



Kearney Public Schools

2017-2022

Strategic Plan

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Kearney Public Schools

Dr. Kent Edwards
Superintendent

Board of Education

Dave Glover, President

Julie Agard

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Board President

Dear Kearney Public Schools and the Kearney Community,

Planning is an integral part of any successful school district. The Kearney Board of Education and Superintendent have identified and authorized the development of a comprehensive strategic plan. This strategic plan will be a dynamic, living document. It will be utilized to guide us in decision-making at the district level, the building level, and in our classrooms. The plan will elevate instruction, curriculum, technology, and district climate to benefit learning for all students. It will create measures for our initiatives and programs that will enable staff to monitor success and illustrate areas for improvement. Reports at the board level will articulate progress, discussion, and need for action and will clearly communicate this information to the community.

To complete the strategic plan, the district engaged the Nebraska Association of School Boards to facilitate the process. The Association's work in board standards, policy, and education were key in the selection. We also engaged the knowledge and perspective of our staff, students, administrators, community members, and business leaders. The board extends our thanks and appreciation to our stakeholders for the commitment of time and work involved.

As Benjamin Franklin said, "By failing to plan, you are planning to fail." This plan will guide the District in our quest to provide the highest quality of education that our students and community expect from Kearney Public Schools.

Respectfully,

Dave Glover

Kearney Public Schools Board President

The Superintendent

Dear KPS Stakeholders,

Kearney Public Schools takes great pride in the quality of education that is provided to our students. Parents, patrons, community members, and staff have high expectations and work hard to ensure we are preparing our students for the world in which they live and to “Own Their Future”.

The success that our students achieve today is the result of the collaborative efforts of our stakeholders. This strategic plan is a prime example of such collaboration. It is the product of months of hard work between board members, teachers, administrators, staff, students, and community leaders. This collaboration has helped in envisioning the future of the District and in the development of a plan that will support our rich culture of success.

As we continue to move forward, the plan will guide our direction in doing what is best for our students. I am grateful for the time, work, and commitment given by so many in the development of the KPS 2017-2022 Strategic Plan.

Respectfully,

Dr. Kent Edwards

Superintendent

Introduction

This strategic plan is a recognition by the Kearney Public Schools Board of Education that its mission requires not only the commitment and contributions of the teachers, administrators, and staff of KPS, but also the commitment and contributions of our district's internal and external stakeholders: parents, students, community leaders, and all the citizens of our community. We all have a stake in the success of KPS and we should all have the opportunity to help shape the idea of what success looks like for our district. Therefore, it was central to this entire strategic planning process that we engage all stakeholder groups.

We would like to thank members of the Strategic Overview Committee for their considerable contributions to the creation of this strategic plan.

Kearney Public Schools Strategic Overview Committee

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Roan Howard
Amber Lewis
Denise Miller
Angela Nickel
Dr. Carol Renner
Judi Sickler
Jason Sutton

Strategic Process

Working with facilitators from the Nebraska Association of School Boards, we established a Strategic Overview Committee comprised of board members, administrators, teachers, students, parents, and community leaders. The Strategic Overview Committee reexamined our district mission and vision for our future and helped guide the strategic planning process. We conducted meetings with business and community leaders, parents, and students at the middle schools and high school. We met with staff in every building in the district. We asked all of these groups to share their thoughts, ideas, and concerns about the district. We listened.

This process allowed us, as a community, to closely examine where we are now as a district. We examined our strengths, but also had frank conversations about what our most pressing needs are today and the challenges we are sure to face in the days ahead. To be clear, while we reaffirmed that we have much to be proud of in our district, we also learned that we have many areas in which we must improve if we are to fulfill our mission.

Because all of us – the KPS Board, administrators, teachers, and staff – are committed to doing all we can to improve our district, we used those identified areas of need to form the structure of this strategic plan. These are the priorities we have set for our District for the next five years. The effort to address these priorities – by setting goals, defining specific strategies, and completing concrete actions – will inform much of what the District does over the next five years: methodologies employed in individual classrooms, programs enacted in buildings, district-wide initiatives implemented by district administration, and policy set by the KPS board will all be influenced by this plan.

Mission Statement

Kearney Public Schools:
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.

Belief Statements

Kearney Public Schools Believes:

- ❖ Public education benefits the entire community, teaches positive citizenship, and is the shared responsibility of all.
- ❖ Education addresses the whole child's development – academic, social-emotional, personal health and well-being and prepares the student for life's transitions.
- ❖ Instruction addresses critical thinking, communication, collaboration, and creativity in a global society.
- ❖ Learning is an interactive process where all students learn to read, write, and think critically to the best of their ability.
- ❖ Instruction addresses critical thinking, communication, collaboration, and creativity in a global society.
- ❖ High expectations promote higher achievement.
- ❖ Education should be tailored to every student's needs.
- ❖ Every student should take ownership of their education.
- ❖ Education inspires students and cultural appreciation.
- ❖ Everyone is entitled to a safe, caring, and respectful learning environment.
- ❖ Education guides the student's understanding of ethical behavior and is reflected in their actions

Benchmarks

Kearney Public Schools is committed to challenge student learning targets. The identified Benchmarks reflect our belief in the potential of our students to achieve at high levels, and our collective resolve to create and sustain a sound educational structure and practices that will ensure the success of each student.

