

Agenda of Regular Board Meeting

The Board of Trustees Nye County School District

A Regular Board Meeting of the Board of Trustees of Nye County School District will be held Wednesday, August 24, 2022, beginning at 5:30 PM at the Gabbs School, 511 East Avenue, Gabbs, NV 89409.

Disabled members of the public who require reasonable accommodations in order to attend this Meeting are asked to notify District Administration at 775-727-7743, ext. 224, at least 24 hours prior to the Meeting. Questions regarding backup materials may be directed to Board Secretary Kelly Wood, 775-727-7743, ext. 224. A Public Binder will be available for viewing at the scheduled location at the time of the Meeting.

This Meeting will also be streamed live online via the link on the Nye County School District website. Public comment may be accepted live via email for the duration of the Meeting and shared during the Public Input time designated on the Agenda. Public comment made by members of the public attending the meeting virtually must be emailed to publiccomment@nyeschools.org and must include:

1. The author's first and last name.
2. The author's phone number (phone number will not be read on the official record).
3. Date of the Meeting for which the comment is intended.

All Public Input rules and timelines listed on the Agenda still apply.

This Regular Board meeting will be streamed live to the Southern District Boardroom, 484 S. West Street, Pahrump, Nevada.

This Agenda has been posted on the NCSD Website (<https://www.nye.k12.nv.us>), Nevada's Notice Website (<https://notice.nv.gov/>), at the main physical location of the meeting, and has also been provided to all persons who have made a specific request of a copy of the Agenda by US Mail or electronic mail.

The subjects to be discussed, considered or acted upon are listed below. Items do not have to be taken in the order presented below and the Board may combine two or more agenda items for consideration at any time. The Board may also remove any items on the agenda or delay discussion relating to any item listed on the agenda at any time. Unless removed from the Consent Agenda, items identified within the Consent Agenda will be acted on at one time.

1. **CALL TO ORDER**
2. **PLEDGE OF ALLEGIANCE**
3. **ROLL CALL**
4. **MISSION STATEMENT & GOALS**

5. **ADOPTION OF AGENDA, FOR POSSIBLE ACTION**

6. **RECOGNITIONS, INFORMATIONAL**

The Board may recognize individuals or groups who have excelled in academic or athletic pursuits, or who have contributed to NCSd in a significant manner.

7. **REPORTS, INFORMATIONAL**

A. SCHOOL REPORTS

None.

B. ADMINISTRATOR REPORTS

C. SUPERINTENDENT'S REPORT

Dr. Shillingburg will report on events that have occurred or are pending since the last Board meeting.

D. BOARD REPORTS

8. **PUBLIC INPUT, INFORMATIONAL**

This time is set aside for the public to make comments on items within the authority of this Board and are not for Board interaction. Matters raised cannot be deliberated or acted upon until properly placed on a future agenda. **Comments that are irrelevant, repetitious, slanderous, offensive, inflammatory, willfully disruptive or deemed personal attacks will not be permitted.** A Request to Speak form must be completed and submitted to the Board Secretary before the Public Input is open. A time limit of 3 minutes per person or 5 minutes for the spokesperson for a group will be imposed.

9. **CONSENT AGENDA, FOR POSSIBLE ACTION**

A. APPROVAL OF THE JULY 27, 2022 BOARD MEETING MINUTES

B. APPROVAL OF THE NCSd TEST ADMINISTRATION & SECURITY: PROCEDURES AND EXPECTATIONS MANUAL 2022-2023

C. APPROVAL OF COUNTY VARIANCE REQUESTS

10. **UPDATE OF THE BUS TRACKING SYSTEM FOR STUDENTS, INFORMATIONAL**

Mike Hush, Director of Transportation

11. **APPROVAL OF GRANTS, FOR POSSIBLE ACTION**

Karen Holley, State and Federal Programs Coordinator

12. **DISCUSSION/APPROVAL OF THE SY 21-22 REPORT ON THE USE OF PHYSICAL RESTRAINTS, MECHANICAL RESTRAINTS, AND AVERSIVE INTERVENTIONS ON STUDENTS WITH DISABILITIES, FOR POSSIBLE ACTION**

