



KEARNEY PUBLIC SCHOOLS

STRATEGIC PLAN FRAMEWORK
2022-2027



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KEARNEY PUBLIC SCHOOLS

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KEARNEY PUBLIC SCHOOLS

MISSION STATEMENT

Inspire and empower students to impact the world!

VISION STATEMENT

Kearney Public Schools will provide a safe, supportive learning community that empowers students to become problem-solvers, engaged citizens, and compassionate people who own their future.



INTRODUCTION

This strategic plan is a recognition by the Kearney Public Schools Board of Education that together with the community we will **“inspire and empower students to impact the world.”** Therefore, in partnership with stakeholders and the commitment and contributions of the teachers, administrators, and staff of the Kearney School District, and the external stakeholders: parents, students, and citizens of our community, we are poised to provide the students at Kearney School District to be successful by providing **“a safe, supportive learning community that empowers students to become problem-solvers, engaged citizens, and compassionate people who own their future.”**

We all have a stake in the success of the Kearney School District, and we should all have the opportunity to help shape the idea of what success looks like for our students. Therefore, collaboration was central as we embarked upon the review of the district strategic plan.

STRATEGIC PROCESS

Working with facilitators from the Nebraska Association of School Boards, the KPS District Administrators and all building level administrators assessed progress of the current KPS 2017-2022 Strategic Plan. We then engaged parents and internal stakeholders in the need’s assessment process. Internal stakeholders included the board of education, administrators, certified staff, classified staff, and students. By engaging a diverse group of internal and external stakeholders, we provide district and community stakeholders the opportunity to express their thoughts, ideas, and concerns regarding the current culture, but also the vision for the future of KPS.

This process allowed us and key stakeholders to closely examine the current status of the district. We examined the strengths and the district’s most pressing needs today and the challenges we are sure to face in the future. To be clear, while the stakeholders reaffirmed that there is much to be proud of, they too shared that there are areas in which we must improve in order to fulfill our mission.

Collectively, the community and the staff are committed to doing all we can to improve the district. To ensure we provide a comprehensive plan, we address the identified areas of need to structure the KPS strategic plan. Through the priorities set forth, we will elevate our needs and priorities through the guiding principles, objectives, strategies, and performance indicators to guide decision-making and alignment of resources to support the methodologies employed in individual classrooms, programs enacted in building levels, district-wide initiatives implemented by district administration, and policy set by the Kearney Board of Education.



KPS 2022-2027 STRATEGIC PLAN

Guiding Principles, Objectives, Strategies, and Performance Indicators

Our process enabled us to identify needs and establish priorities (Guiding Principles). To have an impact on student learning, however, a strategic plan must include a plan of action for affecting change. In the following strategic plan, each Guiding Principle is further defined in the form of an objective. Each objective states with specificity a goal that, when achieved, will have a direct impact on KPS' ability to meet our mission, **“inspire and empower students to impact the world.”** For each objective, strategies have been created that define the action necessary to meet the objective. Each strategy is expressed through manageable and measurable performance indicators.

Implementation of the Strategic Plan

This strategic plan represents our collective resolve to inspire and empower students. The Guiding Principles, objectives, and strategies set forth below are the building blocks of the path we have laid out to reach the 2022-2027 benchmarks for student learning. Meeting those benchmarks depends on more than just designing a path – we must be dedicated, at every level, to the consistent and effective implementation of the specific strategies and measurable performance indicators and work to integrate the strategic plan into the regular day-to-day operations of the district.

To ensure the success and implementation of the KPS 2022-2027 Strategic Plan, district leadership will:

- A. Assign staff to manage and oversee Measures and Objectives
- B. Monitor and assess the implementation, making necessary and appropriate adjustments as needed
- C. Collect evidence to illustrate the progress and success of the implementation of the strategies
- D. Commit resources needed to ensure the progress and success of the plan
- E. Align the plan to the board's annual calendar and monthly meeting agenda to measure progress and success of the plan
- F. Communicate progress of the plan to internal and external stakeholders as appropriate



Guiding Principles

The Guiding principles highlight the areas KPS will build upon to support the mission and vision of the school district.

Objective

The objective states the area of focus and outcome that KPS will achieve.

Strategy

The strategy provides detail of how the objective will be met.

Performance Indicators*

The performance indicators identify specific tasks, assignments, or action staff members will follow to realize the stated objective and strategy.

*An individual/team/building may choose to write SMART goals to ensure the achievement of a performance indicator. A SMART Goal incorporates a Specific, Measurable, Achievable, Realistic, and Timely criteria to help focus and increase the likelihood of accomplishing tasks/assignments/actions.

Program/Building Level

The program/building level identifies the point of impact.

Responsible

The assigned responsibility is to ensure progress/success of the performance indicator.

Target Date

The target date identifies when the indicator is to be assessed for progress and/or a target completion date.

Funding

The funding identifies an approximate figure for how the program/service will impact district resources.

Evidence of Progress

The evidence of progress identifies the action that has been taken to meet the performance indicator.



FINAL STEPS REMAINING

Prioritization Ranking

The prioritization ranking enables administrators to assess the urgency and impact of the identified strategic plan strategies. The feedback from administrators is assessed through a scatter plot mechanism to narrow the focus to strategies that require priority.

Alignment Matrix

The alignment matrix links the strategic plan strategies to the AQuESTT Tenets and Nebraska Framework Accreditation Standards.

SIT

The Strategic Implementation Team (SIT) provides accountability and validation of work and progress completed by the assigned staff member.

Progress Analysis

Once the strategic plan has been adopted, superintendent and school administrators will begin implementing strategies. At the end of every year there after the Association will administer a progress analysis to monitor the progress/successes the district has made. The district will continue following the strategic plan, sustaining the strategies where growth has been made and moving forward on other strategies. At the end of year three along with the progress analysis, the district will take a deeper dive to assess the impact of the strategic plan related to student learning within the district. Districts will reengage all internal and external stakeholders to gain perspective.