I. Continuous Academic Growth for Each Student

Each student will grow academically each year based upon assessments and monitoring student progress.

II. Measurable Growth for Underperforming Student Groups

Each student in the lowest performing student-groups will grow academically in Language Arts and Math.

III. Successful Student Transitions

Each student will meet or exceed their individual academic growth through the implementation of district adopted curriculum, instructional framework, interventions and assessment to support student transitioning from PreK to Kindergarten, Elementary to Middle School, and Middle School to High School.

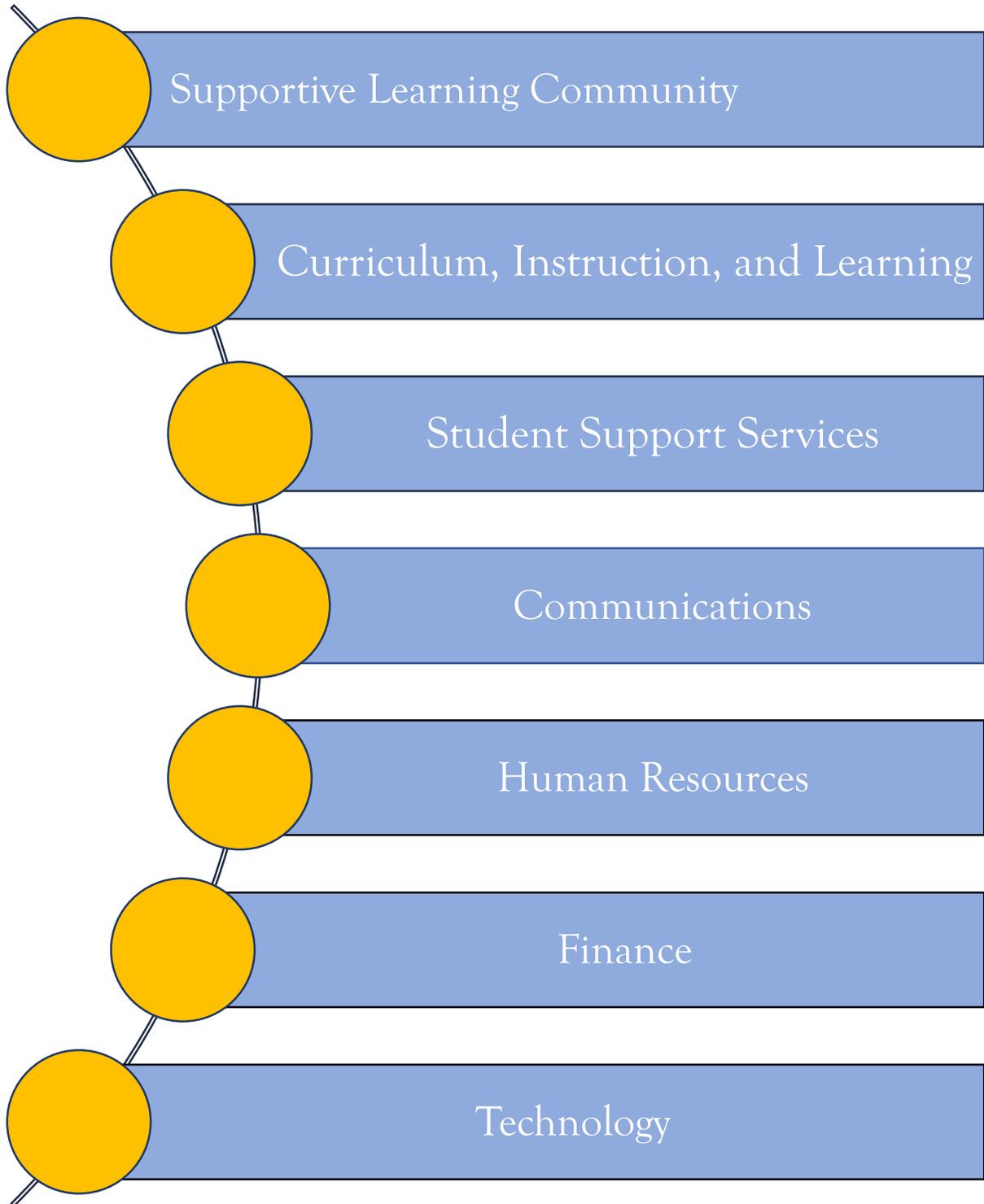
IV. Supportive Learning Community

Each student will be empowered to become problem-solvers through a supportive learning culture fostered through relationship building, curriculum, and awareness.

V. Accessible Early Childhood Services

Each child will have access to quality Early Childhood services to support cognitive and emotional development as well as physical health and character-building.