Lisa Ford, Director of Special Education Student Services

13. **APPROVAL OF BID FOR ROOF PROJECT AT BEATTY ELEMENTARY SCHOOL, FOR POSSIBLE ACTION**

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Joe Schmidt, Director of Maintenance/Operations, Safety/Security

14. **APPROVAL OF BID FOR THE TONOPAH HIGH SCHOOL EXTERIOR PAINT PROJECT, FOR POSSIBLE ACTION**

Joe Schmidt, Director of Maintenance/Operations, Safety/Security

15. **DISTRICT SAFETY UPDATE, INFORMATIONAL**

Joe Schmidt, Director of Maintenance/Operations, Safety/Security

16. **2021-2022 NEVADA EDUCATOR PERFORMANCE FRAMEWORK (NEPF) REPORT PRESENTATION, INFORMATIONAL**

Dr. Brenda Slusser, Human Resources Executive Director

17. **APPROVAL OF THE CRITICAL NEEDS POSITIONS FOR SECONDARY ENGLISH & LANGUAGE ARTS, AND SECONDARY CTE TEACHERS, FOR POSSIBLE ACTION**

Dr. Brenda Slusser, Human Resources Executive Director

18. **APPROVAL OF WARRANTS, FOR POSSIBLE ACTION**

Recommended Action: That the Board approve the check registers.

19. **SELECTION OF A COMPANY TO DO THE NCSd STRATEGIC PLAN, FOR POSSIBLE ACTION**

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20. DISCUSSION/APPROVAL OF THE SUPERINTENDENT'S EVALUATION AND SCORE, FOR POSSIBLE ACTION

21. DISCUSSION/APPROVAL TO GIVE AUTHORITY TO THE BOARD OF TRUSTEES PRESIDENT TO NEGOTIATE WITH THE NCSA ATTORNEY FOR AN EXTENSION OF THE SUPERINTENDENT'S CONTRACT BASED ON THE SUPERINTENDENT'S EVALUATION SCORE, FOR POSSIBLE ACTION

22. DISCUSSION REGARDING FUTURE BOARD MEETING TOPICS, INFORMATIONAL

23. CHANGE OF DATE/ATTENDANCE AREA OF FUTURE BOARD MEETINGS, FOR POSSIBLE ACTION

The BOT may make any change of date, time or location that has become necessary.

A. DETERMINATION IF THERE WILL BE A QUORUM AT THE NEXT BOT MEETING

The next BOT meeting is Wednesday, September 21, 2022, in Pahrump, NV.

24. PUBLIC INPUT, INFORMATIONAL

This time is set aside for the public to make comments on items within the authority of this Board and are not for Board interaction. Matters raised cannot be deliberated or acted upon until properly placed on a future agenda. **Comments that are irrelevant, repetitious, slanderous, offensive, inflammatory, willfully disruptive or deemed personal attacks will not be permitted.** A Request to Speak form must be completed and submitted to the Board Secretary before the Public Input is open. A time limit of 3 minutes per person or 5 minutes for the spokesperson for a group will be imposed.

25. ADJOURNMENT, FOR POSSIBLE ACTION

Recommended Action: That the Board President adjourn the meeting.

Beatty Elementary Roof Repair

Nye County School District Board of Trustees Meeting

August 24th 2022, Gabbs Nevada

Need:

Approximately 6,000 square feet of roofing has failed on the cafeteria building at Beatty Elementary School. The roofing is comprised of Asphalt Shingles, and Modified Bituthane, which is a membrane used for low slope roofs. The roofing systems were installed in 1992, and are now past their useful life.

Discussion:

I originally presented this proposal to the Board during the July meeting in Pahrump. There is an unknown aspect to the job involving decking and fascia replacement, and a question about the difference in the total bid amounts. More information was needed in order to move a motion to support the project forward. As a result, I inspected the roof, the fascia and communicated with our Roofing Asset Management Plan (RAMP) consultant. The following conclusions were drawn from this body of work:

First, the difference in total bid amounts could be caused by a few things. If a contractor already has a job in the area, they wouldn't have the same mobilization costs as competitors. If a contractor is motivated to capture or keep School District projects, they may bid low in anticipation of a good relationship, or it could be a labor market issue. Sub-Contractors costs are under similar pressures so if a contractor has a relationship with an inexpensive roofer, and a more expensive carpenter, this too may shape the bids. I can't know the details in this instance as contractors usually do not project their internal decision processes in the bidding process. I say this to illustrate there are potentially healthy reasons for the difference in bid amounts between the four bidders.