Strategic Plan Template:

Priority 1		NASB STRATEGIC PLAN TEMPLATE		Communication		AQuESTT Tenets Aligning to Strategy 1.1: Positive Partnerships, Relationships, and Success; Educator Effectiveness Nebraska Framework: 1.1,1.2, 1.3, 1. School Improvement Goals:	
Objective: To ensure timely, professional, two-way communication that promotes student success and builds positive relationships with our stakeholders.							
Strategy 1.1: <i>Increase communication and improve perceptions of district by engaging students, families, employees, and the community.</i>							
PERFORMANCE INDICATOR	1.1(a) Develop a communication plan that supports the district’s efforts to meet its strategic goals.		Program, Level, or Bldg.	Action Plan/ SMARTT Goal		Performance Indicators Barriers	
			District Wide	By the middle of the '22-'23 school year, NASB will have a complete communication plan in place to inform all patrons of the efforts/successes made in the '22-'27 strategic plan by having current and updated email and mailing lists of all patrons.			
	Target Date	Priority	Responsible				
	December 2022	Priority #2	Strategic Implementation Team (SIT)				



Strategic Plan Progress Analysis Template:

Strategic Leadership Accountability					
GUIDING PRINCIPLE	(5) Accomplished This strategy has been realized and is sustainable.		(3) Progressing Some measurable progress has been made, but this strategy has not been fully realized.		(1) Developing This strategy has not been initiated.
STRATEGY	End of Year 1: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 2: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 3: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)
1.1	0		0		0
1.2	0		0		0
1.3	0		0		0



KPS STRATEGIC PLAN PILLARS

The KPS Strategic Plan Pillars serve as the priority components as we continue to pursue excellence in education.

Strategic Plan – Pillar 1



College & Career Readiness

KPS is committed to a high-quality Career and Technical Education experience which helps bridge the transition from our classroom to business and industry. KPS has courses and programs of study in all six Nebraska Career Fields for students to investigate their career interests. Many career and technical education classes have guest speakers, job shadowing, and field trips included. Students also have the opportunity to participate in any of the seven Nebraska Career and Technical Student Organizations (DECA, FBLA, FCCLA, FFA, Educators Rising, HOSA, Future Health Professionals, and Skills USA). As they proceed through high school juniors and seniors may participate in Extended Learning Opportunities to dig deeper into their interests. Our Extended Learning Opportunities include dual credit, early college, online career education courses, Cooperative Education, and verified internships.

Business volunteers joined KHS in providing a mock interview experience for 300 seniors in December. In February, our freshmen visit UNK and CCC at Kearney. Sophomores participate in UNL Connect the Dots, a career exploration simulation. Juniors go on college visits to 16 different Nebraska colleges and universities. The seniors participate in business tours and a job shadow/career interview experience.

College & Career Readiness Coordinator
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Strategic Plan – Pillar 2



Guaranteed & Viable Curriculum

KPS developed the Hanny Arram Center for Success which focuses on improving educational opportunities with specific targeted support for students in grades 6-12. The Center offers a variety of flexible alternative educational programs, therapeutic support, support for suspended students, and a 6-12 virtual academy. A Tutoring Center is under development for students elementary-high school.

The Pk-5 department has created pacing guides, organized website, and targeted professional development to support all students access to resources, interventions, materials, and services.

KPS 6-12 teachers are focused on updating and revisiting their curriculum pacing guides and unit plans to ensure optimal vertical and horizontal alignment with a focus on mastery of state standards.



KPS STRATEGIC PLAN PILLARS

Strategic Plan – Pillar 3 **Staff Retention& Recruitment**

In Kearney Public Schools, we believe that every great educational experience is a product of a highly trained, outstanding staff. We strive to support our teachers and staff with a bevy of quality professional development experiences improving their ability to deliver excellent instruction to our student learners. We further believe that the future of education is foundationally related to our ability to attract, retain, and develop excellent educators who are committed to their students.

We continue to seek improvement of wage and benefit packages for all staff, professional development opportunities for all staff, and a workplace environment that allows everyone to effectively work in a collegial, positive, safe, and enjoyable setting. We seek out recruitment opportunities to find the most credentialed educators, staff, and leaders to make Kearney Public Schools the best school system in Nebraska.

Strategic Plan – Pillar 4 **Social-Emotional Learning**

Social Emotional Learning was at the forefront of education for this Strategic Plan. Second Steps curriculum was implemented K-8 with the support of the school counselors. The program has been implemented in our KCLC after school program and was also incorporated in the KPS #BeKind program with weekly missions.

School Connect is the social-emotional curriculum used at the high school level and is implemented in Bearcat Time. School Connect emphasizes skills needed in adulthood: problem-solving, critical thinking, creativity, people management, coordinating with others, emotional intelligence, judgment and decision-making, service orientation, negotiation, cognitive flexibility.



KPS GUIDING PRINCIPLE OVERVIEW



GUIDING PRINCIPLES

Careful and collaborative analysis of the progress of the 2017-2022 strategic plan and the data collected through the current needs assessment process resulted in the identification of a number of priorities. These identified priorities, in turn, informed the creation of several areas of focus that form the structure of the KPS 2022-2027 Strategic Plan.

I. Student Learning Opportunities - Pillar 1 College and Career Readiness

Enhancing and expanding learning opportunities, programs, and activities will align with the vision of KPS to “empower students to become problem-solvers, engaged citizens, and compassionate people who own their future.” With the partnerships of the community and business leaders, students will be able to participate in job shadowing, mentorships, internships, and expanded career learning opportunities.

II. Climate and Culture - Pillar 4 Social-Emotional Learning

Creating opportunities for students and staff to establish and maintain a district culture that emphasizes the importance of respect, acceptance, social-emotional, mental health well-being, and school pride is vital to the success of students and staff of KPS.

III. District Resources

We aspire and are committed to providing well-maintained and safe buildings and grounds to support an environment in which students can learn and staff can perform effectively. To ensure that we continue to meet this priority, purposeful budget planning, and management will help to sustain financial stability while continuing to improve education throughout the district. We will further invest our resources in meaningful instruction, professional development, technology, and learning opportunities for all students in KPS.