Guiding Principles



Guiding Principles

Careful and collaborative analysis of the data collected through the strategic planning process resulted in the identification of a number of needs. These identified needs, in turn, informed the creation of several Areas of Focus that form the structure of the KPS Strategic Plan.

Supportive Learning Community

We believe that, in order for each student to succeed, KPS must establish and maintain a **Supportive Learning Community**, in which students are safe, healthy, and engaged. The single most consistent theme encountered in the data collection process was the need for a comprehensive, district-wide program to address the social, emotional, and behavioral challenges occurring at all levels. We must ensure that students and staff have the resources needed to address this growing need.

Curriculum, Instruction, and Assessment

Student Learning is the heart of our mission at KPS, and an appropriate, relevant **Curriculum** and effective **Instruction** methods are critical to student **Learning**. A student's learning is best measured through appropriate universal screeners and a comprehensive formative and summative assessment system. KPS' current lack of a uniform curriculum, aligned at all levels PK-12 and lack of a comprehensive instructional model may cause disparities among buildings and create problems as students transition from elementary buildings to middle school and from the middle schools to high school. We must adopt and implement a fully aligned curriculum and instructional model.

Student Support Services

Our district has good and effective programs and services that can make lasting impacts on students and families by providing the kind of specific **support** that individual students need to succeed. The need for such support services far exceeds the District's current capacity. We must consider the expansion of these valuable services and programs to ensure that all children begin school ready to learn, can succeed academically as students, and leave our schools prepared to meet future challenges.

Communications

To fully engage and empower our staff and our community KPS must **communicate** with all stakeholders in a transparent, effective, and timely manner. We must improve and grow our methods of communication to build trust and reach the community at large. As an organization with thousands of internal and external stakeholders spread out across our community, effective communication is critical to KPS' ability to operate efficiently.

Human Resources

Our dedicated and professional teachers, administrators, and staff are critical to the success of KPS' mission. These **Human Resources** are the district's most valuable assets. The changing needs of a diverse and sprawling enterprise has led to some challenges in the retention and development of our workforce. We must renew our efforts to recruit, develop, and retain the best possible workforce to educate our students.

Finance

The Kearney community supports and sustains the district, providing the **Financial** resources that enable all that we do to educate our students. We have a responsibility to continue to be good stewards of the funding our generous community provides. We must prioritize our many needs through the lens of the finite financial resources available and work to ensure that our investments are designed to have the largest possible impact on our most pressing student needs.

We need well maintained, safe, and appropriate facilities to provide an environment in which students can learn and staff can perform effectively. To ensure that we are able to continue to meet this need, we must continue to implement the district's master facility plan to address both the short and long-term needs for facilities in our district.

Technology

The proper use and integration of **technology** is vital to empowering our students to impact their world. The ever-changing nature of technology means that there is a constant need for training and support for staff, maintenance and replacement of physical resources, and assessment and evaluation of the instructional use of technology.

KPS Strategic Plan

Guiding Principles, Objectives, Strategies, and Performance Indicators

Our process (see p. 8) 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. For each Objective, Strategies have been created that define the action necessary to meet the objective. Each Strategy is expressed through manageable and measurable action steps (“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 2017-2022 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 action steps (Performance Indicators) and work to integrate the strategic plan into the regular operation of the District.

To ensure the success and implementation of the Kearney 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. Commit resources needed to ensure the progress and success of the plan
- D. Align the plan to the Board’s Annual Calendar and Monthly Meeting Agenda to measure progress and success of the plan
- E. Communicate progress of the plan to internal and external stakeholders annually

Guiding Principles

The Guiding Principles highlight the priorities 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.

Program/Building Level

The Program/Building Level identifies the point of impact.

Responsible

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

KPS Strategic Framework

Guiding Principle I: Supportive Learning Community

Objective: To develop a supportive learning community through a Social-Emotional Education Initiative to encourage the healthy development of all students.

Strategy 1.1: Plan and develop the KPS Social-Emotional Education Learning Initiative.

Strategy 1.2: Improve the school district climate and learning environment to support increased student achievement, social-emotional skills, and positive behavior.

Strategy 1.3: Strengthen family and community participation in student learning and the social-emotional health and development of students.

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

Guiding Principle II: Curriculum, Instruction, and Assessment

Objective: To implement a consistent core curriculum, instruction, and assessments PK-12 to provide equitable access and to prepare students to become problem-solvers, engaged citizens, and compassionate individuals who own their future.

Strategy 2.1: Review and revise the PK-12 core curriculum areas to ensure it is rigorous, relevant curriculum using an instructional approach that will ensure active engagement and depth of understanding.

Strategy 2.2: Implement formative, summative, and district-developed assessments, student learning objectives, and collaborative data analysis to measure instruction and student academic learning.

Strategy 2.3: Implement a cohesive and consistent district Instructional Framework.

Strategy 2.4: Review transition plans and processes for Early Childhood to Preschool, Preschool to Kindergarten, Elementary to Middle School, Middle to High School, and High School to Career/College students to support successful student academic learning.