Second, there are two areas in which an unknown cost may arise, Deck boards under the cover material, and fascia trim around the perimeter of the roof.

Deck boards are 4x8 foot panels that cover the trusses, and support the cover material. The roof has no visible "soft" spots, or sagging that would indicate dry rot, or damaged deck boards under the shingles. In my communication with our consultant Mr. Samaniego, he stated in eighteen years of estimating roof repair, he has never seen more than five percent of the deck boards in need of replacement. This inspection and testament from Mr. Samaniego does not guarantee a number, but it is a better estimation of what we should expect as the shingles come off and the deck boards become visible for inspection.

Fascia is the cover material that runs horizontally around the perimeter of the roof. It prevents the elements from infiltrating the roofing system and provides a decorative aspect as well. The fascia is visible without removal of any panels, or roofing material. I walked the job and counted eighty linear feet of fascia that may need to be replaced. Approximately thirty linear feet is definitely in need of replacement and the remaining fifty feet may be repairable upon further inspection.

In an effort to bring a more definite cost to the Board for approval, I asked our consultant to inform the bidders that we will not purchase more than one hundred linear feet of fascia material, and three hundred square feet of deck board material if it is needed. I believe this restriction will more than cover what we need on this project, and will provide a dollar limit for BOT consideration. If the job requires more deck or fascia material than the limit I imposed, the M&O crew is capable of deck and fascia replacement, but I don't think it will come to that.

No bidder wished to re-bid the job after I imposed the limits of 100 linear feet of fascia and 300 square feet of decking. I calculated a maximum cost for each of the bidders as listed below:

Bidding:

CTR Roofing Ltd. bid the job at \$42,000.00 for the asphalt shingle portion and \$22,000.00 for the membrane section; for a total of \$64,000.00

Wooden decking in need of replacement will be billed at \$5.00 per square foot and any fascia material found to be in need of repair will be billed at \$20.00 per linear foot.

Maximum total cost CTR Roofing Ltd. \$3500.00 + \$64,000.00 = \$67,500.00

A.W. Farrell & Son Inc. bid the job at \$64,700.00 for the asphalt shingle portion and \$23,550.00 for the membrane section; for a total of \$88,250.00

Wooden decking in need of replacement will be billed at \$3.75 per square foot and any fascia material found to be in need of repair will be billed at \$16.25 per linear foot.

Maximum total cost A.W. Farrell & Son Inc. \$2750.00 + \$88,250.00 = \$91,000.00

Dri Tech Corporation bid the job at \$59,750.00 for the asphalt shingle portion and \$32,431.00 for the membrane section; for a total of \$92,181.00

Wooden decking in need of replacement will be billed at \$2.00 per square foot and any fascia material found to be in need of repair will be billed at \$8.00 per linear foot.

Maximum total cost Dri Tech Corporation \$1400.00 + 92,181.00 = \$93,581.00

AMAYA Roofing and Waterproofing bid the job at \$52,873.00 for the asphalt shingle portion and \$21,090.00 for the membrane section; for a total of \$73,963.00

Wooden decking in need of replacement will be billed at \$3.75 per square foot and any fascia material found to be in need of repair will be billed at \$16.25 per linear foot.

Maximum total cost AMAYA Roofing and Waterproofing \$2750.00 + 73,963 = \$76,713.00

Recommendation:

After further consideration and research, implementing a limit upon ancillary costs and recalculating the totals, we recommend the BOT authorize us to hire CTR roofing to complete the Beatty Elementary School roof repair. Even if CTR utilizes the maximums imposed by this office, they will still be approximately \$9,000.00 lower than the next higher bid.

Schedule:

Start date is to be determined upon approval from the Board.

Attachments:

Bid Proposal - A.W. Farrell & Son Inc.

Bid Proposal - CTR Roofing Ltd.

Bid Proposal - AMAYA Roofing and Waterproofing

Bid Proposal - Dri Tech Corporation

NRS 286.523 Employment of retired employee: Exception for reemployment of certain retired employees to fill positions for which critical labor shortage exists; determination and designation of such positions; limitation on length of designation of position.