IV. Personnel Effectiveness - Pillar 3 Staff Retention and Recruitment

Fundamental to the success of KPS is the ability of the district to recruit, develop, and retain high-quality educators. Investing in their skills, knowledge, and personal expertise will advance the content and instruction districtwide. By providing purposeful and meaningful professional development for all staff this builds collaboration and ensures a cohesive and growing school community.

V. Family and Community Partnerships

Creating the necessary partnerships and shaping the narrative, that emphasizes the importance of the school district to the future of the community of Kearney, will renew our efforts to model high expectations that inspires excellence and promotes learning for all students. To fully engage and empower our staff and our community and partners, KPS must continue to communicate and engage with all stakeholders. We must continue to grow and sustain our methods of communication, engagement, and transparency to build trust with partners and the community at large.

VI. Curriculum and Instruction - Pillar – 2 Guaranteed and Viable Curriculum

Relevant curriculum, effective instructional model, and methods are critical to student learning. Through adopted curriculum in all subject areas, vertical and horizontal alignment, scope and sequence, the district promotes effective transitions for students at each grade and level and throughout the PK-12 system.

VII. Board Governance

As the board, we will commit resources to support the long-term goals of the school district. Through evaluation, accountability, and policy, we leverage the capacity to ensure the success of our goals. Our collective voice must be represented at the state level through a board advocacy committee.



KPS 2022-2027 Strategic Plan Framework

Guiding Principle I: Student Learning Opportunities - **Pillar 1 – College and Career Readiness**

Objective: To provide diversified, comprehensive learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning to “**inspire, and empower students to impact the world.**”

Strategy 1: Set high expectations to ensure the integrity, quality and rigor of the curriculum provided supports diverse learning opportunities for the students at Kearney Public Schools.

Strategy 2: Create improvements and increased student achievement opportunities for High-Ability Learners (HAL), with an emphasis in grades K-5.

Strategy 3: Build district resource capacities that include the community, students, families, college/universities, and industries working together for college credit and readiness, academic growth in the English Language Learner population, and overall diversity of curricular offerings.

Strategy 4: Inspire and empower all students in learning experiences to be engage and active learners who are self-aware, caring, respectful, connected to others, responsible problem-solvers, and academic achievers.

Strategy 5: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.



Guiding Principle II: Climate and Culture - **Pillar 4 – Social-Emotional Learning**

Objective: To create and sustain a district culture that exemplifies and models high expectations for all staff and students and district connectedness while supporting the social, emotional, and mental health well-being of students and staff.

Strategy 1: Implement a plan that enables students and staff to connect through a culture that embraces accountability, fairness, diversity, equality, inclusion, respect, inspires pride, and promotes learning.

Strategy 2: Improve the school district climate and learning environment to support increased student achievement, social-emotional skills, and positive behavior.

Strategy 3: Provide social-emotional and behavioral supports for all students integrated through the Multi-Tiered System of Supports (MTSS) model throughout the entire district to realize the potential and resources accessible to benefit a unified student-centered learning initiative.

Guiding Principle III: District Resources

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.

Strategy 1: Provide a safe, and well-maintained learning environment conducive to academic needs and priorities that addresses both short-term and long-term goals including but not limited to expanding/updating/maintaining facilities and grounds.

Strategy 2: Build district resource capabilities to support internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, and resource expenditures.



Strategy 3: Provide the structure and staffing in each building to ensure that every student is personally connected to the school community and supports the development of the students' academic, social-emotional, and mental health well-being.

Strategy 4: Distribute, manage, and advocate for resources to support student needs and defined student learning outcomes.

Guiding Principle IV: Personnel Effectiveness - Pillar 3 – Staff Retention and Recruitment

Objective: To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.

Strategy 1: Develop and implement a leadership succession program within the district, and a transition process to proactively identify and transition new leadership within the district.

Strategy 2: Identify and implement a plan for administration and staff members to work cooperatively, to build trust, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.

Strategy 3: Encourage and improve open communication between district/school administration and staff.

Strategy 4: Cultivate a positive learning culture for staff and administrators through an organized and purposeful professional development plan to support relationships, skills, knowledge, and application of instruction to sustain the viability of long-term improvements.

Strategy 5: Utilize a teacher evaluation system that is aligned to Danielson's Instructional Framework to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.



Guiding Principle V: Family and Community Partnerships

Objective: Grow and sustain a mutually supportive and trusting partnership with stakeholder groups for the benefit of the mission and vision of Kearney Public Schools and to sustain a positive connection with and among the community at large.

Strategy 1: Foster a positive working partnership with parents/guardians, employees, and community members to improve and sustain effective and purposeful communications.

Strategy 2: Strengthen family and community participation in student learning and the social-emotional, mental health well-being, and development of students to overcome barriers.

Strategy 3: Increase communication and improve perceptions of KPS by engaging students, families, employees, partners, and the Kearney community.

Guiding Principle VI: Curriculum and Instruction - Pillar 2 – Guaranteed and Viable Curriculum

Objective: To implement a rigorous, relevant curriculum using instructional approaches that address the diverse needs of students, support complex thinking, require active student engagement and value depth of understanding.

Strategy 1: Ensure implementation of adopted curriculum in all subject areas to support effective instruction and learning success and that instructional methods are properly and consistently implemented from PK-12.

Strategy 2: Engage staff in PLCs for the purpose of learning and implementing instruction, communication, and engagement of students and families from low socio-economic status backgrounds with the supports needed to enhance the success of students within this demographic.

Strategy 3: Commit and maintain the utilization of data to inform decisions at the classroom, building, and district levels.



Strategy 4: Set high expectations to ensure a diverse learning opportunity vital to the success of students by adopting challenging, creative, and rigorous data-based curriculum and instruction aligned both horizontally and vertically to support the success of students' transitions grade to grade and level to level.

Guiding Principle VII: Board Governance

Objective: To ensure the mission and vision of Kearney Public Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Strategy 1: Annually review the district's vision and mission statements, and progress/updates of the strategic plan to support the mission.

