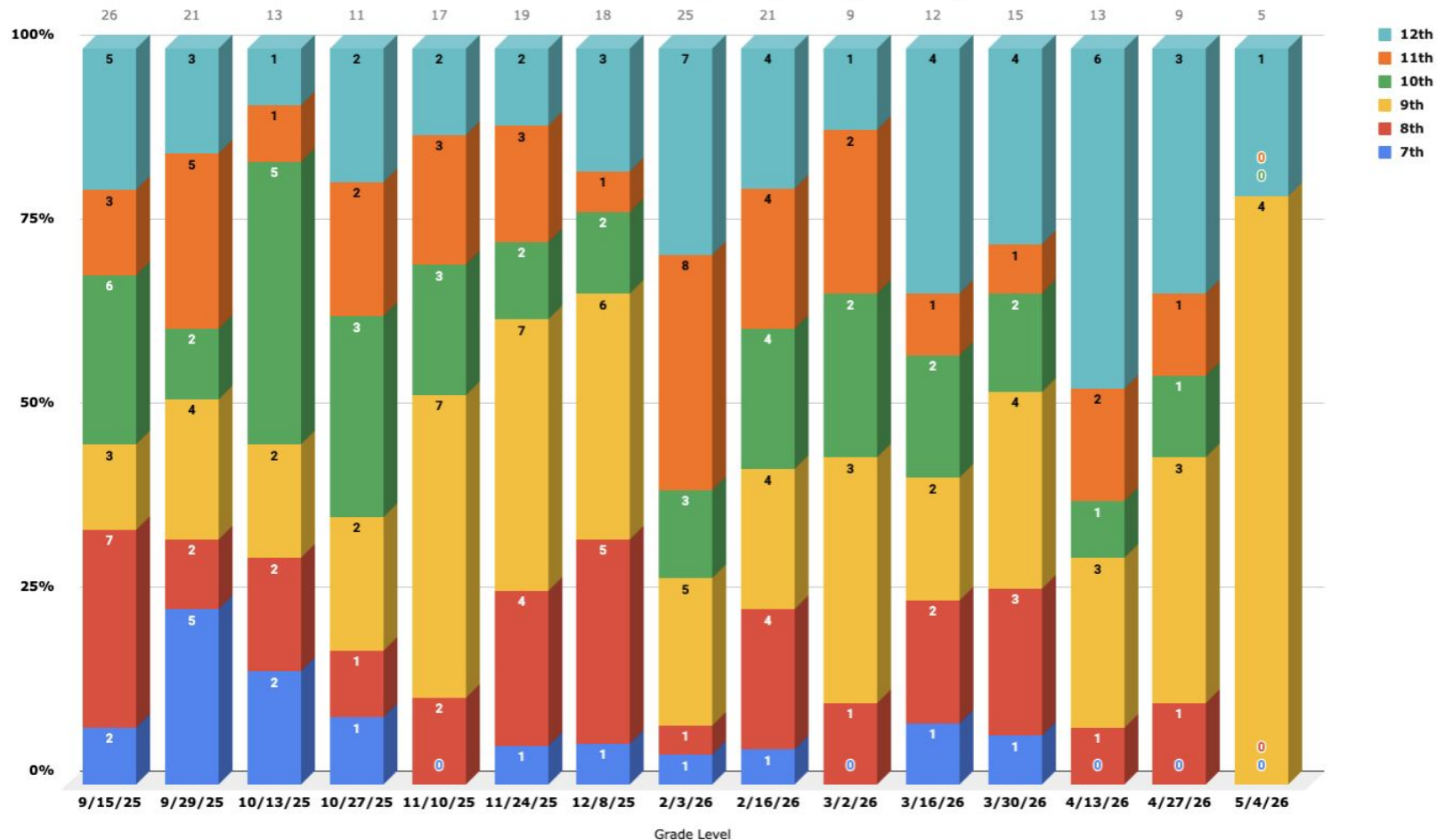
- **7th Graders: 50**
- **8th Graders: 38**
- **9th Graders: 44**
- **10th Graders: 40**
- **11th Graders: 42**
- **12th Graders: 56**

JH: 88 Students
HS: 182 Students
Total: 270 Students

'25-'26 Ineligibility (Failing 2+ Classes)



'25-'26 Warning List (Failing 1 Class)



Failed Classes for 2025-2026

	Semester One			Semester Two	
	# of Students	# of Classes		# of Students	# of Classes
7th Graders	0	0		1	1
8th Graders	0	0		1	2
9th Graders	0	0		4	12
10th Graders	0	0		0	0
11th Graders	2	2		1	1
12th Graders	3	7		2	8
Total	5	9		9	24
Failed Classes for 2024-2025					
Total	6	9		7	22
Failed Classes for 2023-2024					
Total	19	38		13	30

***This count contains students who finished the year at LV**

Graduation Rate
54/56 Seniors graduated:
96% Graduation Rate

NSCAS SCORES – ELA

NSCAS ELA	2026	2025	2024	2023
Class of 2031 7th Graders	14 Developing	10 Developing	10 Developing	12 Developing
	19 On Track	23 On Track	24 On Track	22 On Track
	16 Advanced	12 Advanced	13 Advanced	11 Advanced
Class of 2031 8th Graders	11 Developing	17 Developing	16 Developing	15 Developing
	22 On Track	17 On Track	16 On Track	18 On Track
	4 Advanced	6 Advanced	8 Advanced	4 Advanced

NSCAS SCORES – MATH

NSCAS Math	2026	2025	2024	2023
Class of 2031 7th Graders	14 Developing	7 Developing	7 Developing	7 Developing
	19 On Track	27 On Track	29 On Track	25 On Track
	16 Advanced	11 Advanced	11 Advanced	13 Advanced
Class of 2031 8th Graders	11 Developing	11 Developing	8 Developing	8 Developing
	22 On Track	26 On Track	23 On Track	19 On Track
	4 Advanced	3 Advanced	9 Advanced	10 Advanced

NSCAS SCORES – SCIENCE

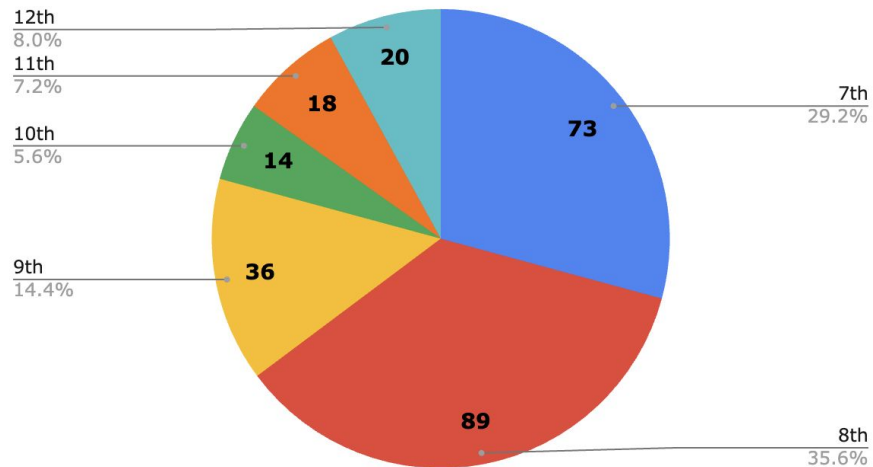
NSCAS Science	2026	2025	2024	2023
Class of 2031 7th Graders			3 Developing	
			37 On Track	
			7 Advanced	
Class of 2031 8th Graders	5 Developing			6 Developing
	23 On Track			25 On Track
	9 Advanced			6 Advanced

ACT DATA

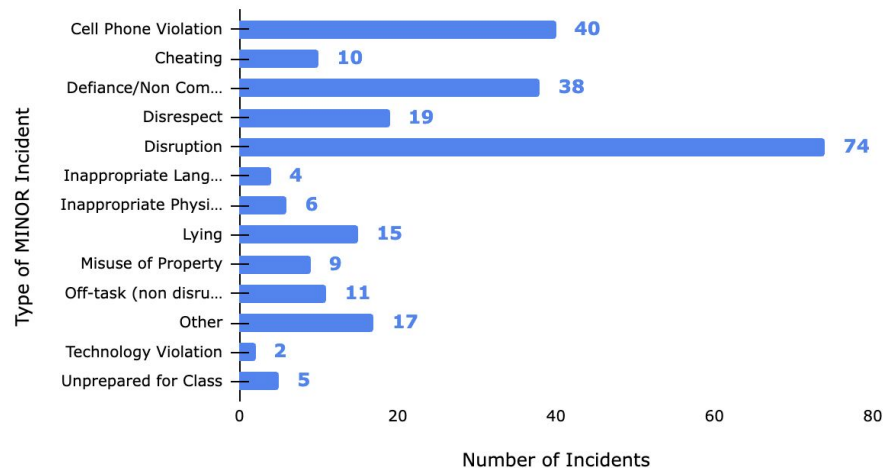
	National Average (2025)	NE Average (2025)	LV Average 2025	LV Average (2026)		Benchmark Scores	Number of Students who hit the Benchmark Scores or higher
English			17.54	20.5		18	25/40
Reading			17.6	22.4		22	15/40
Math			17.23	21.4		22	19/40
Science			17.61	22.3		23	17/40
Composite	19.4	19.1	17.63	21.4			
	*40 LV students took the ACT						