1. It is the policy of this State to ensure that the reemployment of a retired public employee pursuant to this section is limited to positions of extreme need. An employer who desires to employ such a retired public employee to fill a position for which there is a critical labor shortage must make the determination of reemployment based upon the appropriate and necessary delivery of services to the public.

2. The provisions of subsections 1 and 2 of [NRS 286.520](#) do not apply to a retired employee who accepts employment or an independent contract with a public employer under the System if:

(a) The retired employee fills a position for which there is a critical labor shortage; and

(b) At the time of the retired employee's reemployment, the retired employee is receiving:

(1) A benefit that is not actuarially reduced pursuant to subsection 6 of [NRS 286.510](#); or

(2) A benefit actuarially reduced pursuant to subsection 6 of [NRS 286.510](#) and has reached the required age at which the retired employee could have retired with a benefit that was not actuarially reduced pursuant to subsection 6 of [NRS 286.510](#).

3. A retired employee who is reemployed under the circumstances set forth in subsection 2 may reenroll in the System as provided in [NRS 286.525](#).

4. Positions for which there are critical labor shortages must be determined in an open public meeting held by the designating authority as follows:

(a) Except as otherwise provided in this subsection, the State Board of Examiners shall designate positions in State Government for which there are critical labor shortages.

(b) The Supreme Court shall designate positions in the Judicial Branch of State Government for which there are critical labor shortages.

(c) The Board of Regents shall designate positions in the Nevada System of Higher Education for which there are critical labor shortages.

(d) The board of trustees of each school district shall designate positions within the school district for which there are critical labor shortages.

(e) The governing body of a charter school shall designate positions within the charter school for which there are critical labor shortages.

(f) The governing body of a local government shall designate positions with the local government for which there are critical labor shortages.

(g) The Board shall designate positions within the System for which there are critical labor shortages.

5. In determining whether a position is a position for which there is a critical labor shortage, the designating authority shall make findings based upon the criteria set forth in this subsection that support the designation. Before making a designation, the designating authority shall consider all efforts made by the applicable employer to fill the position through other means. The written findings made by the designating authority must include:

(a) The history of the rate of turnover for the position;

(b) The number of openings for the position and the number of qualified candidates for those openings after all other efforts of recruitment have been exhausted;

(c) The length of time the position has been vacant;

(d) The difficulty in filling the position due to special circumstances, including, without limitation, special educational or experience requirements for the position; and

(e) The history and success of the efforts to recruit for the position, including, without limitation, advertising, recruitment outside of this State and all other efforts made.

6. A designating authority that designates a position as a critical need position shall submit to the System its written findings which support that designation made pursuant to subsection 5 on a form prescribed by the System. The System shall compile the forms received from each designating authority and provide a biennial report on the compilation to the Interim Retirement and Benefits Committee of the Legislature.

7. A designating authority shall not designate a position pursuant to subsection 4 as a position for which there is a critical labor shortage for a period longer than 2 years. To be redesignated as such a position, the designating authority must consider and make new findings in an open public meeting as to whether the position continues to meet the criteria set forth in subsection 5.

(Added to NRS by [2001, 2400](#); A [2003, 2062](#); [2005, 1077](#); [2009, 1549](#); R [2009, 1550](#); A [2011, 90](#); [2015, 2739, 2740](#))

Strategic Planning Proposals

Summary

8-24-22

The strategic planning process should be one of the priorities of a school board. It sets the foundation for what a district will focus on for the upcoming five years. Strategic planning is always set for three to five years, mostly five years, because this is how much time research tells us it typically takes for institutional change. Some have shared their google search that change should happen much quicker. The reality is if change could be successfully reached in less than 90 days, you would see this happening across the country. It does not happen this quickly. Since we are not working with widgets but human beings, true change takes time and effort to make sustainable across an organization.