Strategy 2: Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district's image, build positive working relationships and sustain long-term partnerships that will best serve education.

Strategy 3: Establish and sustain a professional and collaborative working relationship with the superintendent to support and advocate for the growth of student achievement.

Strategy 4: Align and manage district resources in a responsible manner to meet goals and to promote growth of student achievement.

Strategy 5: Advocate for children, public education, and learning to support improved student achievement for all students.



KPS 2022-2027 STRATEGIC FRAMEWORK

Guiding Principle I: Student Learning Opportunities – Pillar 1 College and Career Readiness

Objective: To provide diversified, comprehensive learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning to “**inspire and empower students to impact the world.**”

Strategy 1.1: Set high expectations to ensure the integrity, quality and rigor of the curriculum provided supports diverse learning opportunities for the students at Kearney Public Schools.

Performance Indicators:

- 1.1(a) Research, identify, and adopt a common curriculum in all subject areas to support consistent instruction and improved student academic learning.
- 1.1(b) Increase elective course offerings and life and career readiness programs, as well as class choice opportunities to enhance the learning experiences for KPS students.
- 1.1(c) Implement a district-wide academic plan that includes rigorous Advanced Placement courses and dual credit opportunities.
- 1.1(d) Integrate career, college, and technical training curriculum and learning experiences throughout the district.
- 1.1(e) Collaborate with community partners and post-secondary institutions to explore opportunities for partnering to increase curricular offerings for students and to maximize the use of community resources in the educational process.



1.1(f) Utilize the curriculum review cycle policy to provide a systematic process to examine content and to ensure the curriculum is aligned to the district adopted standards and meeting the learning needs of students.

1.1(g) Evaluate the quality and rigor of the curriculum provided to ensure it supports the diverse learning opportunities for students.

Strategy 1.2: Create improvements and increased student achievement opportunities for High-Ability Learners (HAL), with an emphasis in grades K-5.

Performance Indicators:

1.2(a) Create and implement a preassessment of HAL students to lead to targeted curriculum design.

1.2(b) Implementation of professional development to ensure staff is equipped to instruct.

1.2(c) Use modified curriculum designed to integrate basic skills and higher-level thinking.

1.2(d) Provide appropriate professional learning and resources to support teachers to meet the needs of the High Ability Learners (HAL) for students.

1.2(e) Evaluate HAL student outcomes using multi-method criteria of self-evaluation and standardized tools with flexible pacing and supportive differentiated learning environments.

Strategy 1.3: Build district resource capacities that include the community, students, families, college/universities, and industries working together for college credit and readiness, academic growth in the English Language Learner population, and overall diversity of curricular offerings.

Performance Indicators:

1.3(a) Designate internal leaders and champions to study the scope and feasibility of internal and external opportunities to grow diverse district offerings such as partnerships, staffing, course alignment, space allocation, resource expenditures, etc.

1.3(b) Advance ELL instruction and supports to ensure the success of our students.



- 1.3(c) Evaluate the effectiveness of the instructional supports and benefits of MTSS, social-emotional curriculum, and instruction.
- 1.3(d) Evaluate the effectiveness of expanding knowledge and capacity of programs and services that grow district resources and challenging, creative, and rigorous curriculum and instruction.
- 1.3(e) Ensure new and existing curriculum and instruction across all courses contain materials that reflect the contributions, perspectives, and experiences of diversity across race, ethnic, gender, language, and religious backgrounds.
- 1.3(f) Collaborate with industry and community representatives for job shadow opportunities, career pathways exploration, student internships, and teacher externships to increase awareness of career opportunities.
- 1.3(g) Evaluate and monitor the learning opportunities provided in KPS.

Strategy 1.4: Inspire and empower all students in learning experiences to be engage and active learners who are self-aware, caring, respectful, connected to others, responsible problem-solvers, and academic achievers.

Performance Indicators:

- 1.4(a) Provide learning opportunities to algin to student learning styles utilizing instructional practices and technology to support the needs of the student.
- 1.4(b) Emphasize the importance of personal life skills including work ethic, character, integrity, and personal confidence.
- 1.4(c) Integrate relational skill building characteristics including leadership, communication, conflict resolution, respectfulness, and collaboration through life skills and career/life readiness instruction.
- 1.4(d) Continue to work in partnership proactively and consistently with students, families, and the community to support the needs of students to ensure high attendance and graduation rates.
- 1.4(e) Evaluate the effectiveness the growth and engagement of the modified learning experiences.

Strategy 1.5: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.



- 1.5(a) Expand the district offerings in early childhood education and preschool.
- 1.5(b) Expand the learning opportunities offered at Arram Center.
- 1.5(c) Expand activities and clubs provided in high school.
- 1.5(d) Consider alternative school options for students in KPS.
- 1.5(e) Provide mentorships, internships, and/or job shadowing opportunities for the secondary students.
- 1.5(f) Expand partnerships with post-secondary institutions to explore educational opportunities and options for partnering to increase curricular offerings for students.
- 1.5(g) Consider and assess the value of expanding course offerings to include, but not limited to: CTE, Vocational Training, Computer Science – Coding, Programming, Robotics, etc., Speech/Public Speaking/Motivational Speaking, and Family Consumer Science (interpersonal relationships, leadership, and management).
- 1.5(h) Evaluate the effectiveness of expansion of learning opportunities and the overall impact to learning and students' post-graduate opportunities.

Guiding Principle II: Climate and Culture - Pillar 4 Social Emotional Learning

Objective: To create and sustain a district culture that exemplifies and models high expectations for all staff and students and district connectedness while supporting the social, emotional, and mental health well-being of students and staff.

Strategy 2.1: Implement a plan that enables students and staff to connect through a culture that embraces accountability, fairness, diversity, equality, inclusion, respect, inspires pride, and promotes learning.

Performance Indicators:

- 2.1(a) Create and commit to consistent expectations for staff and students to hold everyone equally accountable.