Strategy 2.6: Implement the Multi-Tiered System of Supports model to accelerate academic, career, and social-emotional/behavioral instruction and intervention based upon each student and district identified needs.

Strategy 2.7: Review a class size philosophy to support student academic learning.

Guiding Principle III: Student Support Services

Objective: To provide opportunities for students to advance their individual academic knowledge skills, and abilities.

Strategy 3.1: Review and explore options related to the College/Career Readiness curriculum program to ensure age appropriate instruction to support students K-12.

Strategy 3.2: Expand learning opportunities for Early Childhood to support cognitive and emotional development.

Strategy 3.3: Explore the KCLC Program to provide before and after school services to ensure access to a safe environment and support student academic learning.

Strategy 3.4: Utilize Summer School Programs to supplement classroom instruction.

Strategy 3.5: Review Alternative Education for at-risk students to ensure learning success of all students.

Strategy 3.6: Utilize a High-Ability Learning (HAL) Program to challenge identified students to advance their individual academic knowledge, skills, and abilities.

Guiding Principle IV: Communications

Objective: Grow and sustain a mutually supportive and trusting relationship 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 4.1: Adopt administrative procedures to support the initiatives and guiding principles of the KPS Strategic Plan.

Strategy 4.2: Implement a plan for connecting, building trust, and engaging internal stakeholders to support the mission and vision of the district.

Strategy 4.3: Sustain effective and purposeful communications with external stakeholders.

Strategy 4.4: Foster a positive working partnership with parents/guardians by improving methods of communication related to student academic learning.

Strategy 4.5: Develop and sustain a mutually supportive and trusting relationship with the Kearney community.

Guiding Principle V: Human Resources

Objective: To recruit, develop, and retain highly-qualified staff and leadership who possess the skills to support students in academic, personal, and social growth.

Strategy 5.1: Cultivate a positive learning culture for staff and administrators through an organized and purposeful professional development plan to support skills, knowledge, and application of instruction.

Strategy 5.2: Utilize a reliable process to recruit, hire, and retain people who possess and can apply effective instructional practice, knowledge, skills, and abilities.

Strategy 5.3: Utilize an Employee On-Boarding and Mentoring Program to train, equip, and prepare new staff for success and retention.

Strategy 5.4: Review, modify, and implement a Professional Learning Community model for staff to engage in collaborative, continuous learning to support the growth and success of student academic learning.

Strategy 5.5: Grow the effectiveness and leadership of the Administrators and Directors.

Strategy 5.6: Utilize a teacher evaluation system to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.

Strategy 5.7: Develop and sustain vertical and horizontal articulation to encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Strategy 5.8: To ensure that the district is utilizing the strengths, qualifications and depth of our current staffing resources to meet the needs of quality instruction and growth of student academic learning.

Guiding Principle VI: Finance

Objective: To develop and sustain effective and efficient use of resources to focus on continuous improvement, support student learning, and fiscal responsibility.

Strategy 6.1: Distribute, manage, and advocate for resources to support student needs and defined student learning outcomes.

Strategy 6.2: Provide a safe, and well-maintained environment conducive to student academic learning.

Strategy 6.3: Explore opportunities for students to have access to transportation for academic programs and services.

Guiding Principle VII: Technology

Objective: To provide and enhance the integration of technology resources available to staff and students.

Strategy 7.1: Develop and implement a District Technology Plan to support the mission, goals, and objectives of the district.

Strategy 7.2: Ensure KPS staff and students are equipped with effective technology and the training to utilize in an efficient manner.

Guiding Principle I

Supportive Learning Community

Guiding Principle I: Supportive Learning Community

Objective: To develop a supportive learning community through a Social-Emotional Education Initiative to encourage the healthy development of all students.

Strategy 1.1: Plan and develop the KPS Social-Emotional Education Initiative.

Performance Indicators

1.1(a) A KPS Leadership Team utilizing the MTTs model will support the district initiative to address Social-Emotional Education.

1.1(b) Develop student outcome goals and competencies to support KPS 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.

1.1(c) Assess current staffing to ensure that the district provides adequate and essential staff to support the integration and implementation of the KPS Social-Emotional Learning Initiative.

1.1(d) Align the KPS Social-Emotional Learning to best practice instruction to ensure effective implementation and transition into the building/classroom instruction.

1.1(e) Integrate KPS Social-Emotional Learning into the academic and extra-curricular activities through consistent curriculum, skills development, service learning, and community service.

1.1(f) Provide district guidance and resources to staff supporting Social-Emotional learning.

1.1(g) Evaluate the effectiveness of the KPS Social-Emotional Education Initiative.

Supportive Learning Community

Strategy 1.2: Improve the school district climate and learning environment to support increased student achievement, social-emotional skills, and positive behavior.

Performance Indicators

- 1.2(a) Create a system to support and equip staff with tools and techniques to address social-emotional skills and behavior.
- 1.2(b) Provide consistent and on-going professional development to all staff to prepare and effectively implement the Social-Emotional Learning district wide.
- 1.2(c) Encourage and sustain open dialogue with staff to address the unforeseen obstacles that evolve through the implementation and as a result of the Social-Emotional Education Initiative.
- 1.2(d) Allow and encourage staff to provide feedback for growing and improving the Social-Emotional Learning Initiative.
- 1.2(e) Evaluate the effectiveness of how the Initiative has impacted the climate and learning environment.