Writing a strategic plan is also not a responsibility of a superintendent. It is considered a key responsibility of a school board who should be focused on the strategic level. A superintendent would lead the process of carrying out the plan, but not be responsible for writing it. Strategic planning is not a skill set superintendents typically have. All districts across the country who wish to have a high quality plan, hire an outside company to create and lead the process; larger districts may lead the process themselves with many having this expertise within their larger staffs. If a district has chosen to do a strategic plan on their own, I can almost guarantee you it will not be done well. It is just too complicated of a process for most districts to handle on their own. Although I do have the skill set to lead and manage the strategic planning process, it would not be fair to this community to have a plan attached to me.

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This district's most recent experience with strategic planning does not reflect best practice. Your previous superintendent did not do the rigorous process of creating a strategic plan; he did not involve stakeholders and simply copied one from a school district in Alaska. Strategic planning is a very time-consuming process that must incorporate all stakeholders and involves an understanding of how to triangulate qualitative data from many sources to create a final strategic plan. It also cannot be done in a time of stress for a community, such as working through COVID. Everyone needs to be in a mindset of future thinking and excitement about what the future may hold. This has not been the case in our district for the past two years; we have all been struggling to get through the COVID restrictions and trying to keep everyone healthy. I am being criticized for not doing something no one else really understands. I have the expertise to know when the time is or is not right. Simply wanting it to happen does not mean it can be done well. Now the district is ready.

In an exhaustive search, I found only three companies across the country that do strategic planning for school districts. As you can see from their cost, this is not a simple process that can be done in a short time by any one person. I have worked with each of these companies to bring their proposals into line with what we need in Nye County. Each company has provided a specific proposal (attached) and will provide a strategic plan with a

- Vision Statement- describes where the district hopes they will be in the future
- Mission Statement-defines the overall purpose and what you will be doing to reach your vision
- Portrait of a Graduate (or something similar)
- Approximately five overarching goals
- Annual objectives to support each of the goals
- Professionally designed, high quality brochure to share with the community

Companies

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District Management Group – \$175,000 (all-inclusive cost)

- An educational consulting firm out of Boston, MA
- Provide a variety of support services to school districts, with strategic planning being one of their main services
- Experience working in Nevada with NDE to develop a grant monitoring system from beginning to end.

Education Elements - \$165,250 (all-inclusive cost)

- An educational consulting firm out of San Francisco, CA
- Provides a variety of support services to school districts, with strategic planning being one of their main services

Hazard, Young, and Attea & Associates (HYA) - \$75,900 (includes up to \$15,000 for travel)

- A subsidiary of the ECRA Group, an educational consulting firm in Chicago, IL
- One of nations top superintendent search firms that has expanded its outreach to doing strategic planning
- I worked with this company in Arizona to do part of our strategic plan; writing the annual objectives to reach each of the strategic goals was led by me.

***The cost for developing and writing the strategic plan can be taken out of grant dollars and will not come out of our general fund.**



Helping Schools and Students Thrive

133 Federal Street, Boston, MA 02110
877-362-3500
www.dmggroupK12.com

August 11, 2022

Dr. Warren Shillingburg
Superintendent
Nye County School District
484 S. West Street
Pahrump, NV 89048

Dear Warren,

District Management Group (DMGroup) is pleased to present the enclosed proposal to support the creation of Nye County School District's strategic plan.

For DMGroup, the focus is not on creating a well-written document, but on delivering a dynamic plan focused on action and improving student achievement. The goal of this strategic planning work is to position the district to achieve results for its students.

DMGroup has extensive experience working with school districts around the country in creating highly focused strategic plans that deliver results. In an attempt to address a myriad of challenges and a variety of differing stakeholder concerns, many districts end up with lengthy strategic plans that prove too unwieldy to put into action. DMGroup firmly believes that great power lies in creating a strategy tightly focused on a very small set of the most important levers for improving performance.

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DMGroup begins the strategic planning process by conducting an in-depth quantitative and qualitative analysis of Nye County School District's current performance and needs. We believe it is essential to begin with a clear, accurate, and shared understanding of where district performance stands before embarking on planning for the future. With the starting point well understood, Nye County School District and DMGroup work to articulate aspirational goals. DMGroup then engages the district in codifying a clear theory of action—a set of beliefs as to what will drive change in the district. A clearly articulated theory of action enables the team to distill the district's aspirations into concrete goals and tactics. Throughout this process, DMGroup shares relevant best-practice research to inform and guide the work.