Behavior Data

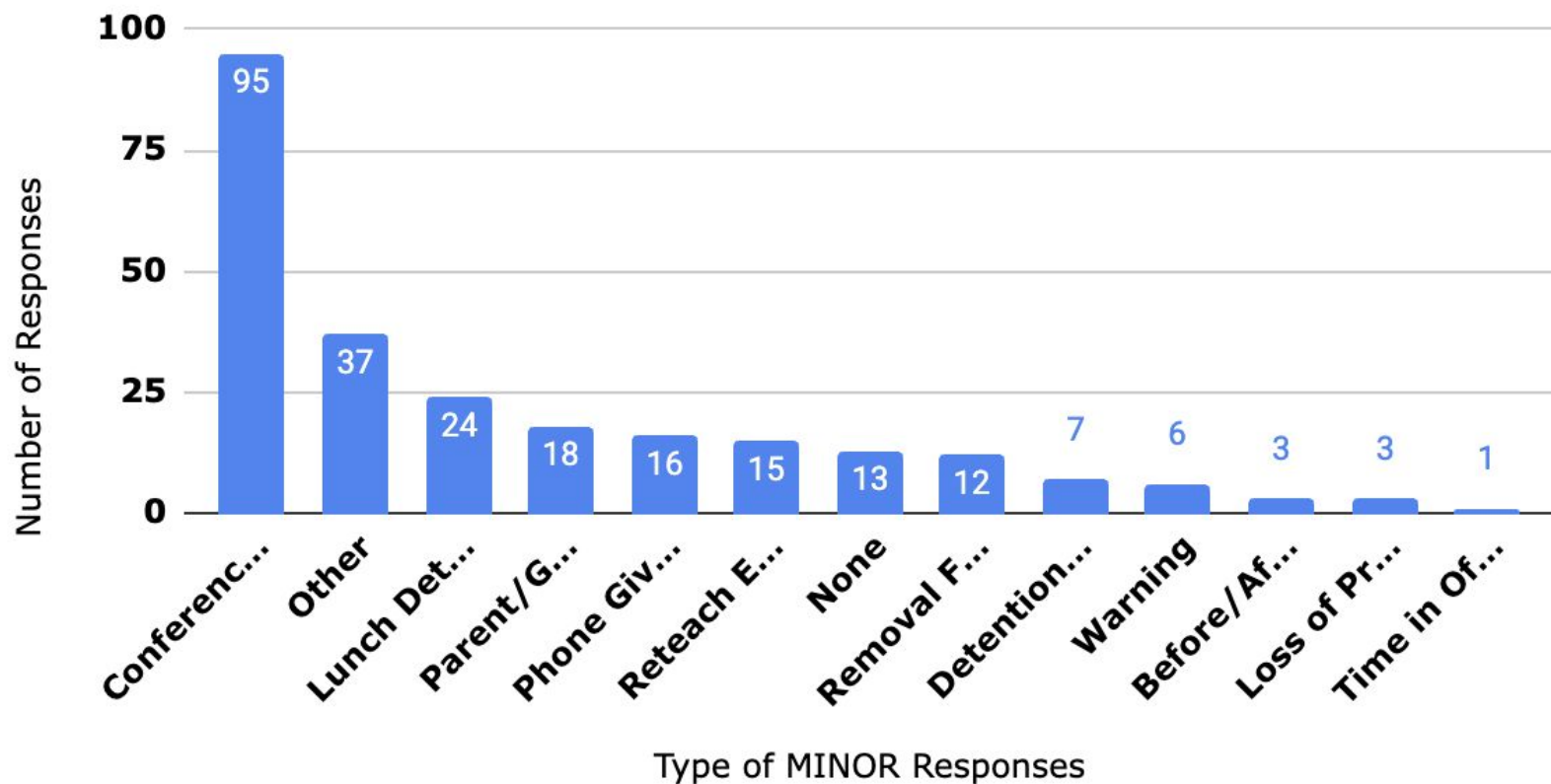
Number of Incidents - 250 Total



Number of Incidents vs. Type of MINOR Incident



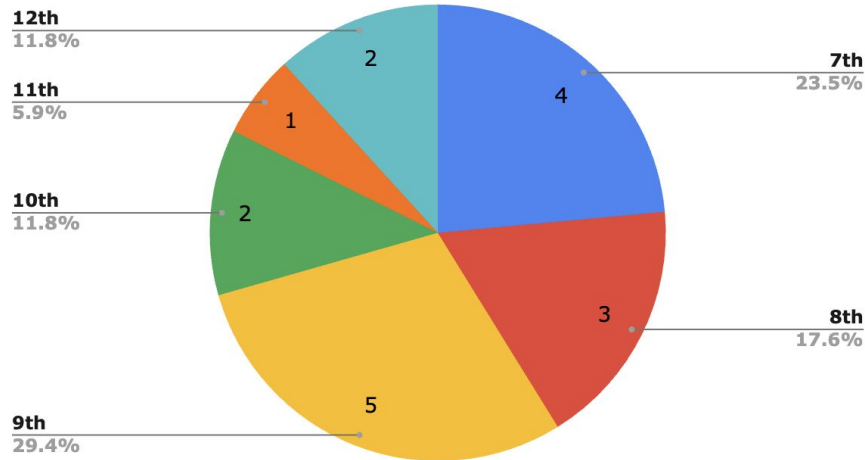
Number of Responses vs. Type of MINOR Responses



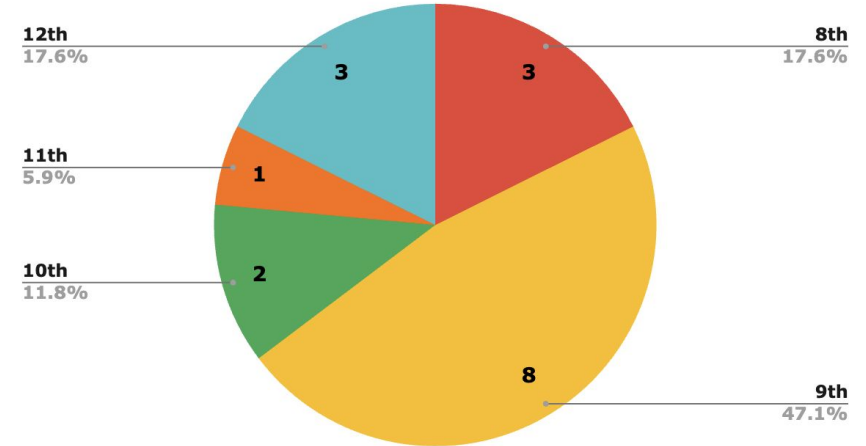
Totals are of number of students who received a suspensions- not number of suspensions

**Some students may have received multiple suspensions OR a combination of suspensions (example, OSS for 5 days and 1 day of ISS upon return)*

Number of ISS- Total 17



Number of OSS- Total 17

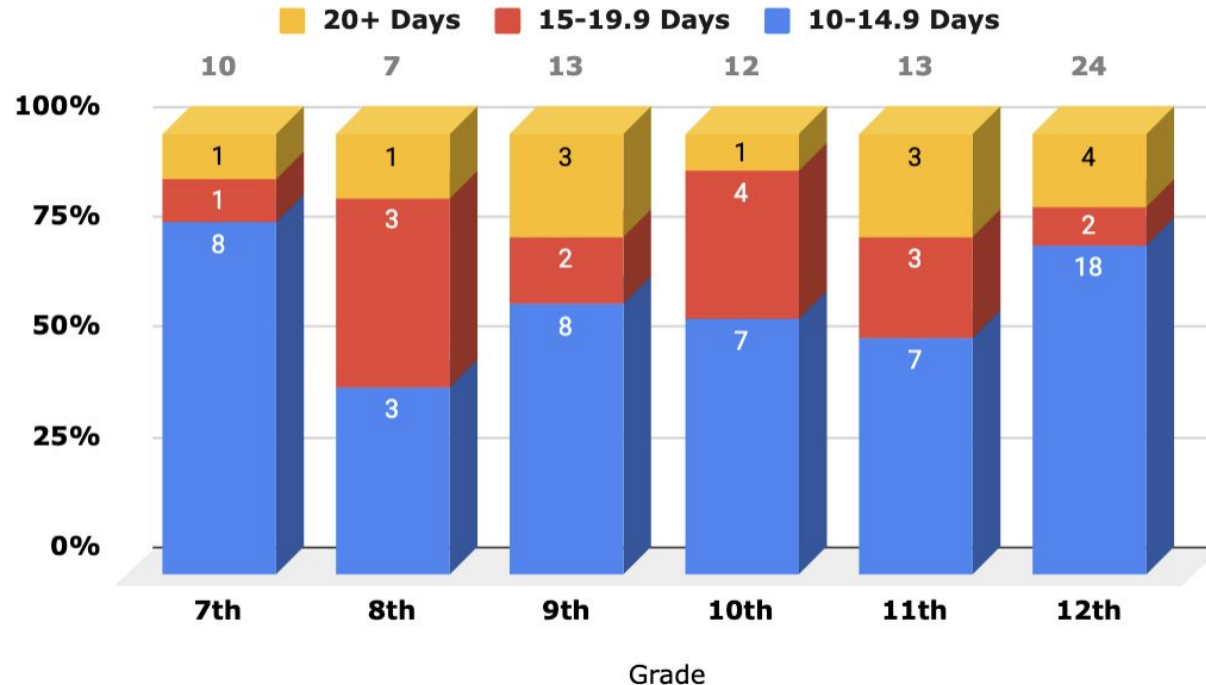


Attendance Data

Includes: ISS/OSS/DR/M/O/US

Doesn't Include: R (release for School Activity)

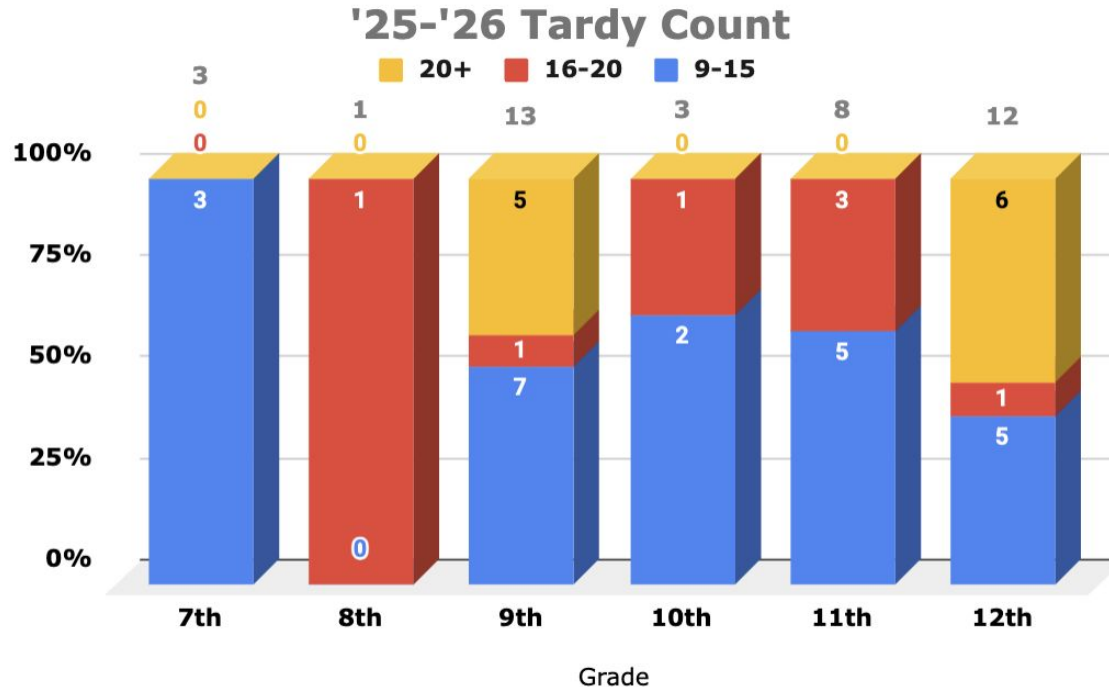
'25-'26 Student Absences



Tardies

9 tardies = 1 period of unexcused absence

A tardy is defined as being late to class after the bell but not more than 5 minutes