- 2.1(b) Incorporate Positive Behavior Interventions and Supports districtwide.
- 2.1(c) Develop student outcome goals and competencies to support social-emotional learning for the purpose of enhancing student decision-making skills, responsible behavior, and a student's independent role personally, at school, and as a community member.
- 2.1(d) Provide students with opportunities to develop their own capacity to make choices, set individual goals, monitor individual progress, and reflect upon their learning.
- 2.1(e) Grow and sustain a system to support and equip staff with current tools/programs to address social-emotional skills and behavior.
- 2.1(f) Provide consistent and on-going professional development to all staff to prepare and effectively grow and sustain the current social-emotional learning district-wide.
- 2.1(g) Evaluate the progress realized through purposeful measures implemented to address culture and climate of KPS.

Strategy 2.2: Improve the school district climate and learning environment to support increased student achievement, social-emotional skills, and positive behavior.

Performance Indicators:

- 2.2(a) Create a system to support and equip staff with tools and techniques to address social-emotional skills and behavior.
- 2.2(b) Integrate social-emotional learning into the academic and extra-curricular activities through consistent curriculum, skills development, service learning, and community service.
- 2.2(c) Provide consistent and on-going professional development to all staff to prepare and effectively implement the social-emotional learning district-wide.
- 2.2(d) Engage appropriate staff for guidance and support when addressing issues that impact classroom instruction, curriculum, and/or matters that will add value to their role and responsibilities.



2.2(e) Evaluate the progress realized through purposeful measures implemented to address social-emotional, mental health well-being of students and staff.

Strategy 2.3: Provide social-emotional and behavioral supports for all students integrated through the Multi-Tiered System of Supports (MTSS) model throughout the entire district to realize the potential and resources accessible to benefit a unified student-centered learning initiative.

Performance Indicators:

2.3(a) Assess current staffing to ensure that the district provides adequate and essential staff and training to support the integration and implementation of social-emotional supports.

2.3(b) Integrate social-emotional learning into the academic and extra-curricular activities through consistent curriculum, skills development, service learning, and community service.

2.3(c) Create a system to support and equip staff with tools and techniques to address social-emotional skills and behavior.

2.3(d) Provide district guidance and resources for staff involved in the district initiatives for social-emotional learning.

2.3(e) Encourage and sustain open dialogue and feedback opportunities with staff to address the unforeseen obstacles that evolve through the implementation and as a result of the social-emotional education initiative.

2.3(f) Evaluate the effectiveness of MTSS and the impact on KPS culture.

2.3(g) Intentionally communicate our MTSS model and additional academic, social-emotional, and behavioral supports with KPS families and our community.

2.3(h) Evaluate the effectiveness of the instructional supports and benefits of MTSS, social-emotional curriculum, and instruction.



Guiding Principle III: District Resources

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.

Strategy 3.1: Provide a safe, and well-maintained learning environment conducive to academic needs and priorities that addresses both short-term and long-term goals including but not limited to expanding/updating/maintaining facilities and grounds.

Performance Indicators:

3.1(a) Evaluate current facility needs, building utilization, and current/projected enrollment to ensure facilities will accommodate the visionary needs of KPS educational programs and priorities.

3.1(b) Ensure current facilities are properly maintained.

3.1(c) Consider existing priorities identified in the strategic plan needs analysis, including but not limited to:

- Building Maintenance
- Functionality of Learning Spaces
- Capacity to Support Growth
- Safety and Security
- Extracurricular Activities

3.1(d) Continue to engage stakeholders to educate and inform patrons of the identified needs and plans for addressing facilities and grounds, maintenance and upkeep, and renovations.

3.1(e) Evaluate the overall effectiveness and security of the district facilities.

Strategy 3.2: Build district resource capabilities of internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.

Performance Indicators:



- 3.2(a) Designate internal leaders and champions to study the need and scope of programs and services to address the diverse student demographic population.
- 3.2(b) Evaluate current operations, programs, facilities, and the investment of resources to ensure the district meets the diverse needs of our enrollment.
- 3.2(c) Commit the resources needed to sustain integrated technology to support instructional needs and access to learning for the students at Kearney Public Schools.

Strategy 3.3: Provide the structure and staffing in each building to ensure that every student is personally connected to the school community and supports the development of the students' academic, social-emotional, and mental health well-being.

Performance Indicators:

- 3.3(a) Complete a staff analysis of endorsements of all staffing assignments to benefit learning opportunities.
- 3.3(b) Budget and allocate resources to support staffing needs. Consider existing priorities identified in the strategic plan needs analysis, including but not limited to:
 - Paraprofessionals
 - Social-Emotional, Mental Health Well-Being Staff/Support
 - SPED Support
 - Behavioral Specialist
 - Additional Certified and Classified Staffing to Support Programming in All Grades (pK-12)
- 3.3(c) Maintain accountability of staff to ensure systematic growth that supports and rewards continuous improvement for every student, building or learning level, and educator.
- 3.3(d) Promote an atmosphere of mutual trust through regular collaboration and feedback from peers and administrators.



3.3(e) Ensure the capacity, infrastructure, staffing, and equipment to meet the academic and administrative needs for effective and efficient operations across the district.

3.3(f) Evaluate the effectiveness of the alignment of resources to support learning environments, quality of educators, and student success.

Strategy 3.4: Distribute, manage, and advocate for resources to support student needs and defined student learning outcomes.

Performance Indicators:

3.4(a) Adhere to and maintain a balanced budget aligned to five-year financial projections.

3.4(b) Provide appropriate and sufficient resources to accomplish the mission of KPS to “**inspire and empower all students to impact the world.**”

3.4(c) Commit the resources to advance AQuESTT classifications in each building and district-wide to enhance student learning effectiveness.

3.4(d) Expand support for the school budget among KPS decision-makers and taxpayers.

3.4(e) Sustain integrated technology to support instructional needs and access to learning for the students at KPS.

3.4(f) Develop transparent, collaborative, and regular communication with stakeholders to ensure financial alignment to annual budgets and sound decision-making occurs.