DMGroup also recognizes that a successful strategic plan requires input, vetting, and support from its stakeholders and its community. Therefore, DMGroup has developed and incorporated a Two-Step Community Engagement process into the strategic planning effort. DMGroup brings people together at critical junctures in the process to garner their input and feedback. DMGroup's strategic planning process, together with our community and stakeholder engagement strategy, result in a highly refined, actionable, and inclusive strategic plan that represents the input and support of the district's stakeholders and community.

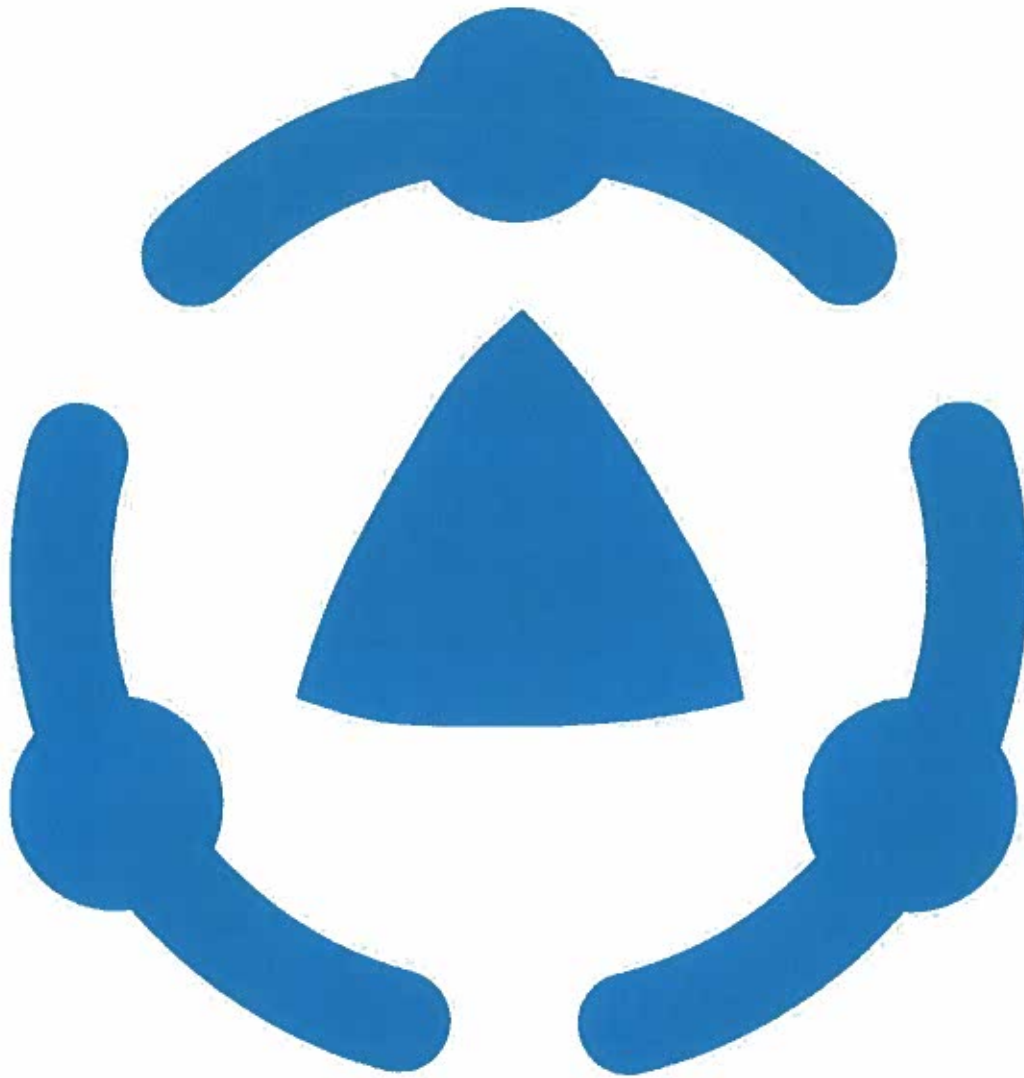
We look forward to the opportunity to work with you and your district.

