STRATEGIC PLANNING
NEBRASKA ASSOCIATION OF SCHOOL BOARDS

WAYNE COMMUNITY SCHOOLS

STRATEGIC PLAN FRAMEWORK
2022-2027

WAYNE COMMUNITY SCHOOLS
2022-2027 STRATEGIC PLAN
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Wayne Community Schools

Dr. Mark Lenihan, Superintendent

Wayne Community Schools Board of Education

Jodi Pulfer, President

Jaime Manz, Vice President

Justin Davis

Lynn Junck

Jeryl Nelson

Sylvia Ruhl

Wayne Community Schools

MISSION STATEMENT

Wayne Community Schools is committed to the success of all students and the development of independent lifelong learners.

VISION STATEMENT

Learning for Life, Every Student, Every Day

VALUE STATEMENTS

Wayne Community Schools values…

W – Working in Partnerships
C – Committing/Commitment to Excellence
S – Success in Life

INTRODUCTION

This strategic plan is a recognition by the Wayne Community Schools' Board of Education that together with the community we will "develop independent life-long learners." Therefore, in partnership with stakeholders and the commitment and contributions of the teachers, administrators, and staff of the Wayne Community School District, and the external stakeholders: parents, students, community leaders, and citizens of our community, we are poised to provide the students at Wayne Community School District to be successful by "learning for life, every student, every day." We all have a stake in the success of the Wayne Community 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
Mark Lenihan, Superintendent
Russ Plager, Principal
Tucker Hight, Principal
Misty Beair, Special Education/Early Learning Center Director
Dave Wragge, Athletic/Activities Director
Jean Steen, Special Education Coordinator

Members of the Board
Jeryl Nelson
Lynn Junck
Justin Davis
Jaime Manz
Jodi Pulfer
Sylvia Ruhl

Other Members:

Mike Varley, Community
Teri Koenig, Community
BJ Woehler, Community
Jean Dorcey, Teacher
Brandon Foote, School Foundation
Jason Karskey, Community
Brent Pick, Community
Ryan Allemann, Community
Gwen Frideres, Teacher
Judy Poehlman, Food Service

Scott Sievers, Community
Caden Hopkins, Student
Mike Jaixen, Teacher
Deb Daum, Secretary
Melissa Heithold, Community
Sydney Redden, Student
Jordan Winder, Maintenance
Casey Hurner, Community
Nick Hochstein, Community
Phyl Trenhaile, Teacher

Drew Fertig, Student
Kirby Hall, Community
Lindsay McLaughlin, Community
Diana Davis, Teacher
Terri Buck, Community
Lyndi McElroy, Community
Bob Liska, Community
Toni Rasmussen, Teacher
Mary Jean Roberson, Business Office

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 WCS.

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 days ahead. 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 WCS 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 Wayne Community Schools' Board of Education.

WCS 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 WCS's ability to meet our mission, "to develop well-educated life-long 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 those benchmarks depends on more than just designing a path – we must be dedicated, at every level, to the consistent and effective implementation of the specific strategies and measurable performance indicators and work to integrate the strategic plan into the regular day to day operations of the district.

To ensure the success and implementation of the WCS 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/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 WCS will build upon to support the mission and vision of the school district.

Objective

The objective states the area of focus and outcome that WCS 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 3 along with the progress analysis, the district will take a deeper dive to assess the impact of the strategic plan related to student learning within the district. Districts will reengage all internal and external stakeholders to gain perspective.

Strategic Plan Template:

<table>
<tr>
<td colspan="4" rowspan="2" style="background-color:#1f3864;color:white;text-align:center">NASB STRATEGIC PLAN TEMPLATE
<INSERT GUIDING PRINCIPLE></td>
<td>AQuESTT Tenets Aligning to Strategy 1.1: Positive Partnerships, Relationships, and Success; Educator Effectiveness
Nebraska Framework: 1.1,1.2, 1.3, 1.
School Improvement Goals:</td>
</tr>
<tr>
</tr>
<tr>
<td colspan="5">Objective: To ensure timely, professional, two-way communication that promotes student success and builds positive relationships with our stakeholders.</td>
</tr>
<tr>
<td colspan="5">Strategy 1.1: Increase communication and improve perceptions of district by engaging students, families, employees, and the community.</td>
</tr>
<tr>
<td rowspan="4" style="background-color:black;color:white">PERFORMANCE INDICATOR</td>
<td rowspan="2">1.1(a) Develop a communication plan that supports the district's efforts to meet its strategic goals.</td>
<td>Program,
Level, or
Bldg.</td>
<td>Action
Plan</td>
<td>Funding/Evidence
of Progress 2020-21
Funding/Evidence</td>
</tr>
<tr>
<td></td>
<td rowspan="3">What will you do to accomplish the Indicator?
Be specific, measurable, achievable, realistic, and time bound.</td>
<td rowspan="3"></td>
</tr>
<tr>
<td>Target Date</td>
<td>Priority</td>
<td>Responsible</td>
</tr>
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<td></td>
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</tr>
</table>