Supportive Learning Community

Strategy 1.3: Strengthen family and community participation in student learning and the social-emotional health and development of students.

Performance Indicators

- 1.3(a) Educate and communicate the KPS Social-Emotional Education Initiative with parents/guardians and the community.
- 1.3(b) Identify and engage key partners to support both the school district staff and parents/guardians seeking assistance.
- 1.3(c) Enhance parents/guardians and community awareness of the need to develop and sustain partnerships to provide the resources required to support the Initiative.

Supportive Learning Community

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

Performance Indicators

1.4(a) Create a healthy learning environment by providing a safe space and materials to allow students to modify their personal behavior.

1.4(b) Increase the percentage of students demonstrating behaviors that contribute to a positive learning environment and social culture.

1.4(c) Provide a continuum of supports and services available to aid in the social-emotional needs.

1.4(d) Support purposeful Integrated Classroom Environments to promote student growth and the Supportive Learning Environment curriculum and instruction.

Guiding Principle II

Curriculum, Instruction,
and Assessment

Guiding Principle II: Curriculum, Instruction, and Assessment

Objective: To implement a consistent core curriculum, instruction, and assessments PK-12 to provide equitable access and to prepare students to become problem-solvers, engaged citizens, and compassionate individuals who own their future.

Curriculum, Instruction, and Assessment

Strategy 2.1: Review and revise the PK-12 core curriculum areas to ensure it is rigorous, relevant curriculum using an instructional approach that will ensure active engagement and depth of understanding.

Performance Indicators

- 2.1(a) Research, identify, and adopt a common curriculum in all core subjects to support consistent instruction and improved student academic learning.
- 2.1(b) Ensure the adopted core curriculum is vertically and horizontally coherent to validate that it is aligned across lessons, courses, subject areas, and grade levels.
- 2.1(c) Integrate career and college readiness instruction and learning into the district curriculum. (See *Guiding Principle III: Student Support Services – Strategy 3.1*)
- 2.1(d) Utilize the curriculum review cycle policy to provide a systematic process to examine content and to ensure the curriculum is meeting the needs of the students.
- 2.1(e) Utilize the curriculum mapping system to align district curriculum to the Nebraska Education Standards.
- 2.1(f) Evaluate the effectiveness of the common curriculum.

Curriculum, Instruction, and Assessment

Strategy 2.2: Implement formative, summative, and district-developed assessments, student learning objectives, and collaborative data analysis to measure instruction and student academic learning.

Performance Indicators

2.2(a) Research and develop a comprehensive assessment system PK-12 to provide timely and authentic feedback to staff and students regarding student growth, instructional practices, and interventions.

2.2(b) Implement a formative and summative assessment system across all grade levels and curriculum areas to enable staff to address individual student needs.

2.2(c) Provide time for staff and administration to study and assess data to support instruction, strategies, and interventions designed to support student academic learning.

2.2(d) Develop student learning objectives to guide instruction and student academic learning.

2.2(e) Evaluate the effectiveness of the implementation of the PK-12 Assessment System, student learning objectives, and collaborative data analysis.

Curriculum, Instruction, and Assessment

Strategy 2.3: Implement a cohesive and consistent district Instructional Framework.

Performance Indicators

2.3(a) Research, identify, and adopt a district Instructional Framework to engage students and elevate the depth of understanding and successful student academic learning.

2.3(b) Provide professional development to equip and prepare staff for success through the integration and implementation of the new Instructional Framework.

2.3(c) Refine, adjust, and sustain the district Instructional Framework to support effective instruction and successful student academic learning.

2.3(d) Connect the teacher evaluation process to the use and integration of the Instructional Framework by all teachers.

2.3(e) Evaluate the effectiveness of the district Instructional Framework.

Curriculum, Instruction, and Assessment

Strategy 2.4: Review transition plans and processes for Early Childhood to Preschool, Preschool to Kindergarten, Elementary to Middle School, Middle to High School, and High School to Career/College students to support successful student academic learning.

Performance Indicators

2.4(a) Develop a specific process to support the needs and challenges for at-risk students.

2.4(b) Develop a system of communication between learning levels to support and improve student transition.

2.4(c) Support and provide resources to assist parents/guardians with transition strategies to reduce student stress and anxiety.

2.4(d) Evaluate the effectiveness of the KPS Student Transition processes.

Curriculum, Instruction, and Assessment

Strategy 2.5: Implement the Multi-Tiered System of Supports model to accelerate academic, career, and social-emotional/behavioral instruction and intervention based upon student and district identified needs.

Performance Indicators

2.5(a) Provide a structured professional development plan to train staff and administrators on the key components of MTSS and implementation of the model.