Special Education Data

Logan View Special Education At a Glance

105

Students Served

24

Evaluations

22

Eligible

0

Late Evaluations

96.6%

Compliance

*Compliant Through
Focus Monitoring*

6

EDN Students

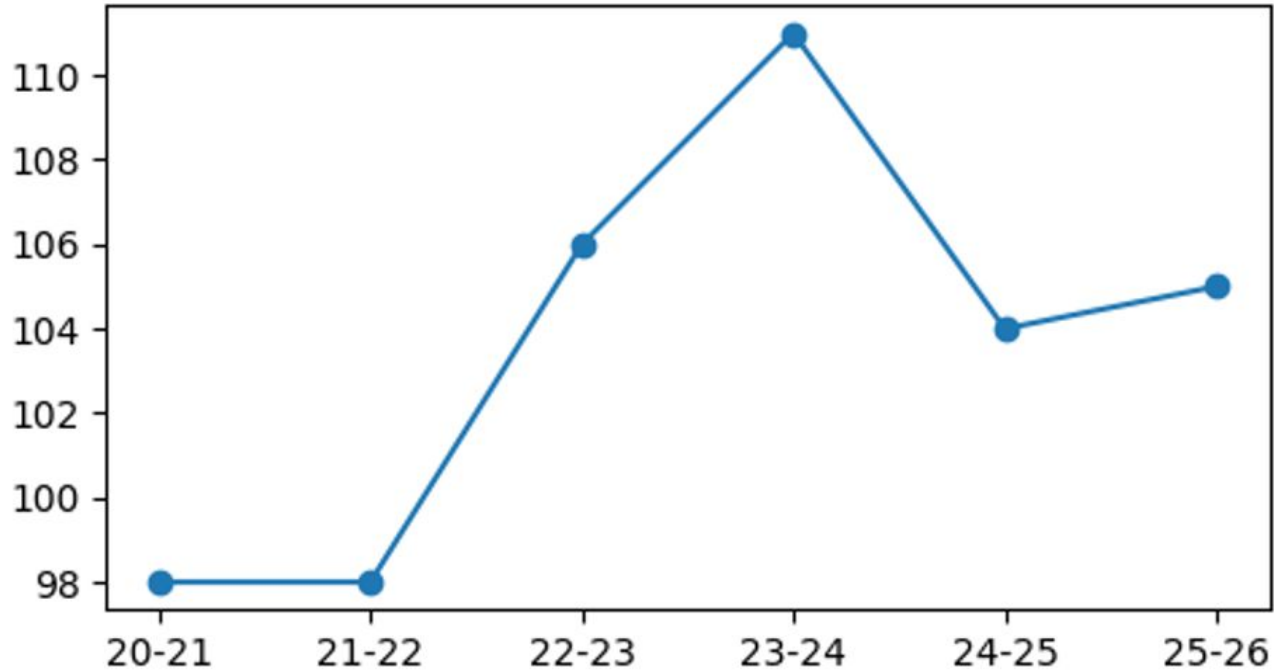
3

Independent
Transitions

9

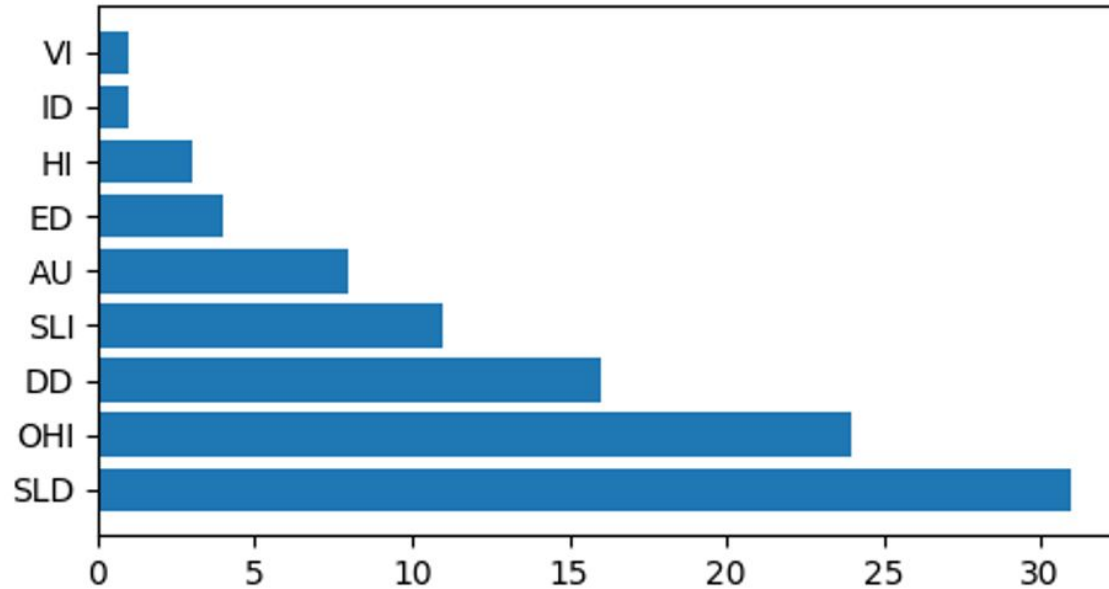
Graduated with
a Diploma

Students Served



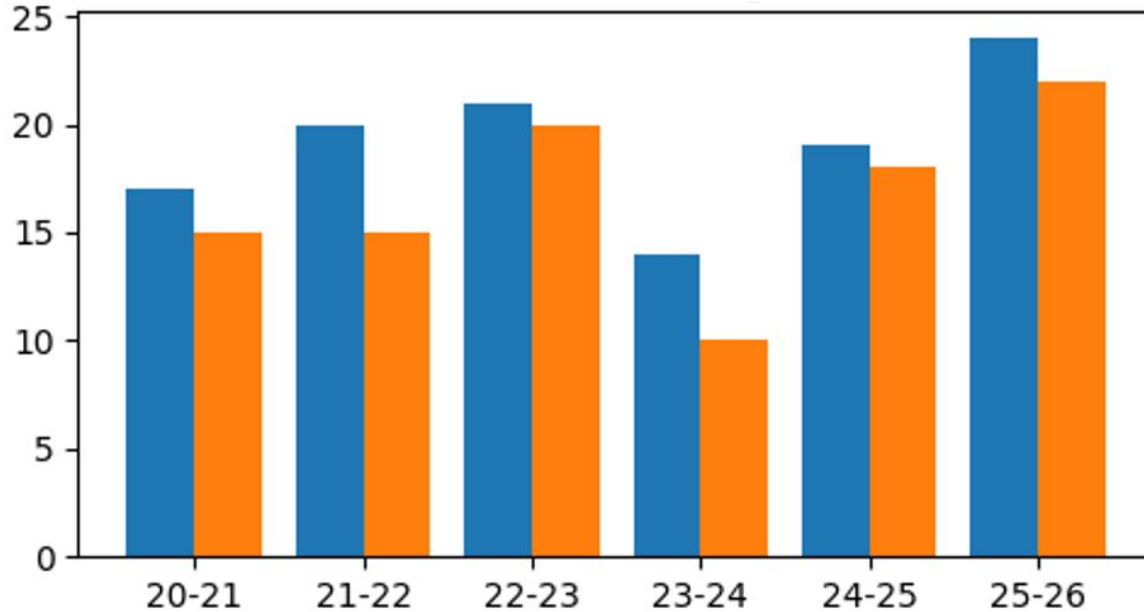
Logan View served 105 students through special education services during the 2025–2026 school year. Over the past six years, the number of students receiving special education services has remained relatively stable, ranging from 98 to 111 students. (These numbers are based off enrolled students as of the last day of school).

Eligibility Categories



Logan View served students across nine special education eligibility categories. Specific Learning Disability (31 students) and Other Health Impairment (24 students) were the most common eligibility areas, representing over half of the students receiving special education services. The variety of eligibility categories reflects the diverse needs of our students and the district's commitment to providing individualized supports and services.

Historical Evaluations



Blue bars = Students Evaluated

Orange bars = Students Found Eligible

Service Minutes

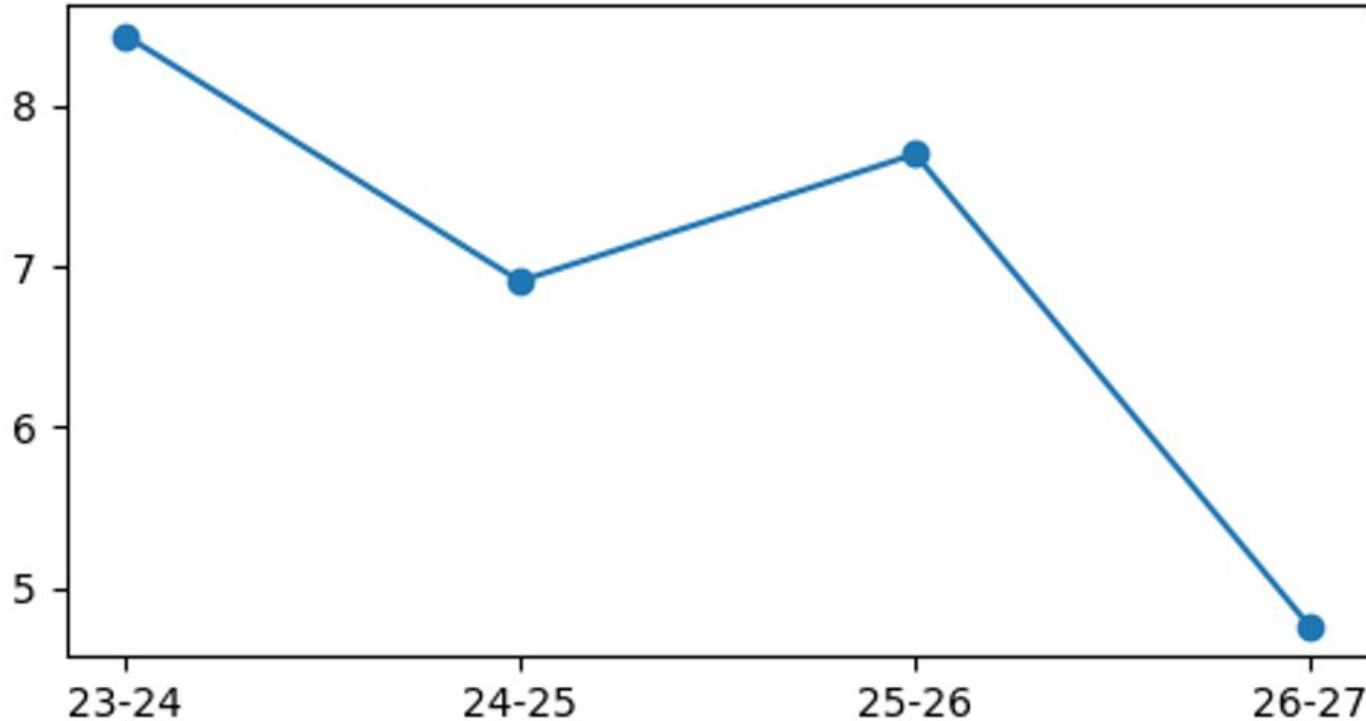
Implementing service logs for more intentional documentation and reporting

Services being provided include:

- 1. Resource Support (Pull-Out Services)**
- 2. Resource Support Within the General Education Classroom (Inclusion)**
- 3. Speech-Language Therapy**
- 4. Occupational Therapy (OT)**
- 5. Physical Therapy (PT)**
- 6. Transition Planning and Services**
- 7. Teacher of the Deaf and Hard of Hearing Services**
- 8. Audiology Services**
- 9. Teacher of the Visually Impaired Services**
- 10. Orientation and Mobility Services**
- 11. Behavioral Supports and Intervention Planning**
- 12. Functional Behavioral Assessments (FBAs)**
- 13. Behavior Intervention Plans (BIPs)**
- 14. Social Skills Instruction**
- 15. Assistive Technology Supports**
- 16. Early Childhood Special Education Services**
- 17. Early Development Network (EDN) Services**
- 18. Postsecondary Transition Coordination**
- 19. Accommodations and Modifications for Classroom and Assessment Access**

SPED FTE

FTE is part of the state's special education funding formula. Lower FTE numbers reflect improved documentation and reporting practices, helping Logan View recover more eligible special education costs while continuing to provide strong supports and services for students.



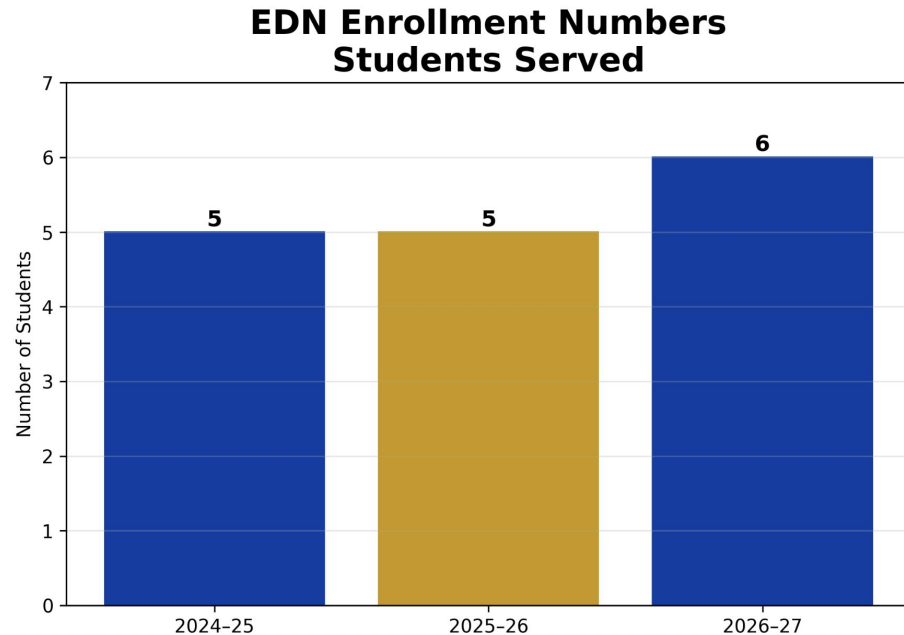
Focus Monitoring

During Nebraska Department of Education Focus Monitoring, approximately 700 individual compliance indicators were reviewed across student IEPs, MDT's, initial start to services, and documentation forms. Logan View was identified as non compliant in only 24 areas, resulting in an overall compliance rate of 96.6%.

