

This is a draft copy of the Strategic Plan Framework as presented by NASB and is a work in progress.

Feel free to take a look and share your thoughts and ideas with a school administrator.



# HEMINGFORD PUBLIC SCHOOLS

STRATEGIC PLAN FRAMEWORK  
2022-2027



# HEMINGFORD PUBLIC SCHOOLS

## 2022-2027 STRATEGIC PLAN

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# HEMINGFORD PUBLIC SCHOOLS

DR. TRAVIS MILLER, SUPERINTENDENT

## HEMINGFORD BOARD OF EDUCATION

JUSTIN ANSLEY, PRESIDENT

TRISH SCHUMACHER, VICE PRESIDENT

BLANCHE RANDOLPH, SECRETARY

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# HEMINGFORD PUBLIC SCHOOLS

## MISSION STATEMENT

Empowering individuals to become Resourceful, Respectful, and Responsible Lifelong Learners

## VISION STATEMENT

Our vision at Hemingford Public Schools is to cooperatively work with parents and the community to provide a safe and healthy environment for all students. We provide and promote opportunities for high academic achievement, capitalizing on student career interest and aptitudes while encouraging student involvement and accomplishments to prepare accountable, responsible, self-disciplined, successful citizens for a changing global society.



## INTRODUCTION

This strategic plan is a recognition by the Hemingford Public School Board of Education that together with the community we will **“empower individuals to become Resourceful, Respectful, and Responsible Lifelong Learners.”** Therefore, in partnership with stakeholders and the commitment and contributions of the teachers, administrators, and staff of the Hemingford School District, and the external stakeholders: parents, students, and citizens of our community, we are poised to provide the students at Hemingford School District to be successful by **“cooperatively work[ing] with parents and the community to provide a safe and healthy learning environment.”** We all have a stake in the success of the Hemingford 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 strategic planning process.

We would like to thank members of the Strategic Overview Committee for their considerable contributions to the creation of this strategic plan. Established with the help of facilitators from the Nebraska Association of School Boards, the Strategic Overview Committee is comprised of the following members:

### Administrators

Dr. Travis Miller  
 Charles Isom  
 Dan Kluver  
 Eric Arneson  
 Misty Curtis  
 Mandy Plog

### Members of the Board

Justin Ansley  
 Blanche Randolph  
 Troy Turek  
 Brett Cullan  
 Rick Horstman  
 Trich Schumacher

### Other Members:

Josh Dean, Staff  
 Jim Miles, Staff  
 Mikayla Randolph, Parent  
 Darren McConville, Student  
 Creel Webber, Student  
 Ethan Specht, Student  
 Madisen Meek, Student

Aiden Benda, Student  
 Brook Johnson, Parent  
 Jackie Haas, Parent  
 Gina Jespersen, Staff  
 Jayme Clark, Staff  
 Bart Moseman, Parent  
 Tanner Sorensen, Community

Sarah Lilley, Parent  
 Dawn Pinnt, Staff  
 Taellor Krause, Community  
 Dena Paris, Staff  
 Aimee Frost, Staff  
 Rylie Wright, Student



## STRATEGIC PROCESS

Working with facilitators from the Nebraska Association of School Boards, we established a Strategic Overview Committee and conducted a community focus group meeting to engage parents, patrons, and business leaders utilizing online surveys. Internal stakeholders were also engaged in the need's assessment including 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 HPS.

This process allowed us, as a community, to closely examine the current status of the district. We examined our strengths, but also participated in frank conversations about 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 through structure and content of the HPS 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 Hemingford Board of Education.



# HPS 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 HPS' ability to meet our mission, “**empower individual to become Resourceful, Respectful, and Responsible Lifelong Learners.**” 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 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 HPS 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 HPS will build upon to support the mission and vision of the school district.

## **Objective**

The objective states the area of focus and outcome that HPS 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 **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**imely 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. District will reengage all internal and external stakeholders to gain perspective.