2.5(b) Include training and education through the staff on-boarding process to ensure all personnel understand and are equipped to integrate this form of instruction and intervention effectively.

2.5(c) Ensure that effective and purposeful screeners and assessments are identified and available to staff to support the implementation of the MTSS model.

2.5(d) Provide training and support for teachers to ensure consistent evidence-based interventions are utilized districtwide.

2.5(e) Implement best practice progress-monitoring to ensure interventions are effective and yield the desired outcome.

2.5(f) Evaluate the effectiveness of the MTSS model.

Curriculum, Instruction, and Assessment

Strategy 2.6: Review a class size philosophy to support student academic learning.

Performance Indicators

2.6(a) Research, study, and assess class sizes for all grades Kindergarten through 12th grade to provide quality instruction supporting student learning needs.

2.6(b) Evaluate the effectiveness and impact of the class size on student academic learning.

Guiding Principle III

Student Support Services

Guiding Principle III: Student Support Services

Objective: To provide opportunities for students to advance their individual academic knowledge skills, and abilities.

Strategy 3.1: Review and explore options related to the College/Career Readiness curriculum program to ensure age appropriate instruction to support students K-12.

Performance Indicators

- 3.1(a) Utilize a College/Career Readiness Advisory Committees.
- 3.1(b) Expand internships, job shadow opportunities, and career mentors to ensure students have access to positive role models and career opportunities.
- 3.1(c) Expand Middle School College/Career Readiness activities.
- 3.1(d) Evaluate the modifications to the College/Career Readiness curriculum and the effectiveness.

Student Support Services

Strategy 3.2: Expand learning opportunities for Early Childhood to support cognitive and emotional development.

Performance Indicators

- 3.2(a) Define the Early Childhood Program needs.
- 3.2(b) Work with community partners and stakeholders that will bring value to the table as you embark upon expanding and developing other Early Childhood Services.
- 3.2(c) Utilize a research-based curriculum and standards to support Early Childhood Programming.
- 3.2(d) Promote, expand, and enhance parent/guardian engagement in the education of their child including, but not be limited to: communications, curriculum, training/support for parents.

3.2(e) Consider staffing and recruitment efforts to ensure availability and coordination of high-quality early childhood programming.

3.2(f) Determine the optimum method of providing high quality early childhood services.

3.2(g) Evaluate the effectiveness of the Early Childhood Program.

Student Support Services

Strategy 3.3: Explore the KCLC Program to provide before and after school services to ensure access to a safe environment and support student academic learning.

Performance Indicators

3.3(a) Identify and assess the resources needed to provide KCLC Before and After School Programs.

3.3(b) Review the fee schedule to enable families the opportunity to access the program and services provided.

3.3(c) Provide training and support for staff responsible for the KCLC Before and After School Program.

3.3(d) Structure program services to provide productive learning, growth of social/emotional skills, and academic support.

3.3(e) Evaluate the effectiveness of the KCLC Before and After School Program.

Student Support Services

Strategy 3.4: Utilize Summer School Programs to supplement classroom instruction.

Performance Indicators

3.4(a) Identify students based upon district criteria and provide assistance according to their needs.

3.4(b) Monitor the progress of students and report progress to teachers and parents.

3.4(c) Evaluate the effectiveness of the Summer School Programs.

Student Support Services

Strategy 3.5: Review Alternative Education for at-risk students to ensure learning success of all students.

Performance Indicators

3.5(a) Assess the level of need in the district for an alternative learning environment.

3.5(b) Determine the resources needed to provide alternative learning environments.

3.5(c) Identify appropriate facilities to house the programs according to the grade level and program.

3.5(d) Define protocol and/or procedures to ensure each building level program conforms to best practice in alternative education.

3.5(e) Implement research-based strategies to support student growth.

3.5(f) Develop a reintegration process for students to appropriately transition.

3.5(e) Evaluate the effectiveness of the KPS Alternative Education Programs.

Student Support Services

Strategy 3.6: Utilize a High-Ability Learning (HAL) Program to challenge identified students to advance their individual academic knowledge, skills, and abilities.

Performance Indicators

3.6(a) Research, study, and assess the structure and program content of the districtwide HAL Program.

3.6(b) Define protocol and procedures direct the HAL Program.

3.6(c) Develop differentiated instructional strategies, curriculum content, and pacing guides to support HAL program implementation.

3.6(d) Provide professional development opportunities to support staff in their work with students in the HAL program.

3.6(e) Evaluate the effectiveness of the HAL Program.

Guiding Principle IV

COMMUNICATIONS

Guiding Principle IV: Communications

Objective: Grow and sustain a mutually supportive and trusting relationship 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 4.1: Adopt administrative procedures to support the initiatives and guiding principles of the KPS Strategic Plan.

Performance Indicators

4.1(a) Implement administrative procedures to support the governance and integrity of the strategic plan initiatives designed to advance instruction and student academic learning.

4.1(b) Implement a board communications plan and process to support the implementation and work of the KPS Strategic Plan.

4.1(c) Develop, adopt, and implement Administrative Protocol to support Board Policy and procedures to ensure consistent administrative leadership and procedures districtwide.