The identified findings were primarily documentation related and were corrected through Prior Written Notices (PWNs) and supporting documentation. No formal reevaluations, additional assessments, or reconvened IEP meetings were required to address the findings.

Early Development Network (EDN)

- 6 children served
- 11 referrals
- Home-based services
- IFSP every 6 months
- Monthly 30–45 minute check-ins from service coordinators
- An average of 400 monthly service minutes



Goals for 2026–2027

- **Develop and Implement Standardized Special Education Procedures**
 - Create clear procedures and guidance documents to ensure consistency in special education processes across the district.
 - Working as a staff with the ESU to develop these
- **Continue IEP Compliance and Documentation Training**
 - Provide ongoing professional development focused on IEP development, compliance requirements, and high quality documentation practices.
- **Strengthen Collaboration Through CADRE Days**
 - Utilize CADRE collaboration days to support problem-solving, professional learning, and consistency in service delivery across buildings and programs.
- **Maintain High Levels of Compliance and Timely Evaluations**
 - Continue to meet state and federal requirements while maintaining timely evaluations and quality services for students and families.

Activity Data

2025–2026



**Non-Unique
Participants**

623

Sum of participants in
each activity

**Unique
Participants**

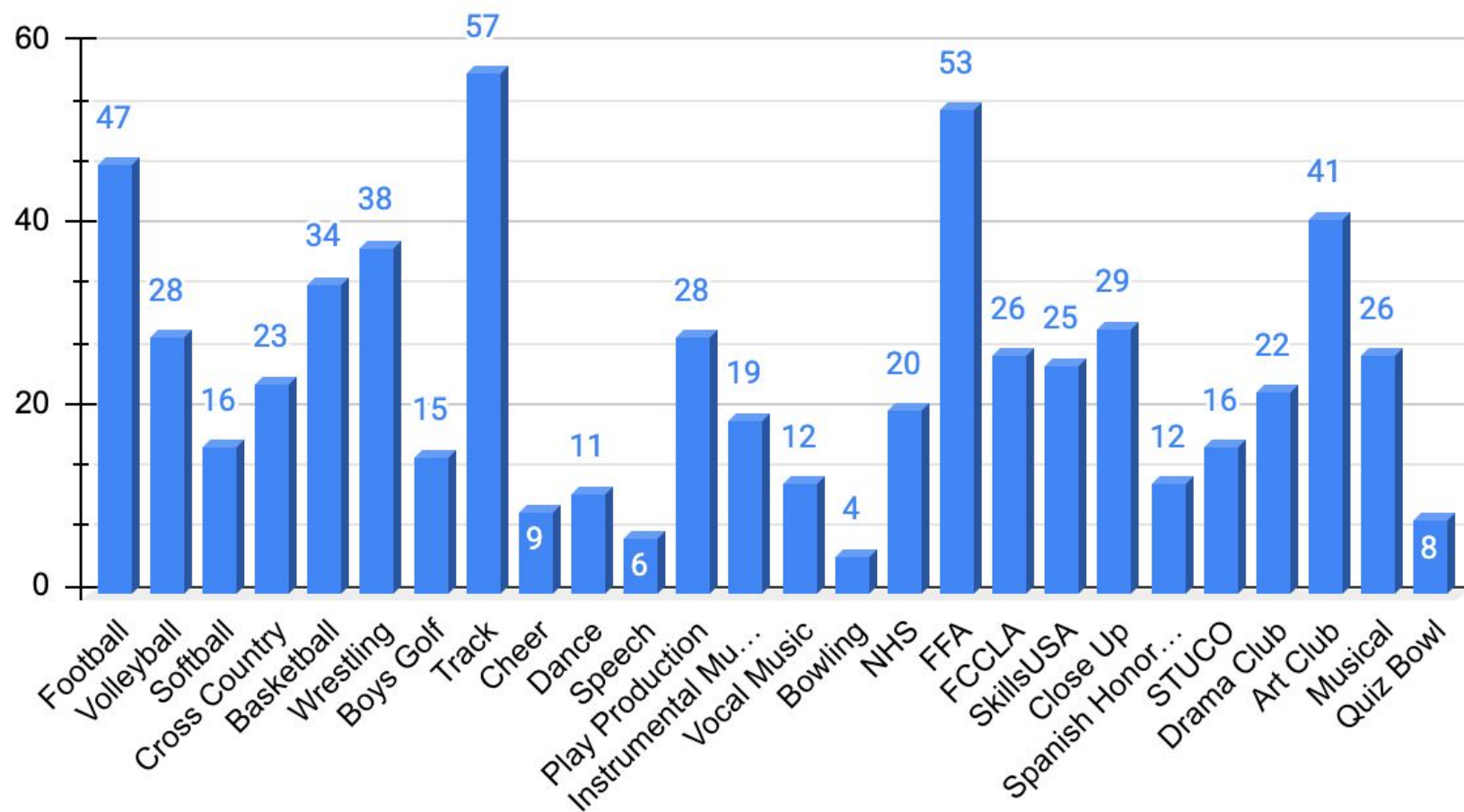
159

Sum of students
participating

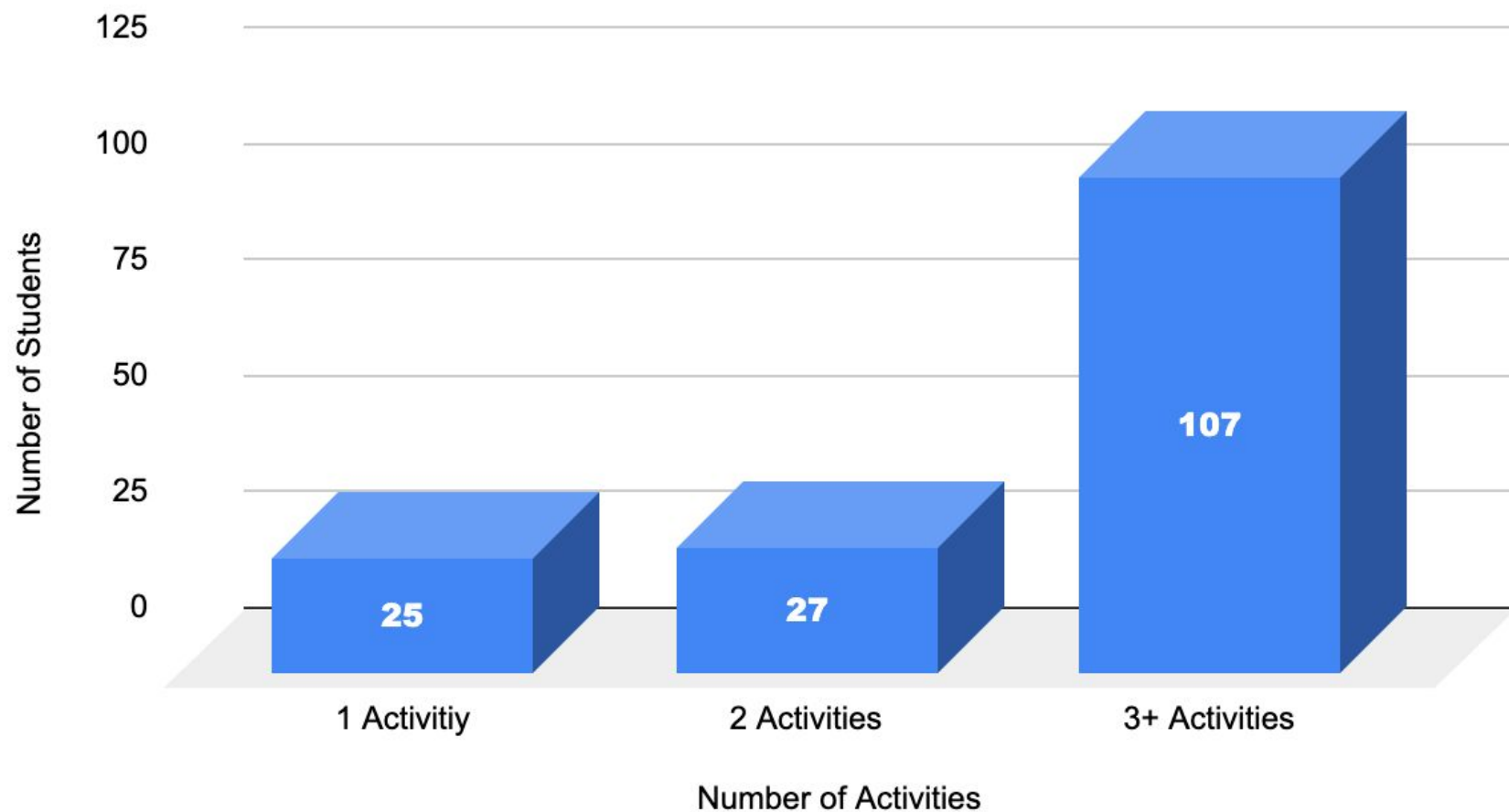
**Percent of
Students
Population**

87%

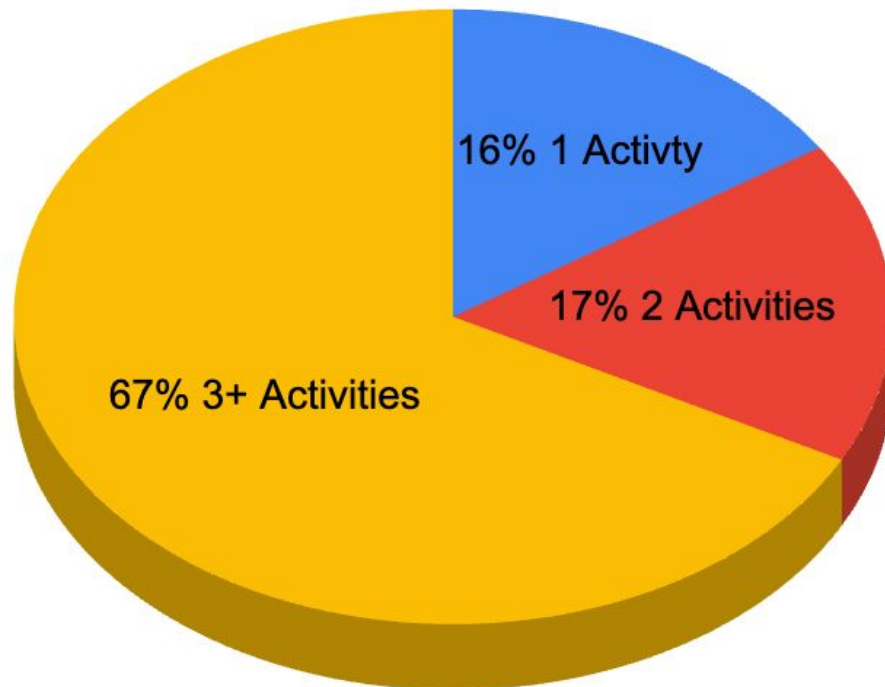
2025-2026 LV Student Participation



Student Involvement Across School Activities



Number of School Activities Percentage



Logan View Coach/Sponsors Dynamics

- ★ 41 Logan View Coaches/Sponsors
 - Includes NSAA Activities, Non-NSAA Activities, Class Sponsors, School Clubs
- ★ 17 Staff Members Heading/Assisting more than one activity
 - X 2 – Jake Scheef, Coby Amen, Jeremy Francis, Emily Saylor, Haley Schiermeyer, Emma Beutler, Logan Rebbe, Amber Leinert, Gabbie King (starting in 2026), Jesse Kment
 - X 3 – Jake Christensen, Faye Nelson, Elizabeth Lafleur, Wade Anderson
 - X 4 – Joe Foust
 - X 5 – Jamison Baird, Bo Krivohlavek
- ★ About 40% of our staff assisting in one or more activities