3.4(g) Evaluate the overall effectiveness of the allocation of resources to support the growth and success of KPS.



Guiding Principle IV: Personnel Effectiveness - Pillar 3 Staff Retention and Recruitment

Objective: To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.

Strategy 4.1 Develop and implement a leadership succession program within the district, and a transition process to proactively identify and transition new leadership within the district.

Performance Indicators:

- 4.1(a) Design and implement a district administration succession plan to ensure that the school district is prepared for maintaining organizational stability.
- 4.1(b) Purposeful planning by the board and district administration team in creating an onboarding transition process for the new superintendent that includes the current and future needs of the district and community — including a focus on instructional programs, financial well-being, AQuESTT and NSCAS scores, community relations, and the identification and development of internal leaders as a way to deepen their relationship as he embarks upon his new role.
- 4.1(c) Create opportunities to educate and inform community stakeholders and patrons of the leadership changes within the district and the identified needs, vision, and plans to respond to future growth needs and strategies.

Strategy 4.2: Identify and implement a plan for administration and staff members to work cooperatively, to build trust, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.

Performance Indicators:

- 4.2(a) Build relationships and engagement between staff and administrators through ongoing conversations to determine how the district can best support long-term improvements of academic achievement.



- 4.2(b) Work collaboratively to identify areas of growth in the professional development topics and presentations that administration can provide for staff to improve student achievement.
- 4.2(c) Allow and encourage staff regular and safe opportunities to work collaboratively and to provide feedback for growing and improving student achievement.
- 4.2(d) Evaluate the effectiveness of cooperative efforts to improve and grow staff relations district-wide to increase positive working relationships, the climate, and student learning.

Strategy 4.3: Encourage and improve open communication between district/school administration and staff.

Performance Indicators:

- 4.3(a) Develop a communication plan that supports and keeps teachers and staff informed of the district's efforts to meet its strategic goals.
- 4.3(b) Provide time for collaboration, inquiry-based, job-embedded discussions of best practices in teaching and learning.
- 4.3(c) Provide administration and staff opportunities to voice their concerns in a way that is just, civil, fair, and builds trust between administration and staff.
- 4.4(d) Consider teacher input when providing professional development to ensure needs are being met in the district.
- 4.3(e) Evaluate the effectiveness of the PLC process to encourage the use of best practice instruction, enhance staff connectedness and professional growth.
- 4.3(f) Evaluate the effectiveness of the communication opportunities provided and the impact on student instruction and learning.

Strategy 4.4: Cultivate a positive learning culture for staff and administrators through an organized and purposeful professional development plan to support relationships, skills, knowledge, and application of instruction for long-term improvements.

Performance Indicators:



- 4.4(a) Grow teacher engagement as a number one criterion to provide consistent and on-going professional development that empowers staff to grow instruction to support student achievement.
- 4.4(b) Provide a structured and relevant KPS Professional Development Plan and Training to encourage the use of best practice, support programs and initiatives and enhance staff knowledge and skills. Consider existing priorities identified in the strategic plan needs analysis, including but not limited to:
- Danielson Instructional Model
 - SPED/504 Training
 - PLC Training
 - Social-Emotional, and Mental Health Well-Being Training
- 4.4(c) Budget and allocate resources to support the KPS Professional Development Plan and Training.
- 4.4(d) Engage staff and administration to assess personal development progress, impact, and benefits to KPS initiatives, instruction, and personal development
- 4.4(e) Evaluate the effectiveness of the professional development opportunities given to the staff at KPS.

Strategy 4.5: Utilize a teacher evaluation system that is aligned to Danielson’s Instructional Framework to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.

Performance Indicators

- 4.5(a) Review and update the teacher evaluation instrument to ensure it is aligned to Danielson’s Instructional Framework, includes a rubric and criteria to support the systematic process in which the evaluation is conducted.
- 4.5(b) Require all certified staff to develop and affirm personalized goals to guide their personal/professional growth as part of the evaluation process with their assigned supervisor.
- 4.5(c) Train staff in the evaluation rubric and process to support success.



4.5(d) Evaluate the effectiveness of the district Danielson framework and teacher evaluation.

Guiding Principle V: Family and Community Partnerships

Objective: Grow and sustain a mutually supportive and trusting partnership with stakeholder groups for the benefit of the mission and vision of Kearney Public Schools and to sustain a positive connection with and among the community at large.

Strategy 5.1: Foster a positive working partnership with parents/guardians, employees, and community members to improve and sustain effective and purposeful communications.

Performance Indicators:

5.1(a) Identify the most effective methods by which to engage parents/guardians in the education of their child.

5.1(b) Consider methods of improving the parent-teacher conference format, teacher communication with parents/guardians, and expectations of the conference. Seek feedback from parents/guardians/students to maximize effectiveness in supporting parent/guardian-teacher relationships and student success.

5.1(c) Provide communication, resources, and opportunities for parents/guardians to access strategies and resources available to engage their child in learning outside of the classroom.

5.1(d) Evaluate the effectiveness of enhanced communications with parents/guardians.

Strategy 5.2: Strengthen family and community participation in student learning and the social-emotional, mental health well-being, and development of students to overcome barriers.

Performance Indicators:

5.2(a) Engage parents as partners to create a shared ownership of established and emerging cultures to enhance learning of students.

5.2(b) Consider methods of improving teacher communication with parents/guardians.



5.2(c) Expand learning opportunities for parents at home, school and/or in the community.

5.2(d) Evaluate the efforts and implementation of engagement of all stakeholders on a regular/annual basis.

Strategy 5.3: Increase communication and improve perceptions of KPS by engaging students, families, employees, partners, and the Kearney community.

Performance Indicators

5.3(a) Develop a communication plan that supports the district's efforts to meet its strategic goals and increases opportunities to connect with the Kearney community.

5.3(b) Evaluate the effectiveness of current communication platforms and align efforts to maximize timely, relevant, and effective engagement.

5.3(c) Continue to commit resources to provide current and potential programs and services to meet the students' needs.

5.3(d) Evaluate the growth of improved communications and measures needed to ensure changes are systemic.