4.1(d) Develop and adopt a methodology to review and revise policy through a consistent and purposeful manner at monthly board meetings.

4.1(e) Evaluate the effectiveness of the policy adopting process.

Communications

Strategy 4.2: Implement a plan for connecting, building trust, and engaging internal stakeholders to support the mission and vision of the district.

Performance Indicators

4.2(a) Create and commit to consistent expectations for staff and hold everyone accountable.

- 4.2(b) 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.
- 4.2(c) Develop protocol and procedures to support timely, consistent, and purposeful communication to all staff when appropriate.
- 4.2(d) Use a systematic approach to monitor and improve staff engagement among district employees.
- 4.2(e) Create a plan for ongoing communication focused on the progress and success of the KPS Strategic Plan.
- 4.2(f) Implement a web-based access system to enable stakeholders to engage the district in hot topic questions and/or inquiries with a plan for responding in a timely manner.
- 4.2(g) Assess current communication methods (Infinite Campus messaging) and platforms for effectiveness. Recommend changes and improvements.
- 4.2(h) Evaluate the effectiveness of internal communications.

Communications

Strategy 4.3: Sustain effective and purposeful communications with external stakeholders.

Performance Indicators

- 4.3(a) Implement a systematic approach to improve stakeholder engagement with protocol and procedures to support timely, consistent, and purposeful communication.
- 4.3(b) Create a plan for ongoing communication focused on the progress and success of the KPS Strategic Plan.
- 4.3(c) Implement a web-based access system to enable stakeholders to engage with the district in hot topic questions.
- 4.3(d) Evaluate the effectiveness of external communications.

Communications

Strategy 4.4: Foster a positive working partnership with parents/guardians by improving methods of communication related to student academic learning.

Performance Indicators

4.4(a) Identify the most effective methods by which to engage parents/guardians in the education of their child. (*Building Level Performance Indicator*)

4.4(b) Consider methods of improving Parent-Teacher Conference format, teacher communication with parents/guardians, and expectations of the conference.

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

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

Communications

Strategy 4.5: Develop and sustain a mutually supportive and trusting relationship with the Kearney community.

Performance Indicators

4.5(a) Establish the purpose, mission, vision, and goals of the Kearney Community Partners for Education.

4.5(b) Convene sub-committees to carry out target goals and to work in partnership to attain success.

4.5(c) Utilize the community's assets and expertise to provide wrap-around services for students and improve student learning opportunities and experiences.

4.5(d) Evaluate the relationship with the Kearney community.

Guiding Principle V

Human Resources

Guiding Principle V: Human Resources

Objective: To recruit, develop, and retain highly-qualified staff and leadership who possess the skills to support students in academic, personal, and social growth.

Strategy 5.1: Cultivate a positive learning culture for staff and administrators through an organized and purposeful professional development plan to support skills, knowledge, and application of instruction.

Performance Indicators

5.1(a) Provide a structured KPS Professional Development Plan to encourage the use of best practice, support programs and initiatives and enhance staff knowledge and skills.

5.1(b) Budget and allocate resources to support the KPS Professional Development Plan.

5.1(c) Engage classified staff in professional development opportunities that will enhance their skills, knowledge, and experience when providing support to students and staff.

5.1(e) Engage staff and administration to assess personal development progress, impact, and benefits to KPS initiatives, instruction, and personal development.

5.1(f) Review and refine the new teacher/administrator on-boarding and training model to ensure the process aligns to district standards and practice.

5.1(g) Evaluate the effectiveness of the KPS Professional Development Plan.

Human Resources

Strategy 5.2: Utilize a reliable process to recruit, hire, and retain people who possess and can apply effective instructional practice, knowledge, skills, and abilities.

Performance Indicators

5.2(a) Utilize a district selection process that attracts the highest quality professionals.

5.2(b) Promote the district as a premier destination for all staff.

5.2(c) Analyze the KPS compensation package to ensure the district offers a competitive benefit/salary package to attract and retain high-quality staff.

5.2(d) Evaluate the success of the selection process and the impact of the district's compensation package.

Human Resources

Strategy 5.3: Utilize an Employee On-Boarding Program and mentoring to train, equip, and prepare new staff for success and retention.

Performance Indicators

5.3(a) Review and assess Employee On-Boarding Program.

5.3(b) Review and assess the teacher mentor program to cultivate a supportive working environment.

5.3(c) Encourage the mentor to work collaboratively with the new teacher to establish specific professional development goals to enhance their time and work together as mentor/mentee.

5.3(d) Engage the new hires in the assessment of applicable student data to ensure specific academic goals are in place prior to the beginning of the school year.

5.3(e) Evaluate the KPS On-Boarding and Mentor Programs.

Human Resources

Strategy 5.4: Review, modify, and implement a Professional Learning Community model for staff to engage in collaborative, continuous learning to support the growth and success of student academic learning.