District Data 2025–2026

About the Panorama Survey

Factor Reminders

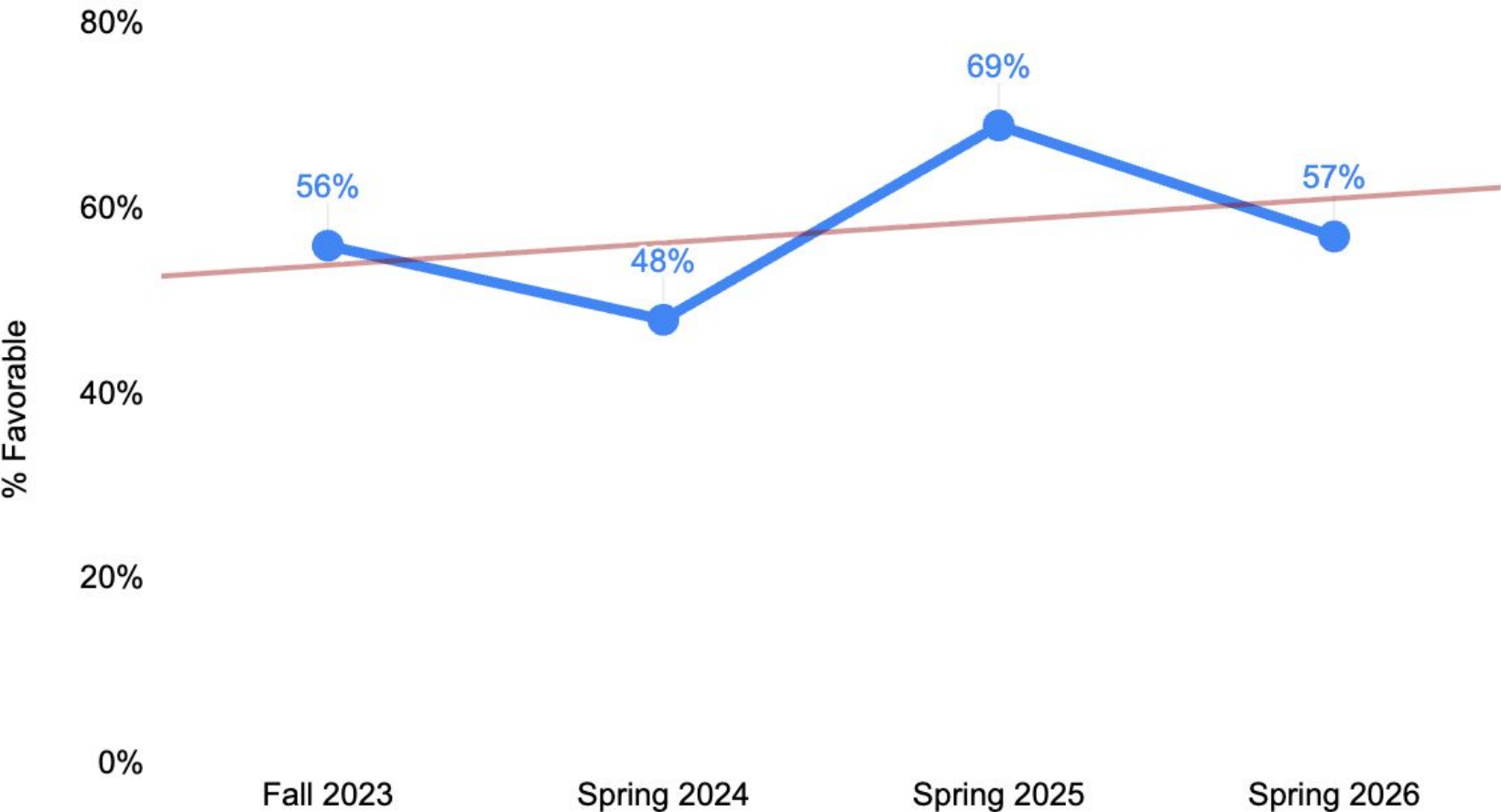
- LV has given it 4 Times
 - 2 times in '23-'24
 - Plus Lafleur's Communication Audit
 - 1 time in '24-'25
 - 1 Time in '25-'26
- Not the same people take it every time
- Not everyone takes it

[Panorama Feedback Data Link](#)

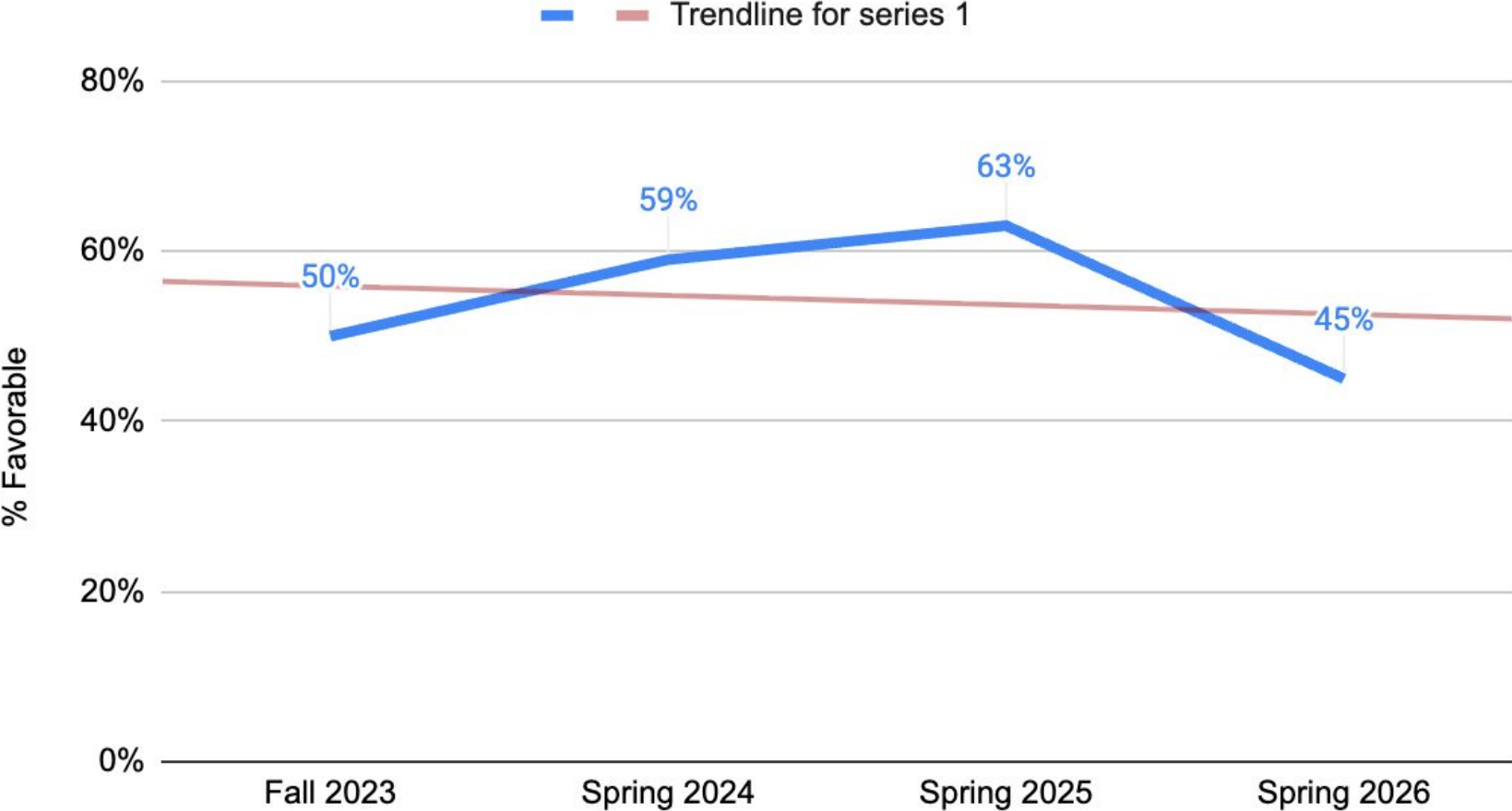
Panorama Questions

- 1 Question has 5 response options
 - 2 Obviously Favorable
 - 2 Unfavorable
 - 1 Open for interpretation
- Depending on goals or values, the middle option can count towards favorable
- The percentages listed in the results are comprised of the obviously favorable responses