# Strategic Plan Template:

<h2 style="margin: 0;">NASB STRATEGIC PLAN TEMPLATE</h2> <h3 style="margin: 0;">&lt;INSERT GUIDING PRINCIPLE&gt;</h3>		<p><b>AQuESTT Tenets Aligning to Strategy 1.1:</b> Positive Partnerships, Relationships, and Success; Educator Effectiveness</p> <p><b>Nebraska Framework:</b> 1.1,1.2, 1.3, 1.</p> <p><b>School Improvement Goals:</b></p>			
<p><i>Objective: To ensure timely, professional, two-way communication that promotes student success and builds positive relationships with our stakeholders.</i></p>					
<p><i>Strategy 1.1: Increase communication and improve perceptions of district by engaging students, families, employees, and the community.</i></p>					
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	Funding/Evidence of Progress 2020-21 Funding/Evidence
				<p><i>What will you do to accomplish the Indicator?</i></p> <p><i>Be specific, measurable, achievable, realistic, and time bound.</i></p>	
	Target Date	Priority	Responsible		



# 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.		(0) Unmet This strategy has not been addressed.	
STRATEGY	End of Year 1: Evidence of Progress <small>(embed hyperlinks to data, documents, presentations, reports, etc.)</small>		End of Year 2: Evidence of Progress <small>(embed hyperlinks to data, documents, presentations, reports, etc.)</small>		End of Year 3: Evidence of Progress <small>(embed hyperlinks to data, documents, presentations, reports, etc.)</small>			
1.1	0		0		0			
1.2	0		0		0			
1.3	0		0		0			



# HEMINGFORD'S GUIDING PRINCIPLE OVERVIEW



# GUIDING PRINCIPLES

Careful and collaborative analysis of the data collected through the strategic planning 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 HPS Strategic Plan.

## **I. Student Centered Learning**

Comprehensive and diverse learning experiences are critical to student growth. By offering diverse experiences (i.e., AP, HAL, STEM, CTE, non-athletic choices, etc.) students will be able to achieve greater success. Furthermore, enhancing expanded learning opportunities will help foster students' problem-solving abilities to prepare for their future success. Relevant curriculum and effective instructional methods are critical to student learning and support the HPS goals and objectives that focuses on achievement and provides for the needs of all students, thus maximizing student betterment. Through adopted core curriculum, vertical and horizontal alignment, the district promotes effective transitions for students at each grade and level throughout the PK-12 system.

## **II. Personnel Effectiveness**

Fundamental to the success of HPS 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.

## **III. Student and Staff Well-Being**

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



**IV. Communication and Engagement**

Creating the necessary partnerships and shaping the narrative, that emphasizes the importance of the school district to the future of the community, 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, HPS must communicate and engage with all stakeholders. We must continue to grow and sustain our methods of communication, engagement, and transparency to build trust and engage the community at large.

**V. 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 our district. We will further invest our resources in meaningful instruction, professional development, technology, and learning opportunities for all students in HPS.

**VI. 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.



# Hemingford Strategic Plan Framework Summary

## Guiding Principle I: Student Centered Learning

Objective: To enhance student learning and social-emotional supports for the health, safety, and well-being of the whole child.

**Strategy 1: 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.**

**Strategy 2: Implement the Multi-Tiered System of Supports (MTSS) model with fidelity to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students.**

**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, and overall diversity of curricular offerings.**

**Strategy 4: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.**

## Guiding Principle II: Personnel Effectiveness

**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, collaboration, 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, build trust, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.**

**Strategy 3: 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 4: 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.**

### Guiding Principle III: Student and Staff Well-Being

**Objective:** Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in student achievement, effective staff collaboration, and overall school improvement.

**Strategy 1: Improve the school district climate and learning environment to support increased student achievement, social-emotional skills, and positive behavior.**

**Strategy 2: Provide social-emotional and behavioral supports for all students integrated through the Multi-Tiered System of Supports (MTSS) model to realize the potential and resources accessible to benefit a unified student-centered learning initiative.**

**Strategy 3: Foster a caring, inclusive culture where all staff and students feel value and support.**



## Guiding Principle IV: Communication and Engagement

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

**Strategy 1: Build a strong culture of student, staff, family, and community engagement to overcome barriers.**

**Strategy 2: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective and purposeful communications between students, school, parents, family, and community to establish an effective culture for the benefit of student success.**

**Strategy 3: Foster a positive working partnership with business leaders and community members to enhance student learning opportunities.**

## Guiding Principle V: 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 create long-term financial solvency for the district.

**Strategy.1: Creation of a comprehensive facilities plan to address both short-term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities, and acquiring property to meet the future needs of the district.**

**Strategy 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.**



## Guiding Principle VI: Board Governance

**Objective:** To ensure the mission and vision of Hemingford 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/success of the district strategic plan.**

**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: Participate in continuous and appropriate training and professional development to build shared knowledge and values.**

**Strategy 4: Establish and sustain a professional and collaborative working relationship with the superintendent to support and advocate for the growth of student achievement.**



# HPS STRATEGIC FRAMEWORK

## Guiding Principle I: Student Centered Learning

Objective: To enhance student learning and social-emotional supports for the health, safety, and well-being of the whole child.