Performance Indicators

- 5.4(a) Define and adopt a districtwide PLC model to be implemented in each learning facility.
- 5.4(b) Establish districtwide PLC model accountability system.
- 5.4(c) Align the PLC model to the KPS Strategic Plan.
- 5.4(d) Evaluate the effectiveness of the PLC model.

Human Resources

Strategy 5.5: Grow the effectiveness and leadership of the Administrators and Directors.

Performance Indicators

- 5.5(a) Define a KPS Leadership Model and Organizational Workflow to support leadership effectiveness and accountability.
- 5.5(b) Review and refine all administrator and director job descriptions and expectations.
- 5.5(c) Review and refine the administrator and director evaluation rubrics to measure performance and to ensure leadership accountability.
- 5.5(d) Regularly conduct administrative meetings to support open and purposeful communications.

5.5(e) Develop a defined annual professional development plan for administrators and directors to support a collective vision and the growth district capacity.

Human Resources

Strategy 5.6: Utilize a teacher evaluation system to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.

Performance Indicators

- 5.6(a) Review and update the Teacher Evaluation to ensure it includes a rubric and criteria to support the systematic process in which the evaluation is conducted.
- 5.6(b) Develop personalized goals to guide professional growth.
- 5.6(c) Train staff in the evaluation rubric and process to support success.
- 5.6(d) Evaluate the success of the evaluation process and tool.

Human Resources

Strategy 5.7: Develop and sustain vertical and horizontal articulation to encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Performance Indicators

- 5.7(a) Identify and design KPS Vertical and Horizontal Subject-Area Teams made up of teachers from multiple grade levels and specified subject areas.
- 5.7(b) Commit in-service time to engage the development and use of KPS Vertical and Horizontal Subject-Area Teams to collaborate.
- 5.7(c) Empower the KPS Vertical and Horizontal Subject-Area Teams to address curriculum alignment and instruction, academic and social-emotional needs to determine concepts and skills that students must master for successful transition.

5.7(d) 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.

5.7(e) Evaluate the effectiveness and scope of responsibilities of the KPS Vertical and Horizontal Subject-Area Teams.

Human Resources

Strategy 5.8: To ensure that the district is utilizing the strengths, qualifications and depth of our current staffing resources to meet the needs of quality instruction and growth of student academic learning.

Performance Indicators

5.8(a) Encourage staff to earn educational endorsements in critical areas of need to support instruction and student academic learning.

Guiding Principle VI

Finance

Guiding Principle VI: Finance

Objective: To develop and sustain effective and efficient use of resources to focus on continuous improvement, support student learning, and fiscal responsibility.

Strategy 6.1: Distribute, manage, and advocate for resources to support student needs and defined student learning outcomes.

Performance Indicators

6.1(a) Develop a program evaluation to support the allocation of limited resources in a strategic manner to improve instruction and student academic learning through the priorities identified in the KPS Strategic Plan. *“How can the district invest and use all our limited resources strategically to improve student learning and meet our goals?”*

6.1(b) Identify alternative resources and/or funding to expand and enhance instruction to support student academic learning.

6.1(c) Elevate the district’s advocacy role and presence with our local, state, and federal representatives.

Finance

Strategy 6.2: Provide a safe, and well-maintained environment conducive to student academic learning.

Performance Indicators

6.2(a) Utilize the Facility Master Plan to address short and long-term facility and grounds needs to support the growth of enrollment and maintenance of facilities.

6.2(b) Secure finance resources for construction and/or renovation projects for Kearney Public Schools facilities including, but not limited to grants, bond referendums, private funding, tax levies, etc.

Finance

Strategy 6.3: Explore opportunities for students to have access to transportation for academic programs and services.

Performance Indicator

6.3(a) Seek fiscal resources to provide transportation for academic programs and services.

Guiding Principle VII

Technology

Guiding Principle VII: Technology

Objective: To provide and enhance the integration of technology resources available to staff and students.

Strategy 7.1: Develop and implement a District Technology Plan to support the mission, goals, and objectives of the district.

Performance Indicators

7.1(a) Identify, inventory, and evaluate all district technology including hardware and software.

7.1(b) Assess staffing needs to ensure the district has the capacity to provide timely and appropriate staff for maintenance, upkeep, service support, and training.

7.1(c) Develop and deliver effective targeted professional development for technology staff members.

7.1(d) Provide continuous learning opportunities for technology staff related to software or hardware use to support the growth and retention of a highly functional Technology Department.

7.1(e) Evaluate the effectiveness of the technology plan and professional development provided to support integrated technology districtwide.

Technology

Strategy 7.2: Ensure KPS staff and students are equipped with effective technology and the training to utilize in an efficient manner.

Performance Indicators

7.2(a) Ensure equitable access to technology resources for staff and students.

7.2(b) Identify, implement, support, and train staff to utilize applications and resources to enhance the integration of technology into instruction and learning.

7.2(c) Enable and support growth of applications and/or tools available to enhance technology instruction resources to support learning.

7.2(d) Integrate technology into instruction and curriculum to support learning and the use of technology.

7.2(e) Evaluate the success of the Technology Program and Services.