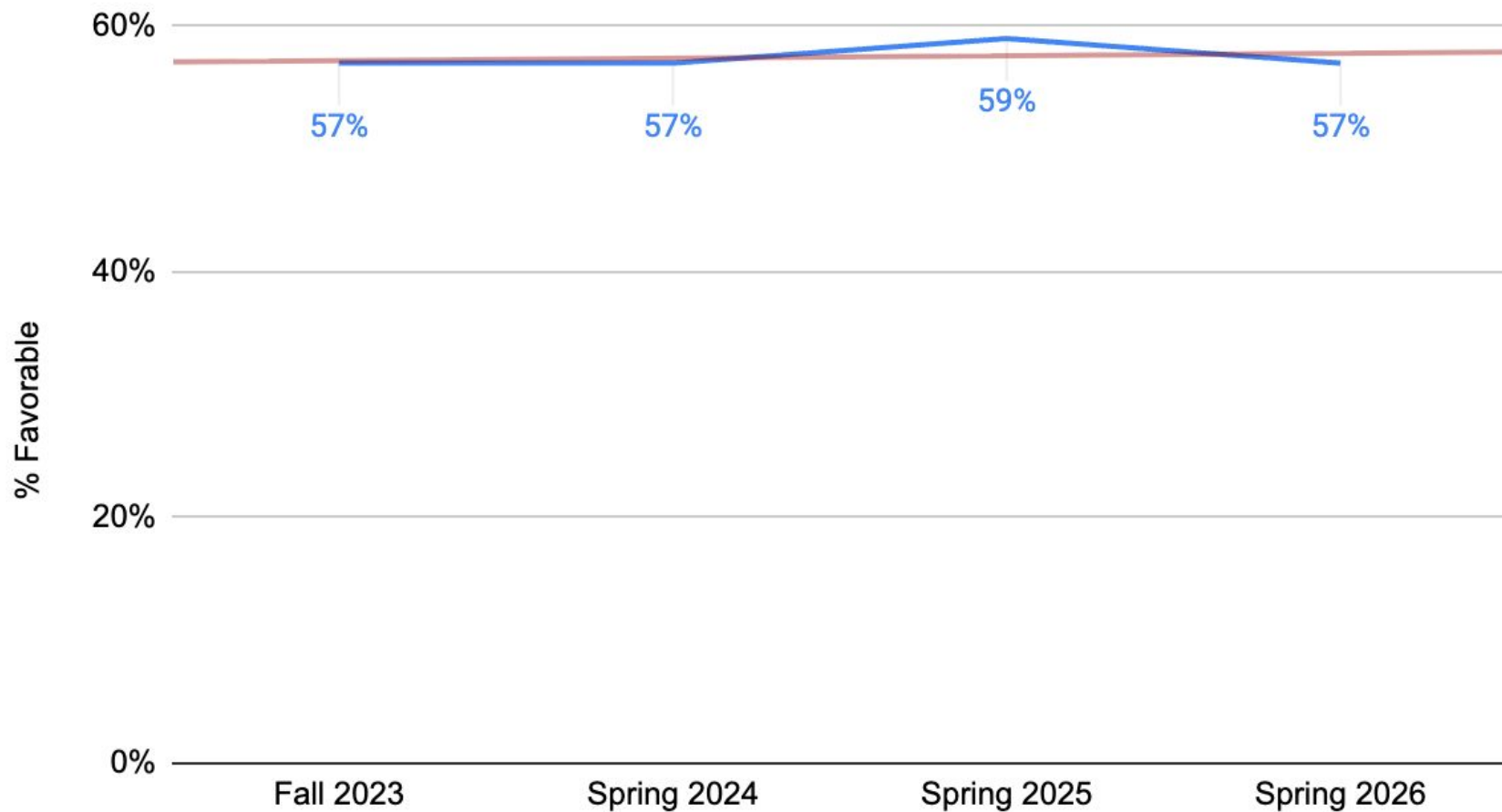
School Climate--TR



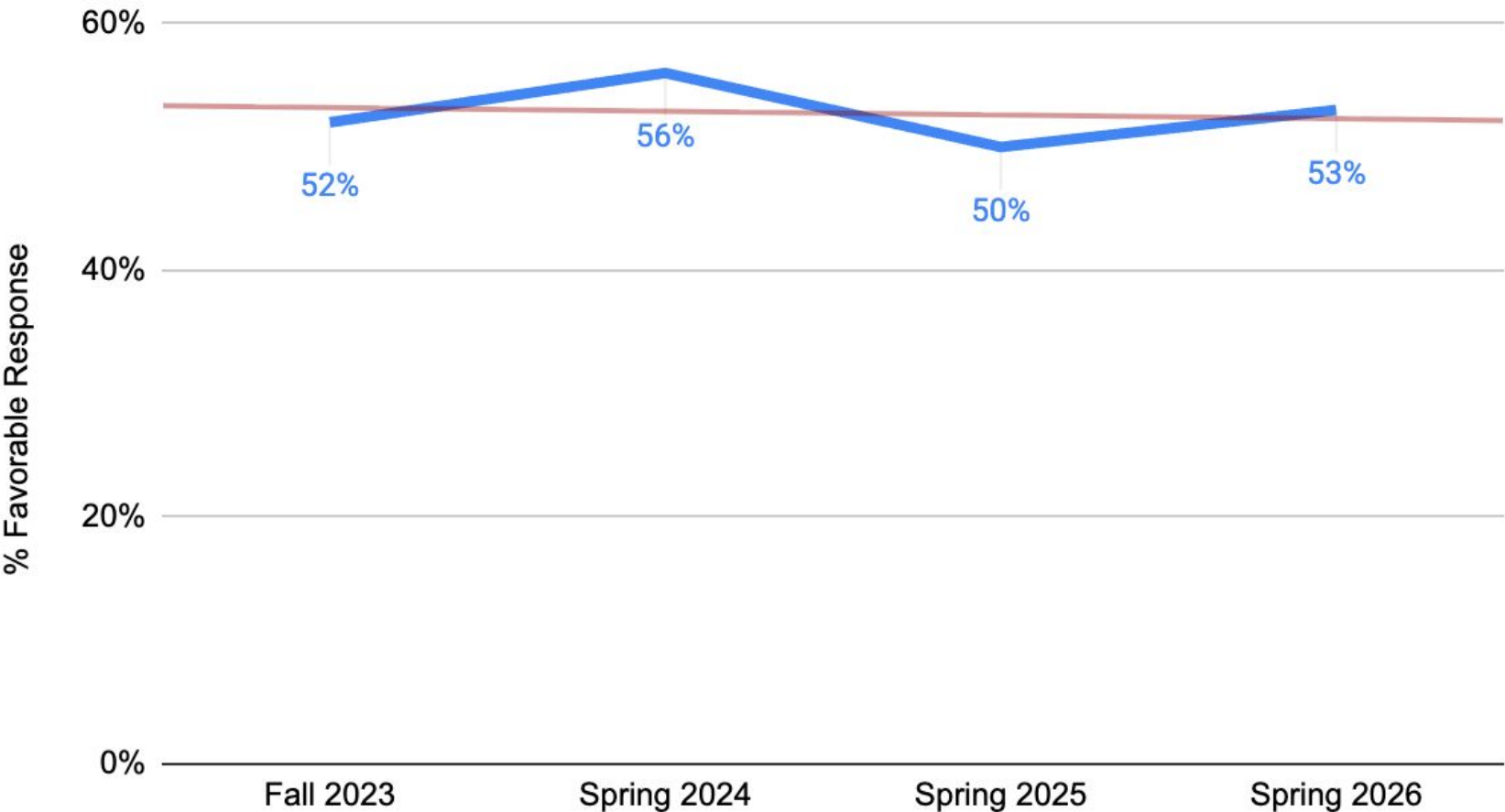
School Climate-SR



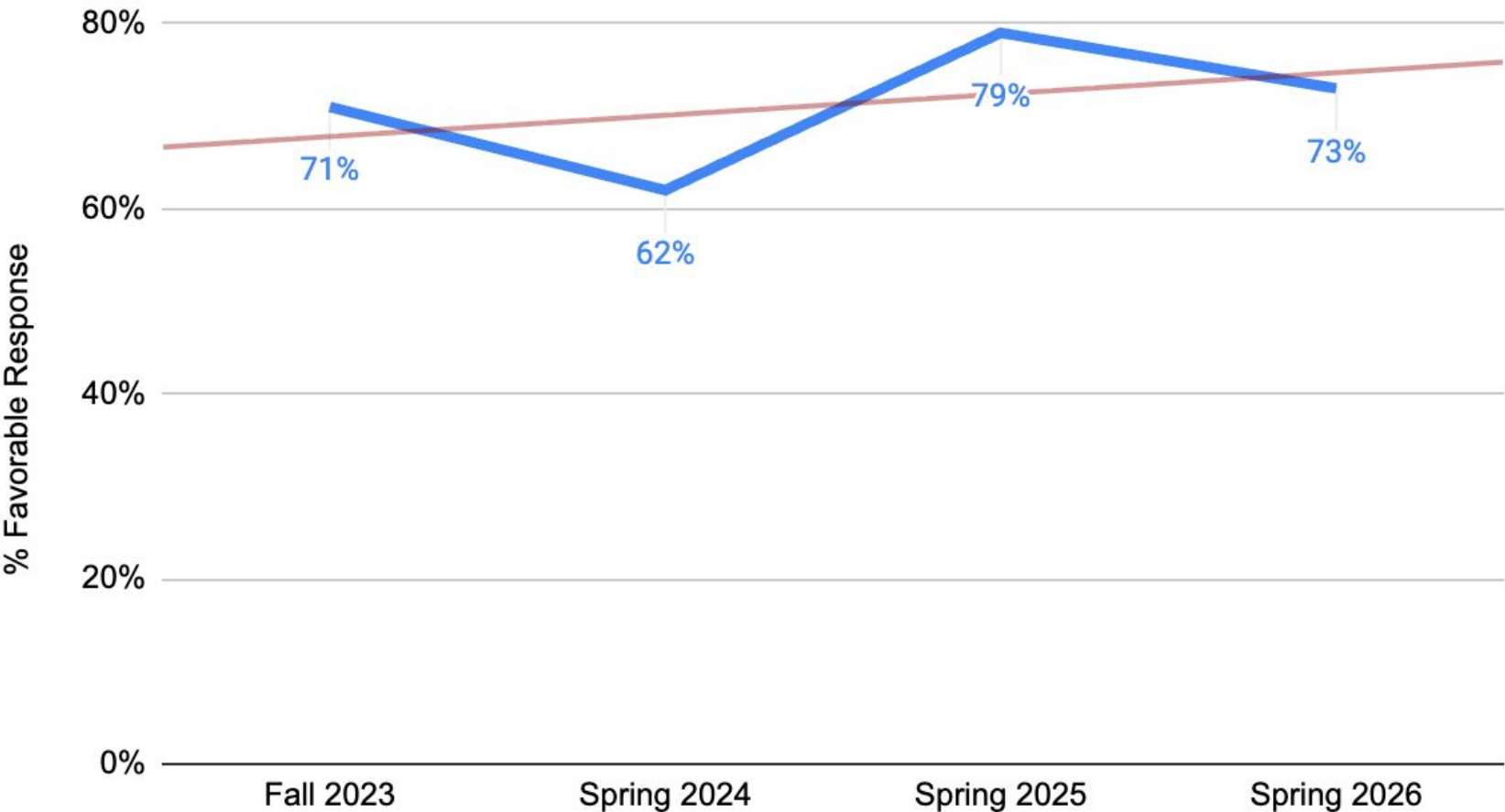
Staff-Family Relationships--TR



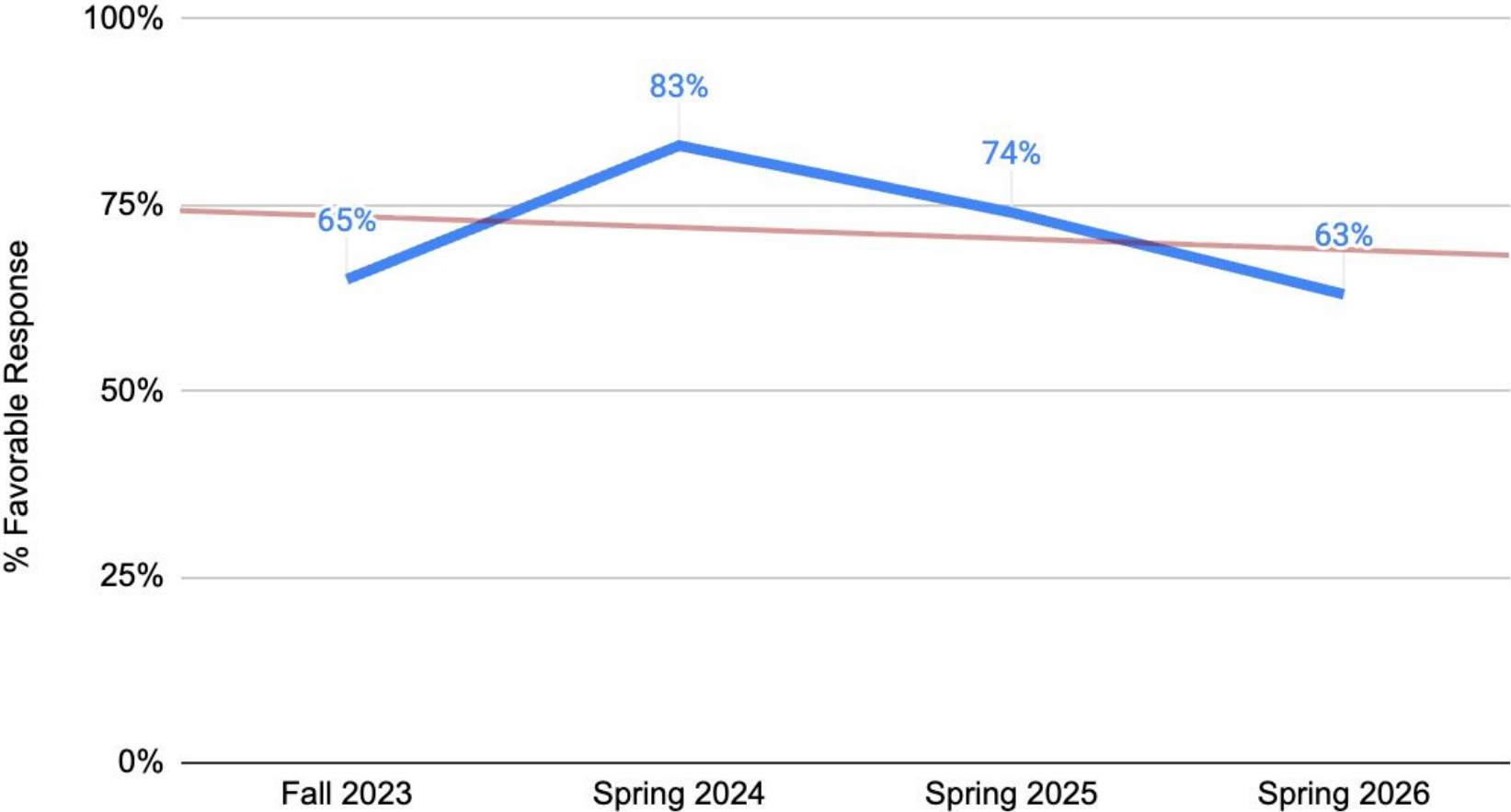
Staff Family Relationships-SR



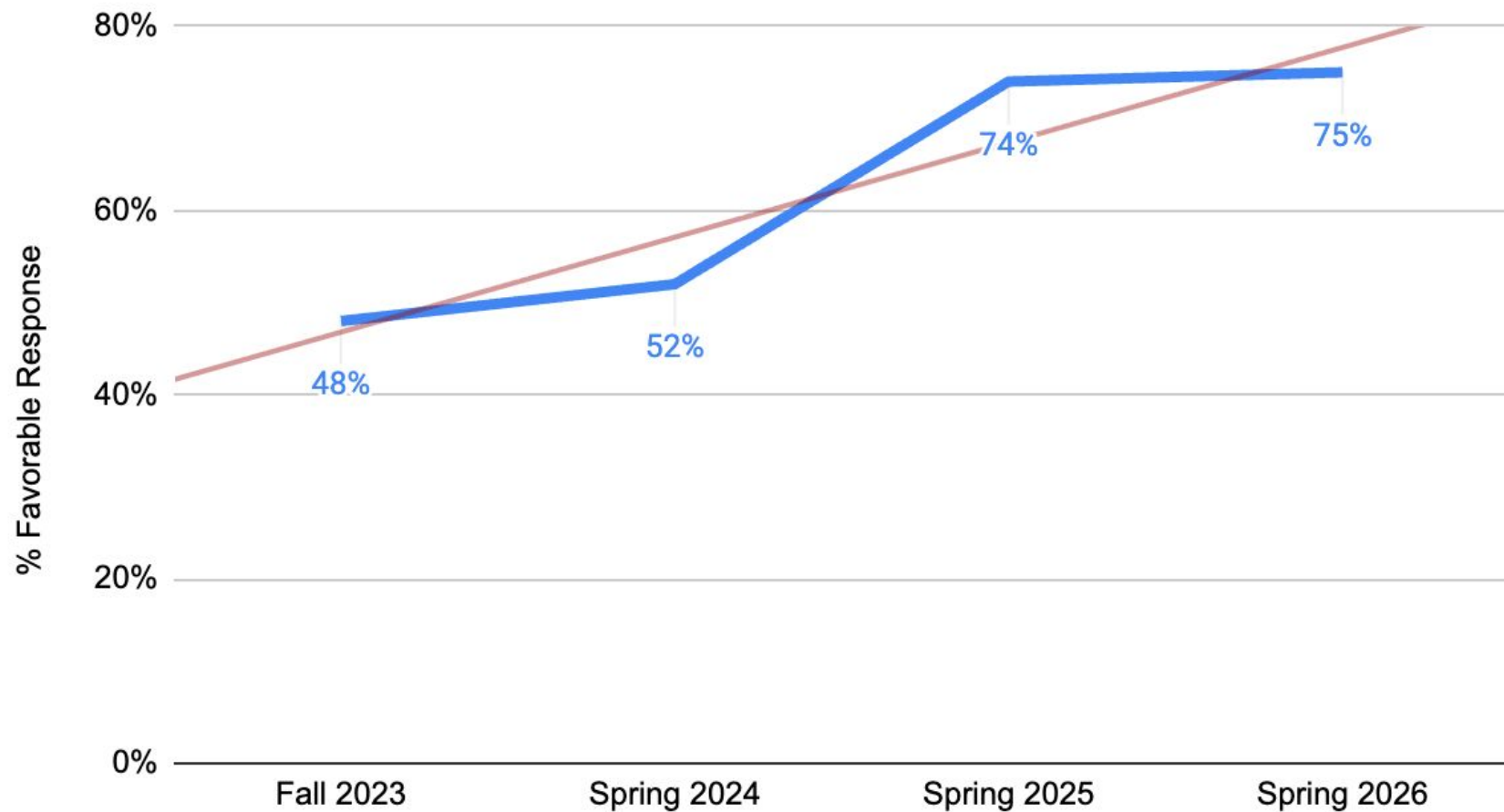
Staff-Leadership Relationship--TR



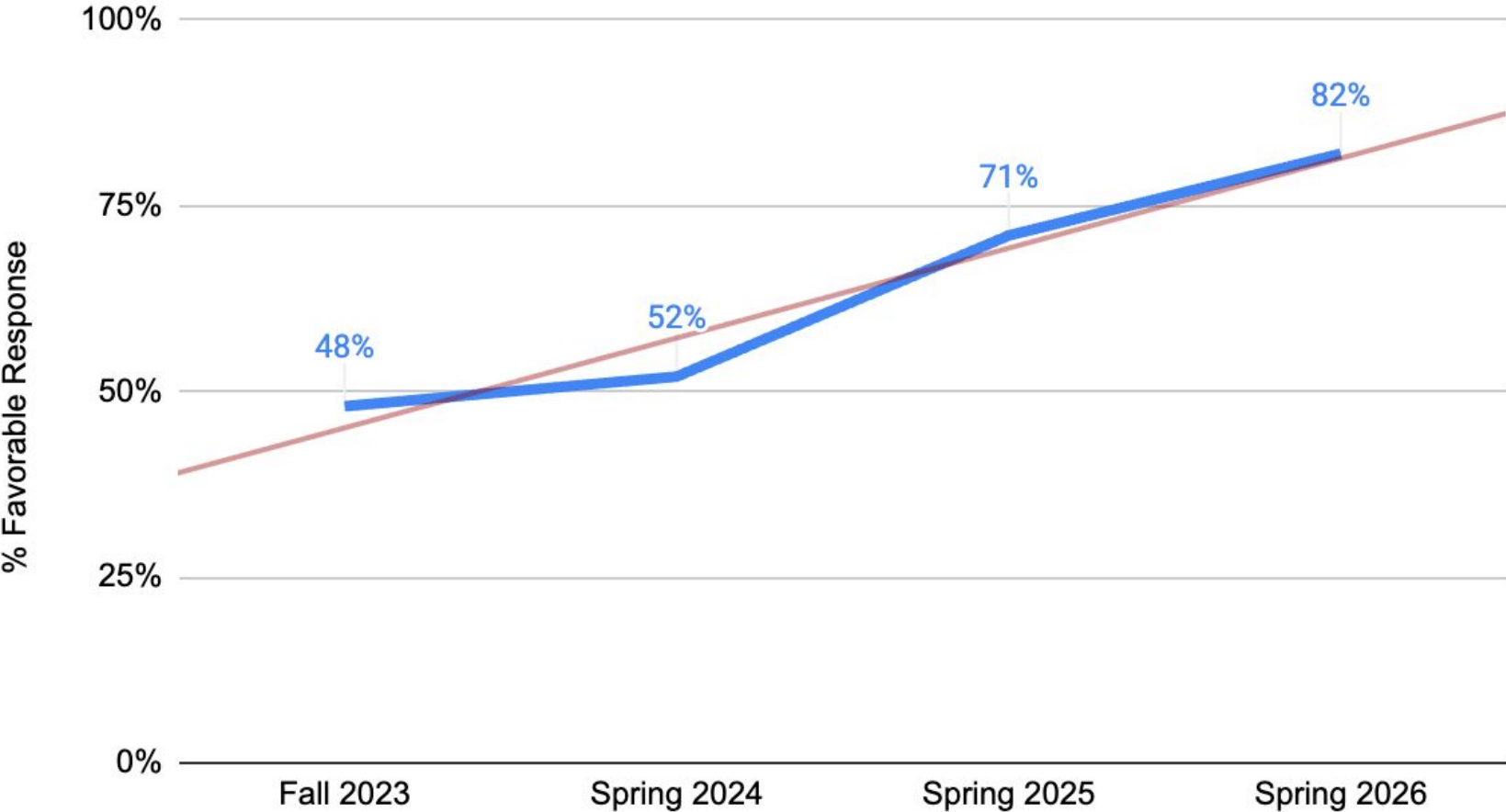
Staff-Leadership Relationship--SR