**Strategy 1.1:** 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:

- 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 opportunities for HPS students.
- 1.1(c) Integrate career, college, and technical training curriculum and learning experiences throughout the district.
- 1.1(d) 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(e) 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.
- 1.1(f) Ensure that all curriculum at HPS is vertically and horizontally aligned with grade-level goals and established short and long-term plans for action.



- 1.1(g) Ensure that all curriculum at HPS has a scope and sequence to support student learning and growth.
- 1.1(h) Evaluate the quality and rigor of the curriculum provided to ensure it supports the diverse learning opportunities for the student.

**Strategy 1.2:** Implement the Multi-Tiered System of Supports (MTSS) model in the entire district with fidelity to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students.

Performance Indicators:

- 1.2(a) Develop a district-wide team with defined roles that will research strategies, monitor, and evaluate the effectiveness of the MTSS model.
- 1.2(b) Develop a common understanding across the district of MTSS through targeted professional development.
- 1.2(c) Develop a consistent process across all buildings for implementation in the various tiers.
- 1.2(d) Provide consistent and on-going professional development to all staff to prepare and effectively implement the social-emotional supports district-wide.
- 1.2(e) Intentionally communicate our MTSS model and additional academic, social-emotional, and behavioral supports with HPS families and our community.
- 1.2(f) Evaluate the effectiveness of the instructional supports and benefits of MTSS, social-emotional curriculum, and instruction.

**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, and overall diversity of curricular offerings.

Performance Indicators:

- 1.3(a) Designate internal leaders 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) Consider and assess the value of expanding course offerings to include, but not limit to: science, technology, engineering, and math (STEM/CTE).
- 1.3(c) Implement a district-wide academic plan that includes rigorous Advanced Placement courses and dual credit opportunities.
- 1.3(d) Evaluate the effectiveness of the instructional supports and benefits of MTSS, social-emotional curriculum, and instruction.
- 1.3(e) 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(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 HPS.

**Strategy 1.4:** Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.

- 1.4(a) Provide mentorships, internships, and job shadowing opportunities to support career-college readiness for the secondary students.
- 1.4(b) Expand partnerships with post-secondary institutions to explore educational opportunities and options for partnering to increase curricular offerings for students.
- 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) Emphasize the importance of personal life skills including work ethic, character, integrity, and personal confidence.
- 1.4(e) Evaluate the effectiveness of modifications made to instruction and curriculum and the overall impact to learning and students' post-graduate opportunities.



## Guiding Principle II: Personnel Effectiveness

**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, collaboration, and unity among the staff.

**Strategy 2.1:** 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:

- 23.1(a) Design and implement a district administration succession plan to ensure that the school district is prepared for maintaining organizational stability.
- 2.1(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.
- 2.1(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 2.2:** Identify and implement a plan for administration and staff members to work cooperatively, build trust, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.

Performance Indicators:

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



- 2.2(b) Work collaboratively to identify areas of growth in the professional development topics and presentations that administration can provide for staff to improve student learning.
- 2.2(c) Allow and encourage staff regular and safe opportunities to work together to provide feedback for growing and improving student learning.
- 2.2(d) Develop protocol and procedures to ensure timely, consistent, and purposeful communication to all staff when appropriate and to improve staff engagement.
- 2.2(e) 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 2.3:** 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.

Performance Indicators:

- 2.3(a) Utilize an Employee On-Boarding Process Program to train, equip, and prepare new staff for success and retention to support improvement of student achievement.
- 2.3(b) Provide a structured HPS 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:
  - MTSS Implementation
  - PLC
  - Teacher Collaboration/Teamwork
  - Social, Emotional, Mental Health Training
  - Accepting Feedback





2.3(c) Provide a structured PLC process to encourage the use of best practice instruction, enhance staff connectedness and professional growth.

2.3(d) 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.

2.3(e) Evaluate the effectiveness of the alignment of resources and professional collaboration to support learning environments, quality of educators, and student success.

**Strategy 2.4:** 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:

2.4(a) Complete a staff analysis of endorsements of all staffing assignments to benefit the learning opportunities.

2.4(b) Budget and allocate resources to support staffing needs. Consider existing priorities identified in the strategic plan needs analysis, including but not limited to:

- Custodians
- Building Level Counselors
- Social, Emotional, Mental Health Well-Being Support
- Administrators
- MTSS Coordinator

2.4(c) Maintain accountability of staff to ensure systematic growth that supports and rewards continuous improvement for every student, building or learning level, and educator.