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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 (embed hyperlinks to data, documents, presentations, reports, etc.)	**End of Year 2:** Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		**End of Year 3:** Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)
1.1	0	0		0
1.2	0	0		0
1.3	0	0		0

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Wayne Community Schools Guiding Principle Overview

I. EXPANDED LEARNING OPPORTUNITIES
Programs and Experiences

II. DISTRICT RESOURCES
Facilities, Staffing, and Finances

III. ENGAGEMENT AND INCLUSION
Community, Culture, and Development

IV. STUDENT AND STAFF WELL-BEING
Climate and Social-Emotional, Mental Health support

V. PERSONNEL EFFECTIVENESS
Collaboration and Growth

VI. BOARD GOVERNANCE
Engagement and Evaluation

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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 WCS Strategic Plan.

I. **Expanded Learning Opportunities**

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

II. **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 sustain financial stability while continuing to improve our district. The success of the WCS district and its ability to bring the mission and vision to life for the students is predicated on the district's most valuable assets — the dedicated and professional teachers, administrators, and staff. As the WCS staff is supported and challenged they will grow as professionals, and WCS students will ultimately benefit.

III. **Engagement and Inclusion**

To fully engage and include under-represented stakeholder groups: parents, families, community, and partners, WCS must continue to develop, grow, and sustain learning opportunities, communication, engagement, and transparency that builds trust, relationships, engagement, and support of WCS.

IV.   **Student and Staff Well-Being**

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

V.   **Personnel Effectiveness**

Fundamental to the success of WCS 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.

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 will be represented at the state level by further developing the board advocacy committee to tell our district's story.

Wayne Community Schools Strategic Plan Framework Summary

Guiding Principle I: Expanded Learning Opportunities

Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

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

> **Strategy 2: Create improvements and increased student achievement opportunities for High-Ability Learners (HAL).**

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

> **Strategy 4: Challenge and engage students in learning experiences that enables personal growth and learning success.**

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

Guiding Principle II: District Resources

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

Strategy 1: 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.

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

Strategy 4: Align district resources to support a quality education system and high-level learning environment.

Guiding Principle III: Engagement and Inclusion

Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.

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 purposeful, and meaningful relationships.

Strategy 3: Provide people with the opportunity to voice their concerns in a way that is just, civil, and fair, and builds trust between the schools and the community.

Guiding Principle IV: Student and Staff Well-Being

Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.

> **Strategy 1: Improve the school district climate and learning environment through implementing positive behavior models to support improved student behavior and increased social-emotional skills.**
>
> **Strategy 2: Ensure all students learn in a supportive, safe, and nurturing environment.**
>
> **Strategy 3: Implement the Multi-Tiered System of Supports (MTSS) model with fidelity throughout the entire district to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students with emphasis at the secondary level.**

Guiding Principle V: Personnel Effectiveness

Objective: To ensure the district provides educational leadership and highly effective staff to support our students in academically, personally, and in their individual social growth.

> **Strategy 1: Identify and implement a plan for administration and staff members to work cooperatively, to build trust, collaboration, cohesion, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.**
>
> **Strategy 2: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.**
>
> **Strategy 3: Provide meaningful professional development and training for staff to improve student learning and teacher success.**

Guiding Principle VI: Board Governance

Objective: To ensure the mission and vision of Wayne Community 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, review and asses the progress-success of the district strategic plan.

Strategy 6.2: Align and manage district resources in a responsible manner to meet goals and to promote growth of student achievement.

Strategy 6.3: 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 serve education.

WCS Strategic Framework

Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.

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

Performance Indicators:

1.1(a) Research, identify, and adopt a common curriculum in all subject areas to support consistent instruction and improved student academic learning.

1.1(b) Increase elective course offerings and life and career readiness programs, as well as class choice opportunities to enhance the learning opportunities for WCS 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) Evaluate the quality and rigor of the curriculum provided to ensure it supports the diverse learning opportunities for the student.

Strategy 1.2: Create improvements and increased student achievement opportunities for High-Ability Learners (HAL).

Performance Indicators:

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

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

1.2(c) Modify curriculum designed to differentiate basic skills and higher-level thinking.

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

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

Performance Indicators:

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

1.3(b) Consider and assess the value of expanding course offerings to include, but not limited to: science, technology, engineering, and math (STEM/CTE).