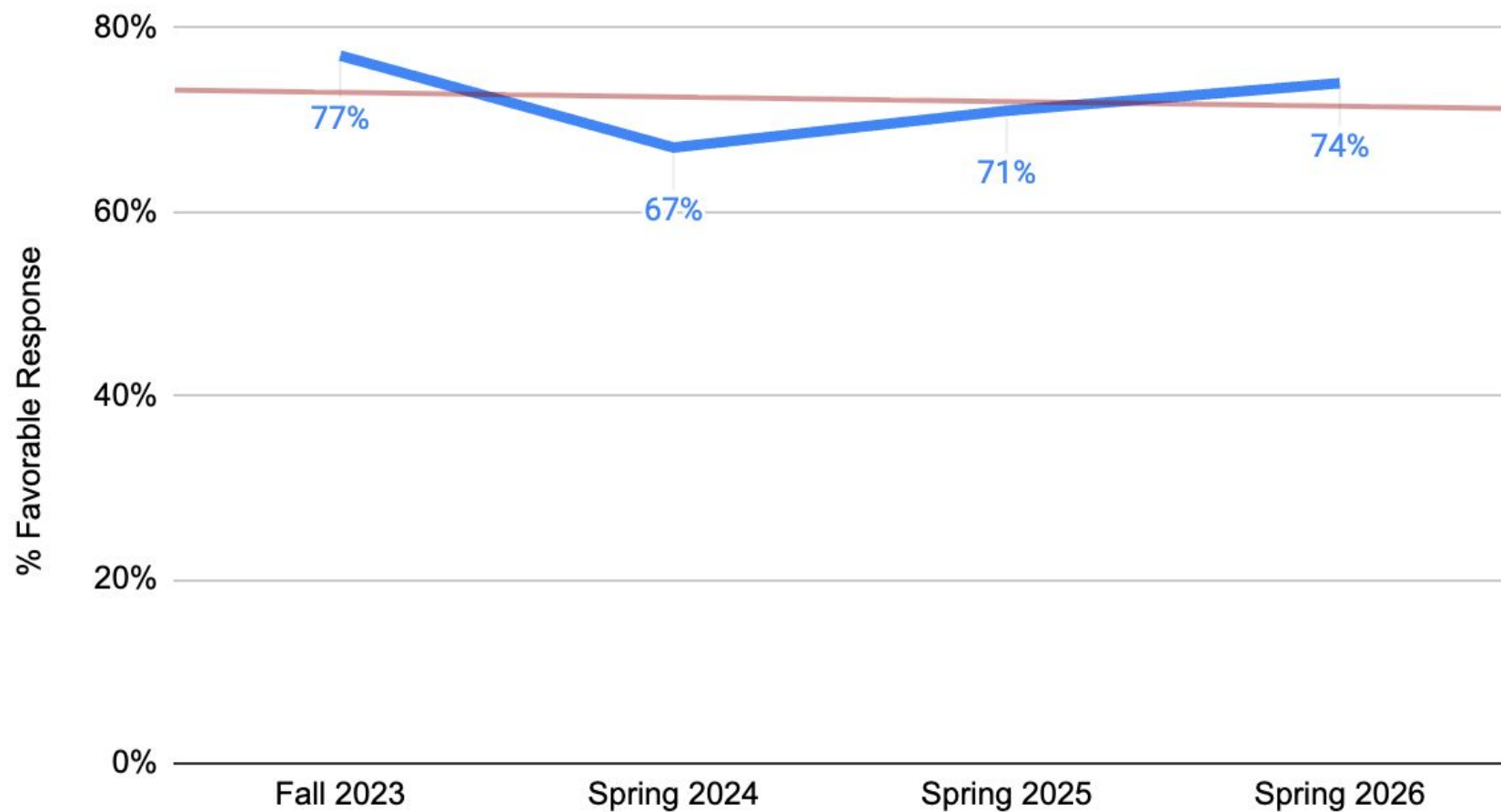
Resources--TR



Resources--SR



Educating All Students--TR



Survey Participant Numbers

Overall Topic Responses - Favorable				
Year	Fall 2023	Spring 2024	Spring 2025	Spring 2026
Number of Respondants				
6th-12	271	288	282	279
12th	36	39	27	43
11th	31	34	48	33
10th	48	55	41	33
9th	39	38	39	43
8th	39	39	44	36
7th	37	44	41	46
6th	41	39	42	45
3rd-5th	122	127	134	118
5th	41	43	45	40
4th	39	41	42	47
3rd	42	43	47	31