2.4(d) Promote an atmosphere of mutual trust through regular collaboration and feedback from peers and administrators.



- 2.4(e) Ensure the capacity, infrastructure, staffing, and equipment to meet the academic and administrative needs for effective and efficient operations across the district.
- 2.4(f) Evaluate the effectiveness of the alignment of resources to support learning environments, quality of educators, and student success.

### Guiding Principle III: Student and Staff Well-Being

**Objective:** Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in student achievement, effective staff collaboration, and overall school improvement.

**Strategy 3.1:** Improve the school district climate and learning environment to support increased student achievement, social-emotional skills, and positive behavior.

Performance Indicators:

- 3.1(a) Create a system to support and equip staff with tools and techniques to address social-emotional skills and behavior.
- 3.1(b) Integrate social-emotional learning into the academic and extra-curricular activities through consistent curriculum, skills development, service learning, and community service.
- 3.1(c) Provide consistent and on-going professional development to all staff to prepare and effectively implement the social-emotional learning district-wide.
- 3.1(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.
- 3.1(e) Evaluate the progress realized through purposeful measures implemented to address culture and climate of HPS.



**Strategy 3.2:** Provide social-emotional and behavioral supports district-wide integrated through the MTSS model to realize the potential and resources accessible to benefit a unified student-centered learning initiative.

Performance Indicators:

- 3.2(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.
- 3.2(b) Integrate social-emotional learning into the academic and extra-curricular activities through consistent curriculum, skills development, service learning, and community service.
- 3.2(c) Provide district guidance and resources for staff involved in the district initiatives for social-emotional learning.
- 3.2(d) Create a system to support and equip staff with tools and techniques to address social-emotional skills and behavior.
- 3.2(e) Provide consistent and on-going professional development to all staff to prepare and effectively implement the social-emotional learning district-wide.
- 3.2(f) 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.
- 3.2(g) 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.
- 3.2(h) Evaluate the effectiveness of MTSS and the impact on HPS culture.

**Strategy 3.3:** Foster a caring, inclusive culture where all staff and students feel value and support.

Performance Indicators:

- 3.3(a) Create and commit to consistent expectations for staff and students to hold everyone equally accountable.
- 3.3(b) Create a system to support and equip staff with tools and techniques to address social-emotional skills and behavior.



- 3.3(c) Provide consistent and on-going professional development to all staff to prepare and effectively implement the social-emotional learning district-wide.
- 3.3(d) Study and adopt a bullying prevention program for the entire HPS district.
- 3.3(e) Provide training for a character program for all staff and the entire student body to ensure success of the initiative district wide.
- 3.3(f) Implement the character program across the entire district.
- 3.3(g) Evaluate the success and effectiveness of the character program, by gauging the number of students estimated to be affected by bullying.
- 3.3(h) Evaluate the progress realized through purposeful measures implemented to address the environment.

## Guiding Principle IV: Communication and Engagement

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

**Strategy 4.1:** Build a strong culture of student, staff, family, and community engagement to overcome barriers.

Performance Indicators:

- 4.1(a) Engage parents as partners to create a shared ownership of established and emerging cultures to enhance learning of students.
- 4.1(b) Consider methods of improving Parent-Teacher Conference format, teacher communication with parents/guardians, and expectations of the conference.
- 4.1(c) Expand learning opportunities for parents at home, school and/or in the community.
- 4.1(d) Evaluate the efforts and implementation of engagement of all stakeholders on a regular/annual basis.



**Strategy 4.2:** Foster a positive working partnership with parents/guardians and community members to improve and sustain effective and purposeful communications between students, school, parents, family, and community to establish an effective culture for the benefit of student success.

Performance Indicators:

- 4.2(a) Identify the most effective methods by which to engage each stakeholder group to ensure all groups are informed of the programs, services, and news of district.
- 4.2(b) Develop a communication plan that supports the district's efforts to meet its strategic goals and increases opportunities to connect with the Hemingford community.
- 4.2(c) Increase district outreach efforts with community organization, business partners, and other external stakeholders to keep stakeholders informed of the programs, services, and news of district.
- 4.2(d) Encourage and sustain open dialogue with staff to address any obstacles as they arise.
- 4.2(e) Evaluate and consider stakeholder's perception of communications and strategies for improving perceptions.
- 4.2(f) Inform and educate the community about school-related programs, achievements, and activities using a variety of communication mediums.
- 4.2(g) Evaluate the growth of improved communications and measures needed to ensure change and growth are systemic.