1.3(c) Implement a district-wide academic plan that includes rigorous 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) Ensure new and existing curriculum and instruction across all courses contain materials that reflect the contributions, perspectives, and experiences of diversity across race, ethnic, gender, language, and religious backgrounds.

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

1.3(i) Evaluate and monitor the learning opportunities provided by WCS.

Strategy 1.4: Challenge and engage students in learning experiences that enables personal growth and learning success.

Performance Indicators:

1.4(a) Provide learning opportunities that align to student learning styles utilizing instructional practices and technology to support the needs of the student.

1.4(b) Continue to work in partnership proactively and consistently with students, families, and the community to support the needs of students to ensure high attendance and graduation rates.

1.4(c) Evaluate the effectiveness the growth and engagement of the modified learning experiences.

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

Performance Indicators:

1.5(a) Provide mentorships, internships, and/or job shadowing opportunities for the secondary students.

1.5(b) Expand partnerships with post-secondary institutions to explore educational opportunities and options for partnering to increase curricular offerings for students.

1.5(c) Integrate relational skill building characteristics including leadership, communication, conflict resolution, respectfulness, and collaboration through life skills and career/life readiness instruction.

1.5(d) Emphasize the importance of personal life skills including work ethic, character, integrity, and personal confidence.

1.5(e) Consider and assess the value of expanding course offerings to include, but not limited to: CTE, Vocational Training, Computer Science – Coding, Programming, Robotics, etc., Speech/Public Speaking/Motivational Speaking, and Family Consumer Science (interpersonal relationships, leadership, and management)

1.5(f) Evaluate the effectiveness of modifications made to instruction and curriculum and the overall impact to learning and students' post-graduate opportunities.

Guiding Principle II: District Resources

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

Strategy 2.1: 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:

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

2.1(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:

- Capacity to Support Enrollment
- Functionality of Learning Spaces
- All Schools at One Campus
- Capacity to Support All Co-Curricular and Extra-Curricular Programs
- Parking
- Building Access and Security

2.1(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.

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

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

Strategy 2.2: 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:

2.2(a) Designate internal leaders and champions to study the need and scope of programs and services to address the diverse student demographic population.

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

2.2(c) Commit the resources needed to sustain integrated technology to support instructional needs and access to learning for the students at Wayne Community Schools.

2.2(d) Evaluate the overall effectiveness of the allocation of resources to support the growth and success of WCS.

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Strategy 2.3: Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students' academic, social-emotional, and mental health well-being.

Performance Indicators:

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

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

- Collaborate with Outside Resources to Support All Learners
- Social-Emotional, Mental Health Support
- Appropriate Certified and Classified Staffing to Support Programming in All Grades (pK-12)

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

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

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

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

Strategy 2.4: Align district resources to support a quality education system and high-level learning environment.

Performance Indicators:

2.4(a) Ensure that resources and programs are available that proactively address individual student academic, social-emotional, and mental health well-being.

2.4(b) Provide appropriate and sufficient resources to accomplish the mission of the WCS.

2.4(c) Utilize disaggregated data to inform and support decision-making in: staffing, resource and funding allocation, instructional strategies and interventions, professional development, discipline protocols/procedures, extracurricular/activity recruitment, facility improvements, and other areas identified by the district.

2.4(d) Evaluate the effectiveness of the alignment of resources to support learning environments and student successes.

Guiding Principle III: Engagement and Inclusion

Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.

Strategy 3.1: Build a strong culture of student, staff, family, and community engagement to overcome barriers.

Performance Indicators:

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

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

3.1(c) Expand learning opportunities for parents to increase their capacity to support their students.

3.1(d) Identify and pursue opportunities to engage our WCS community.

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

Strategy 3.2: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective purposeful, and meaningful relationships.

Performance Indicators:

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

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

3.2(c) Increase community connections and relationships that positively contribute to the academic and social success of students.

3.2(d) 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.

3.2(e) Evaluate the effectiveness of enhanced opportunities to build relationships with parents/guardians and community members.

Strategy 3.3: Provide people with the opportunity to voice their concerns in a way that is just, civil, and fair, and builds trust between the schools and the community.

Performance Indicators:

3.3(a) Expand opportunities for active parent/guardian participation and direct communication between parent/guardians with staff.

3.3(b) Support proactive and transparent communication with all stakeholders to foster trust and increase collaboration.

3.3(c) Provide a translator at school events to support families who first language is not English..

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

Guiding Principle IV: Student and Staff Well-Being

Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.

Strategy 4.1: Improve the school district climate and learning environment through implementing positive behavior models to support improved student behavior and increased social-emotional skills.

Performance Indicators:

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

4.1(b) Incorporate Positive Behavior Interventions and Supports districtwide.