Overall Topic Responses - Favorable				
Year	Fall 2023	Spring 2024	Spring 2025	Spring 2026
Number of Respondants				
Teacher	51	27	55	50

Overall Topic Responses - Favorable				
Year	Fall 2023	Spring 2024	Spring 2025	Spring 2026
Number of Respondants				
Staff	25	12	24	22

3rd-12th Student Responses

(Obvious Favorable)

School Safety					Sense of Belonging				
	Fall 2023	Spring 2024	Spring 2025	Spring 2026		Fall 2023	Spring 2024	Spring 2025	Spring 2026
2024	75%	69%			2024	43%	35%		
2025	71%	72%	81%		2025	31%	30%	42%	
2026	74%	70%	72%	77%	2026	36%	27%	32%	38%
2027	76%	76%	68%	82%	2027	41%	45%	38%	52%
2028	75%	78%	81%	81%	2028	47%	49%	51%	67%
2029	71%	68%	68%	70%	2029	44%	38%	35%	45%
2030	62%	72%	74%	65%	2030	49%	45%	36%	39%
2031	70%	77%	71%	66%	2031	72%	64%	49%	43%
2032	64%	61%	63%	72%	2032	72%	71%	54%	52%
2033	58%	64%	70%	70%	2033	66%	73%	69%	53%
2034			70%	70%	2034			72%	61%
2035				81%	2035				68%
HS Total	72%	72%	73%	73%	HS Total	41%	38%	40%	48%
EL Total	64%	67%	68%	73%	EL Total	70%	69%	65%	60%

Question not asked in this age group

Group too young this year for survey

Graduated

3rd-12th Student Responses

(Obvious Favorable)

School Climate					Resources				
	Fall 2023	Spring 2024	Spring 2025	Spring 2026		Fall 2023	Spring 2024	Spring 2025	Spring 2026
2024	56%	47%			2024	Not asked this year	Not asked this year		
2025	39%	38%	49%		2025			67%	
2026	52%	39%	43%	40%	2026			72%	82%
2027	61%	55%	58%	57%	2027			54%	70%
2028	58%	48%	51%	55%	2028			62%	82%
2029	60%	47%	36%	42%	2029			59%	72%
2030	55%	54%	36%	48%	2030			52%	72%
2031	68%	54%	59%	46%	2031			40%	50%
2032	76%	73%	47%	57%	2032				34%
2033	64%	66%	66%	53%	2033				
2034			72%	71%	2034				
2035				68%	2035				
HS Total	55%	47%	47%	49%	HS Total		58%	65%	
EL Total	69%	64%	61%	64%	EL Total				

Question not asked in this age group
Group too young this year for survey
Graduated

3rd-12th Student Responses

(Obvious Favorable)

Teacher Student Relationships					Diversity and Inclusion				
	Fall 2023	Spring 2024	Spring 2025	Spring 2026		Fall 2023	Spring 2024	Spring 2025	Spring 2026
2024	52%	47%			2024	34%	36%		
2025	54%	48%	73%		2025	44%	43%	49%	
2026	51%	47%	47%	46%	2026	52%	50%	44%	49%
2027	50%	47%	58%	52%	2027	61%	64%	58%	60%
2028	55%	57%	56%	55%	2028	56%	61%	56%	58%
2029	59%	53%	41%	50%	2029	72%	67%	60%	61%
2030	68%	59%	54%	37%	2030	53%	62%	62%	47%
2031	71%	64%	68%	48%	2031			55%	56%
2032	71%	71%	73%	65%	2032				73%
2033	67%	73%	74%	66%	2033				
2034			70%	67%	2034				
2035				62%	2035				
HS Total	56%	51%	55%	50	HS Total	53%	55%	55%	58%
EL Total	69%	70%	72%	65%	EL Total				

Question not asked in this age group

Group too young this year for survey

Graduated

Guess Who

1

- 1. Relator
- 2. Belief
- 3. Developer
- 4. Responsibility
- 5. Consistency

2

- 1. Learner
- 2. Achiever
- 3. Belief
- 4. Arranger
- 5. Responsibility

3

- 1. Adaptability
- 2. Developer
- 3. Relator
- 4. Positivity
- 5. Consistency

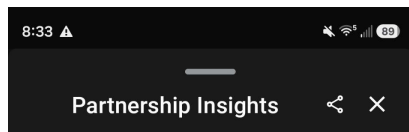
4

- 1. Relator
- 2. Deliberative
- 3. Harmony
- 4. Responsibility
- 5. Analytical

5

- 1. Consistency
- 2. Responsibility
- 3. Discipline
- 4. Communication
- 5. Significance

How We Can Use Our Strengths- Brianna and Craig Example



🔮 Power of Two: Partnership Overview

YOU

- Consistency
- Responsibility
- Discipline
- Communication
- Significance

CRAIG TAYLOR

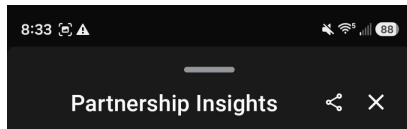
- Relator
- Deliberative
- Harmony
- Responsibility
- Analytical

Our Partnership at Our Best

You both bring a deep commitment to doing things right, which creates a foundation of mutual trust and reliability. Brianna's structured, communicative approach pairs naturally with Craig's thoughtful, relationship-centered style, allowing you to build processes that feel both efficient and human. Together, you create work that is careful, consistent, and built to last—because you both refuse to compromise on quality or integrity.

How You Complement Each Other

You both bring Responsibility, which creates



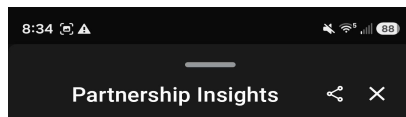
How You Complement Each Other

You both bring Responsibility, which creates a shared foundation of dependability and follow-through that others can count on. Beyond that shared commitment, your strengths create a natural balance.

Brianna's Consistency and Discipline create predictable systems and clear expectations, which helps Craig's Deliberative and Analytical themes operate with the structure and clarity they need to assess risks and validate decisions thoroughly.

Craig's Harmony and Relator strengths soften the edges of Brianna's Significance-driven directness, ensuring that important messages land with care and that relationships remain strong even when standards are being upheld or performance is being addressed.

Brianna's Communication brings energy and clarity to complex ideas that Craig's Analytical mind has carefully vetted, which means your partnership can be think rigorously and speak persuasively to stakeholders who need to understand and act.



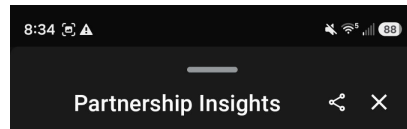
Where There Might be Tension

Even strong partnerships encounter friction, and yours may surface around pace, process, and the balance between caution and action. These tensions aren't weaknesses—they're invitations to understand how you each protect what matters most.

Brianna Carda's drive for clarity through Communication and Significance may push for decisions to be articulated and visible quickly, while Craig Taylor's Deliberative and Analytical themes need more time to weigh risks and examine data before committing, which can feel like hesitation or resistance to forward momentum.

Craig Taylor's Harmony seeks to avoid conflict and find common ground, but Brianna Carda's Consistency demands that rules apply equally and fairly to everyone, which may require confronting inequities or calling out exceptions that Craig Taylor would prefer to smooth over diplomatically.

Both of you carry Responsibility deeply, but Brianna Carda's Discipline structures commitments into clear timelines and routines, while Craig Taylor's Relator prioritizes the relational trust behind those commitments, so disagreements may arise when one feels the other is prioritizing process over people or vice versa.



Suggested Collaboration Practices

You both value structure and follow-through, so your collaboration will thrive when you build in checkpoints that honor both precision and care. Here are three practices to strengthen your partnership:

Schedule brief alignment conversations at the start of shared projects where Brianna Carda names the timeline and standards, and Craig Taylor raises questions or concerns early, so you both move forward with clarity and mutual confidence.

Create a shared decision log or project tracker that captures agreements, rationale, and next steps, which satisfies Brianna Carda's need for visible progress and Craig Taylor's desire to understand the reasoning behind choices.

Build in a midpoint review ritual for longer projects where you pause to assess what's working, surface any unspoken hesitations, and adjust the plan together, ensuring you stay aligned without waiting until problems escalate.

OUR TEAM NORMS

KEEP ALL STUDENTS AT THE CENTER OF ALL DECISIONS -- LISTEN TO UNDERSTAND, RATHER THAN TO RESPOND -- ONE TEAM, ONE VOICE VEGAS RULE -- REFLECTION IS ENCOURAGED TO SEEK CLARITY (SEE VEGAS RULE) -- BE FULLY PRESENT

Year to Date Financials:

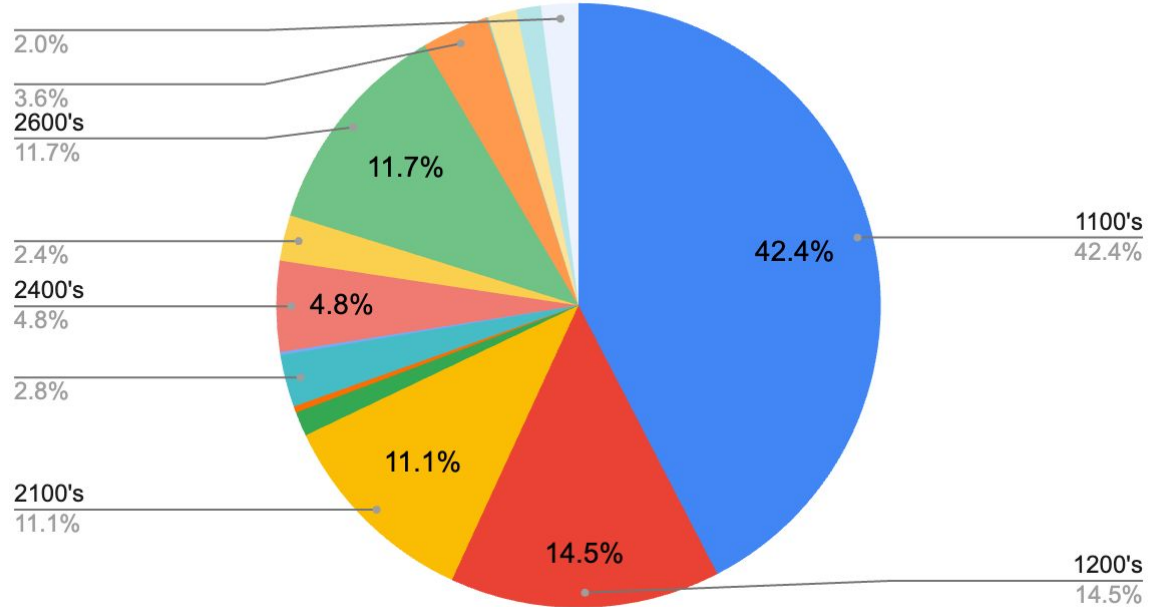
Revenue: \$9,943,291.89

Expenditures:
\$8,252,007.52

Target Expenditures:
\$9,992,625.00

We are at 82.58% of
targeted expenditures

% of General Fund Expenditures by Function



1100's—Regular Instruction

1200's—Special Education

2100's—Guidance, Nurse, Speech, School
Psych, & OT

2600's—Building & Maintenance
2400's—Office of the Principal