Guiding Principle VI: Curriculum and Instruction - Pillar 2 Guaranteed and Viable Curriculum

Objective: To implement a rigorous, relevant curriculum using instructional approaches that address the diverse needs of students, support complex thinking, require active student engagement and value depth of understanding.

Strategy 6.1: Ensure implementation of adopted curriculum in all subject areas to support effective instruction and learning success and that instructional methods are properly and consistently implemented from PK-12.

Performance Indicators:

6.1(a) Sustain effective, relative, and adopted curriculum in all subject areas provided by the district.

6.1(b) Ensure that all curriculum at KPS has a scope and sequence to support student learning and growth.



- 6.1(c) Utilize the curriculum review cycle policy to provide a systematic process to examine content and to ensure the curriculum is aligned to the standards and meeting the learning needs of students.
- 6.1(d) Increase the alignment of district adopted curriculum guides to appropriate formative and summative assessments in all subject areas and support teachers in using the curriculum guides through professional development.
- 6.1(e) Evaluate the effectiveness of the adoption, modifications, and updates to district curriculum.

Strategy 6.2: Engage staff in PLCs for the purpose of learning and implementing instruction, communication, and engagement of students and families from low socio-economic status backgrounds with the supports needed to enhance the success of students within this demographic.

Performance Indicators:

- 6.2(a) Provide a structured PLC process to encourage the use of best practice instruction, enhance staff connectedness and professional growth.
- 6.2(b) Budget and allocate resources to support the PLC program.
- 6.2(c) Provide ongoing supports and resources to encourage effective PLCs.
- 6.2(d) Create common planning or PLC structure to continue the production and sharing of integrated, universally designed lessons.
- 6.2(e) Evaluate the effectiveness of the PLC program.

Strategy 6.3: Commit and maintain the utilization of data to inform decisions at the classroom, building, and district levels.

Performance Indicators:

- 6.3(a) Develop the capacity of staff to effectively use purposeful data to guide instruction, revise school strategies and interventions, assess program effectiveness, and prioritize learning needs.



6.3(b) Align continuous improvement efforts across the district by providing data support for building-level improvement teams.

6.3(c) Collect, track, analyze, benchmark, and report disaggregated data by under-represented groups (race, ethnicity, socio-economic status, verified needs, etc.) to ensure:

- Student success across all areas (*course level enrollment/participation in honors, grade point average, achievement scores and tests, student discipline/suspension/absenteeism, bullying/harassment, extracurriculars/activities participation, etc.*)
- Staff success across all areas (*professional development participation, regular staff feedback/evaluation, participation in committees/collaboration groups, access to mentorship, extracurricular/activity involvement, etc.*)
- Family engagement (*accessibility/participation of parent-teacher conferences, effective communication inclusive of language and method of distribution, etc.*)

6.3(d) Utilize the integration of formative and summative assessments throughout the district to support next steps for learning and student success.

6.3(e) Implement a systemic approach to student assessment and data analysis, including the use of electronic systems for data analysis and storage.

6.3(f) Evaluate the impact of data informed decision making on student performance.

Strategy 6.4: Set high expectations to ensure a diverse learning opportunity vital to the success of students by adopting challenging, creative, and rigorous data-based curriculum and instruction aligned both horizontally and vertically to support the success of students' transitions grade to grade and level to level.

Performance Indicators:

6.4(a) Identify, adopt, and integrate districtwide curriculum to support all subject areas.



- 6.4(b) Ensure effective use of a variety of instructional strategies, materials, and resources in new and existing courses to equitably support the success of each learner (including but not limited to students with verified needs, high ability learners, low-socioeconomic learners, English Learners (EL), and other individual learner needs).
- 6.4(c) Identify and design KPS Vertical and Horizontal Subject-Area Teams made up of teachers from multiple grade levels and specified subject areas.
- 6.4(d) Commit in-service time to the collaboration and development of the KPS Vertical and Horizontal Subject-Area Teams.
- 6.4(e) Empower the KPS Vertical and Horizontal Subject-Area Teams to address curriculum alignment and instruction and academic and social-emotional needs to determine concepts and skills that students must master for successful transitions.
- 6.4(f) Empower the KPS Vertical and Horizontal Subject-Area Teams to set grade-level goals, establish short and long-term plans for action, gather data, and report out to district administration in a timely and scheduled fashion.
- 6.4(g) Ensure that all curriculum at KPS is vertically and horizontally aligned with grade-level goals and established short and long-term plans for action.
- 6.4(h) Evaluate the effectiveness and scope of responsibilities of the KPS Vertical and Horizontal Subject-Area Teams.

Guiding Principle VII: Board Governance

Objective: To ensure the mission and vision of Kearney Public Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Strategy 7.1: Annually review the district's vision and mission statements, and progress/updates of the strategic plan to support the mission.

Performance Indicators:

- 7.1(a) Include stakeholders and the community in the development and revisions of the district's mission, vision, and goals.



- 7.1(b) Align the mission and vision to drive planning, decision-making, and evaluation of district operations and progress.
- 7.1(c) Adopt a strategic plan or district goals to support the progress and growth of student learning.
- 7.1(d) Align board agenda discussion and action items to the strategic plan.
- 7.1(e) Continually monitor the progress and success of the strategic plan and hold the superintendent accountable to providing timely and purposeful updates.
- 7.1(f) Consistently complete a board self-assessment to measure progress and success of the board standards and governance.

Strategy 7.2: Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district's image, build positive working relationships and sustain long-term partnerships that will best serve education.

Performance Indicators

- 7.2(a) Engage the community to build understanding and support for public education and the school district.
- 7.2(b) Seek input from internal and external stakeholders (i.e., administrators, certified and classified staff, parents, students, community members, and business leaders) when setting goals.
- 7.2(c) Maintain a cohesive communications plan to inform and educate the community on district issues.
- 7.2(d) Ensure that a district report is provided to patrons annually.

Strategy 7.3: Establish and sustain a professional and collaborative working relationship with the superintendent to support and advocate for the growth of student achievement.