4.1(c) Engage appropriate staff for guidance and support when addressing issues that impact classroom instruction, curriculum, professional development, and/or matters that will add value to their role and responsibilities.

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

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

Strategy 4.2 Ensure all students learn in a supportive, safe, and nurturing environment.

Performance Indicators:

4.2(a) Develop student outcome goals and competencies to support social-emotional learning for the purpose of enhancing student decision-making skills, responsible behavior, and a student's independent role personally, at school, and as a community member.

4.2(b) Provide students with opportunities to develop their own capacity to make choices, set individual goals, monitor their progress, and reflect upon their learning.

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

4.2(d) Provide consistent and on-going professional development to all staff to prepare and effectively implement the social-emotional learning district-wide.

4.2(e) Evaluate the progress realized through purposeful measures implemented to address the environment.

Strategy 4.3: Implement the Multi-Tiered System of Supports (MTSS) model with fidelity throughout the entire district to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students with emphasis at the secondary level.

Performance Indicators:

4.3(a) Develop a district-wide team with defined roles that will research strategies, monitor, and evaluate the effectiveness of the MTTS model, focusing on the secondary level implementation.

4.3(b) Develop a common understanding across the district of MTSS through targeted professional development.

4.3(c) Develop a consistent process across all buildings for implementation in the various tiers.

4.3(d) Provide consistent and on-going professional development to all staff to prepare and effectively implement the social-emotional supports district-wide.

4.3(e) Intentionally communicate our MTTS model and additional academic, social-emotional, and behavioral supports with WCS families and our community.

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

Guiding Principle V: 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.

Strategy 5.1: Identify and implement a plan for administration and staff members to work cooperatively, to build trust, collaboration, cohesion, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.

Performance Indicators:

5.1(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.

5.1(b) Work collaboratively to identify areas of growth in the professional development topics and presentations that administration can provide for staff to improve student achievement.

5.1(c) Allow and encourage staff regular and safe opportunities to work collaboratively and to provide feedback for growing and improving student achievement.

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

5.1(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 5.2: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Performance Indicators:

5.2(a) Explore opportunities and successful communication processes that enable staff to build and foster relationships with administrators and colleagues that provide a source of consistency built upon mutual respect and trust.

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

5.2(c) Explore options to provide feedback for student growth and increased achievement.

5.2(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.

5.2(e) Evaluate the effectiveness of the professional collaboration opportunities impact student instruction and learning.

Strategy 5.3: Provide meaningful professional development and training for staff to improve student learning and teacher success.

Performance Indicators:

5.3(a) Allocate time and resources to ensure curriculum is vertically and horizontally aligned and staff is equipped with scope and sequence pacing guides.

5.3(b) Develop the capacity of staff to effectively utilize purposeful data to guide instruction, revise school strategies and interventions, assess program effectiveness, and prioritize learning needs.

5.3(c) Develop a common understanding across the district of MTSS through targeted professional development with emphasis at the secondary level.

5.3(d) Provide SPED/504 training, resources, and support to ensure all students are receiving appropriate, high-quality accommodations.

5.3(e) Provide EL training, resources, and support to ensure all students are engaged to improve student learning.

5.3(f) Provide training and resources needed to equip staff for social-emotional learning.

5.3(g) Evaluate the effectiveness of professional development to improve student learning.

Guiding Principle VI: Board Governance

Objective: To ensure the mission and vision of Wayne Community School 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, review and assess the 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) Review and assess progress-success of the strategic plan and the impact to 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 district plan and progress of goals and outcomes and hold superintendent accountable to carrying out the strategic plan.

6.1(f) Consistently complete a board self-assessment to measure progress and success of the board standards and governance.

Strategy 6.2: Align and manage district resources in a responsible manner to meet goals and to promote growth of student achievement.

Performance Indicators:

6.2(a) Adopt a fiscally responsible annual budget that is aligned with the district's mission, vision, and goals.

6.2(b) Consider a budget that is aligned to the priorities within the strategic plan.

6.2(c) Ensure monthly budget reports including comparison data to monitor budget management and expenditures.

6.2(d) Ensure the superintendent's financial recommendations align with the district's mission and goals and allocate budget resources accordingly.

6.2(e) Review and adopt a master facility plan to support a safe and effective learning environment districtwide.

6.2(f) Authorize an annual audit of all of the district's financial records.

Strategy 6.3: 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 serve the best interest of education.

Performance Indicators

6.3(a) Continue to engage the community to build understanding and support for public education, the school district, and district initiatives and goals.

6.3(b) 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.

6.3(c) Maintain a cohesive communications plan to inform and educate the community on district issues.

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6.3(d) Ensure that a district report is provided to patrons annually.

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.