**Strategy 4.3:** Foster a positive working partnership with business leaders and community members to enhance student learning opportunities.

Performance Indicators:

- 4.3(a) Create a committee of internal and external stakeholders to identify opportunities that exist in the community and communicate with the business leaders of possible opportunities for students.



4.3(b) Develop a plan/schedule with all stakeholders involved to engage as many students as possible into these learning opportunities.

4.3(c) Evaluate the effectiveness of enhanced student learning opportunities.

## Guiding Principle V: 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 create long-term financial solvency for the district.

**Strategy 5.1:** Creation of a comprehensive facilities plan to address both short-term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities, and acquiring property to meet the future needs of the district.

Performance Indicators:

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

5.1(b) Develop a short-long term facility plan to support needs and enable the district to plan in a purposeful and efficient manner.

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

- Meeting ADA Compliance on All Buildings
- Functionality of Learning Spaces – Larger/More Classrooms
- Capacity to Support Enrollment
- Improvement/Expansion
- Focus on Elementary Facilities
- Safety and Security
- Removing Modulars

5.1(c) Continue to engage stakeholders to educate and inform patrons of the identified needs and plans for addressing facilities and grounds, maintenance and upkeep, renovations, and new construction, and transportation services.



5.1(d) Creation of a timeline to support planning to maintain district facilities and grounds.

5.1(e) Evaluate the effectiveness of the short-term and long-term facilities plan.

**Strategy 5.2:** 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:

5.2(a) Designate internal leaders to study the need and scope of programs and services to address diverse student needs.

5.2(b) Evaluate current operations, programs, facilities, and the investment of resources to ensure we meet the diverse needs of our enrollment.

5.2(c) Commit the resources needed to sustain integrated technology to support instructional needs and access to learning for the students at Hemingford Public Schools.

## Guiding Principle VI: Board Governance

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

**Strategy 6.1:** Annually review the district's vision and mission statements, and progress/success of the district strategic plan.

Performance Indicators:

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

6.1(b) Align the mission and vision to drive planning, decision-making, and evaluation of district operations and progress.



- 6.1(c) Adopt a strategic plan or district goals to support the progress and growth of student learning.
- 6.1(d) Align board agenda discussion and action items to the strategic plan.
- 6.1(e) Continually monitor the progress and success of the strategic plan and hold the superintendent accountable to providing timely and purposeful updates.
- 6.1(f) Consistently complete a board self-assessment to measure progress and success of the board standards and governance.

**Strategy 6.2:** 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

- 6.2(a) Continue to engage the community to build understanding and support for public education, the school district, and district initiatives and goals.
- 6.2(b) Re-engage district patrons annually/biannually to update on the progress of the strategic plan and to engage in discussion of the needs and vision of the school district.
- 6.2(c) Continue to seek input from internal and external stakeholders (i.e., administrators, certified and classified staff, parents, students, community members, and business leaders) and update all stakeholders on the progress-success of the 2022-2027 strategic plan.
- 6.2(d) Maintain a cohesive communications plan to inform and educate the community on district issues.
- 6.2(e) Ensure that a district report is provided to patrons annually.

**Strategy 6.3:** Participate in continuous and appropriate training and professional development to build shared knowledge and values.

Performance Indicators:

- 6.3(a) Regularly participate in board development opportunities.





6.3(b) Participate in professional development regarding board-superintendent relations that will lead to mutual trust, teamwork, and clear communications between the board and superintendent.

6.3(c) Evaluate the effectiveness of the board professional development opportunities.

**Strategy 6.4:** Establish and sustain a professional and collaborative working relationship with the superintendent to support and advocate for the growth of student achievement.

Performance Indicators:

6.4(a) Evaluate the superintendent's performance based upon defined expectations in the job description and his success and progress of mutually identified goals.

6.4(b) Work with the superintendent to achieve mutual trust and commitment to each other through teamwork and clear communications.

6.4(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.

6.4(d) Ensure the superintendent's contract renewal and deadline process are clear and the board and superintendent honor the appropriate dates of the contract.

6.4(e) Demonstrate collaborative problem solving and decision-making with superintendent.

6.4(f) Share responsibility for the orientation of new board members with superintendent.

6.4(g) Using policy, delegate authority to the superintendent to manage district operations and implement policy.

6.4(h) Provide clear expectations for the superintendent's performance and evaluate accordingly.

6.4(i) Thoughtfully consider the superintendent's recommendations prior to making decisions.



# 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 equitable 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.