Performance Indicators:

- 7.3(a) Evaluate the superintendent's performance based upon defined expectations in the job description and has any mutually identified goals.



- 7.3(b) Work with the superintendent to achieve mutual trust and commitment to each other through teamwork and clear communications.
- 7.3(c) Ensure the superintendent's job description states expectations, clarify authority, is consistent with policy, and is reviewed by the board regularly and revised as needed.
- 7.3(d) Ensure the superintendent's contract renewal and deadline process are clear and the board and superintendent honor the appropriate dates of the contract.
- 7.3(e) Demonstrate collaborative problem solving and decision-making with superintendent.
- 7.3(f) Share responsibility for the orientation of new board members with superintendent.
- 7.3(g) Using policy, delegate authority to the superintendent to manage district operations and implement policy.
- 7.3(h) Provide clear expectations for the superintendent's performance and evaluate accordingly.
- 7.3(i) Thoughtfully consider the superintendent's recommendations prior to making decisions.

Strategy 7.4: Align and manage district resources in a responsible manner to meet goals and to promote growth of student achievement.

Performance Indicators:

- 7.4(a) Adopt a fiscally responsible annual budget that is aligned with the district's mission, vision, and goals.
- 7.4(b) Consider a budget that is aligned to the strategic plan and/or goals.
- 7.4(c) Ensure monthly budget reports including comparison data to monitor budget management and expenditures are received.
- 7.4(d) Ensure the superintendent's financial recommendations align with the district's mission and goals and allocate budget resources accordingly.
- 7.4(e) Review and adopt a master facility plan to support a safe and effective learning environment districtwide.
- 7.4(f) Authorize an annual audit of all of the district's financial records.



Strategy 7.5: Advocate for children, public education, and learning to support improved student achievement for all students.

Performance Indicators:

- 7.5(a) Follow an adopted policy for communicating with state senators the district's questions, concerns, comments, or feedback regarding proposed legislation.
- 7.5(b) Adopt an advocacy calendar and belief statements to align your advocacy efforts before, during, and after the annual Legislative Session.
- 7.5(c) Maintain legislative awareness and communications with area schools, local and state representatives, and stakeholders regarding potential and/or proposed legislation.
- 7.5(d) Attend the Legislative Issues Conference and engages NASB as a support system during the Legislative Session.
- 7.5(e) Appoint an advocacy committee to benefit and facilitate effective communication between the district and the state senator(s).
- 7.5(f) Analyze/Evaluate the work and effectiveness, at the close of Legislative Session, of the district's advocacy role during the session.



NASB STRATEGIC PLANNING SERVICE

Next Steps: *Following the presentation of the District Needs Analysis and Strategic Plan Framework, the board may expect that:*

***District Administration/Board Responsibilities**

***NASB Board Leadership Responsibilities**

- 1) **District Administration will review the Strategic Plan Framework and provide updates and/or modifications to the NASB Board Leadership staff. [Timeline: Administrators will have 10 days to complete this task.]**
- 2) If necessary, the Association staff (Kari Stephens) will update the Framework with modifications.
- 3) **District Administration will forward a copy of the current School Improvement goals to the NASB Board Leadership staff. [Timeline: Immediately following presentation of Needs Analysis and Framework.]**
- 4) Association staff (Kari Stephens) will align the Strategic Plan strategies to (School Improvement Goals, AQuESTT Tenets, and Nebraska Framework standards or COGNIA standards).
- 5) Association staff (Tori Pierce) will forward the Prioritization Link to administrators to complete immediately.
- 6) Association staff (Tori Pierce) will forward the Prioritization Link to the board to complete immediately.
- 7) **District Administration will complete the Prioritization and return to NASB Board Leadership staff. [Timeline: Administrators will have 10 days to complete this task.]**
- 8) Association staff (Tori Pierce) will graph, and complete Prioritization Report using with Administrator feedback.
- 9) Association staff (Tori Pierce) will forward the Prioritization Report and conduct a follow-up Zoom Meeting if there is interest in a meeting to discuss.
- 10) Association staff (Kari Stephens) will embed the final Strategic Plan into the working template along with the administrative Prioritization results and forward for board approval.
- 11) **Board will take action in a regular board meeting to adopt the District Strategic Plan. [Timeline: Next Regular Board Meeting]**
- 12) **Board and Administration will re-engage SOC and present the adopted plan.**
- 13) **Administration will assign Priorities to the responsible administrator/building/districtwide.**
- 14) **Administration or Association** will embed the strategic plan goals into SPARQ Meetings and the Board's Annual Board Calendar.
- 15) Association staff (Kari Stephens) will forward the Strategic Implementation Team (SIT) criteria.
- 16) Association staff (Marcia and/or Kari) will conduct a conference call with the Superintendent and Board President to review the progress analysis process and Strategic Implementation Team (SIT) criteria.
- 17) **Board and Administration will align board agenda to monitor and assess monthly progress-success of the Strategic Plan.**



- 18) Association staff will administer a Progress Analysis Survey to administrators at the end of the first, second, and third year of the strategic plan work. A report will be presented to the board following each Progress Analysis.
- 19) Association staff at the end of year three, four, or five, will administer a comprehensive Progress Analysis and initiate the engagement of stakeholders for the purpose of updating the strategic plan (Phase II).

Questions, please contact Marcia Herring or Kari Stephens at NASB 1.800.422.4572 or via cell phone.

SAMPLE PRIORITIZATION SUMMARY

The following list provides the cumulative prioritization (listed top priority to lowest priority) based on the *overall averages* presented in the previous pages.

Guiding Principle VI: Board Governance

1. Strategy 6.3: Review, update, and communicate policies to ensure success for all students and staff.
2. Strategy 6.1: Build effective board governance through sustained engagement of stakeholders.
3. Strategy 6.2: Adopt and sustain a continuous policy review process to meet a one-to-three-year review cycle of the board district policy manual.
4. Strategy 6.4: Ensure that the district is utilizing data to make decisions that impact student achievement.