Sincerely,

John J-H Kim
Chief Executive Officer

Steph Watson
Senior Director, DMConsulting





Developing a Focused, Results-Oriented Strategic Plan

Proposal for

Nye County School District

August 3, 2022



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Executive Summary

District Management Group's (DMGroup) field-proven methodology for strategic planning is based on extensive research coupled with our experience working with districts to put powerful strategic plans into action to drive results. We will begin by helping Nye County School District hone a powerful theory of action about what will drive improvement in your district and position you to achieve your goals. Using this theory of action as our north star, together we'll identify a short list of priorities, initiatives and measurable goals that will guide the daily work of your district, and we'll help you build stakeholder buy-in for the plan. DMGroup will enable Nye County School District to:

- ✓ Develop an actionable strategy will help your district navigate tough tradeoffs and guide decision-making
- ✓ Build support among stakeholders and buy-in for the district's path forward
- ✓ Realign how your district allocates limited resources to support key strategic objectives
- ✓ Drive results with an action plan that enables you to track progress toward your goals

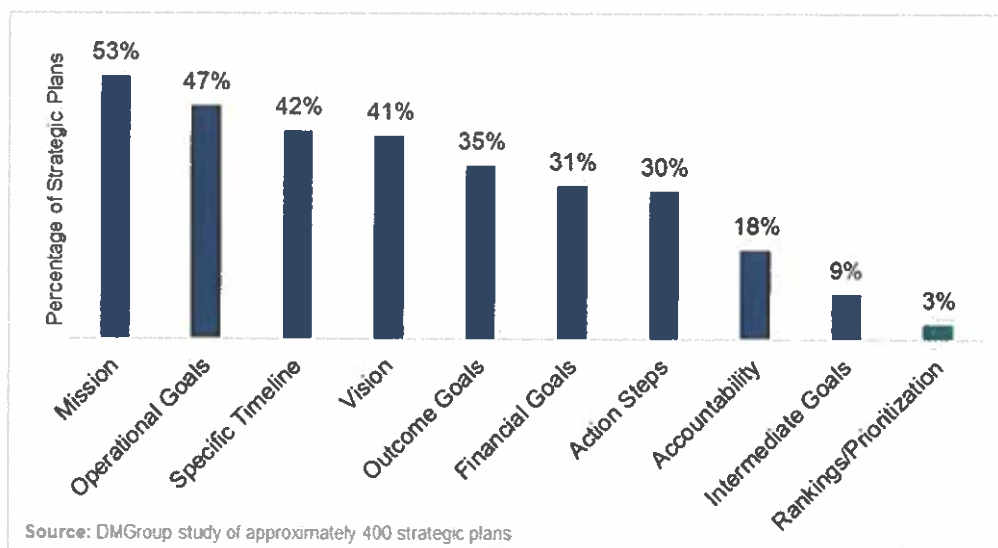
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Using our proven strategic planning framework and methodology, DMGroup is excited to help Nye County School District craft a focused district strategy that will support your goals and raise achievement in the face of ever-mounting challenges.



Approach and Methodology

Confronted by fluctuating student enrollment, growing regulatory and accountability requirements, increasingly diverse student populations, constrained resources, and a variety of stakeholders with competing interests, many school districts end up creating very lengthy strategic plans in an attempt to respond to the myriad challenges and countervailing concerns. Too often, these strategic plans prove unwieldy, and districts find themselves without a clear roadmap to deliver on the competing objectives. In fact, in a study analyzing over 400 district strategic plans, DMGroup found that as few as 3% of district strategic plans prioritize or rank initiatives, impeding their ability to identify and focus on high-impact opportunities (Figure 1).



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Figure 1. Percentage of Strategic Plans Containing Selected Key Elements.

Over the course of twelve years working with dozens of districts nationwide, DMGroup has developed a unique strategic planning framework, as shown in Figure 2, that aims to drive the daily work of the district in a cohesive manner. By anchoring around a defined Theory of Action, we are able to help districts narrow their priorities into a set of cohesive strategic elements that drive towards a common outcome. Our approach is anchored around four key activities:

1. **Assess Needs.** We begin by conducting a comprehensive needs assessment, gathering both quantitative information as well as qualitative input from the community. Our needs assessment provides a shared understanding from which to launch the planning process.
2. **Codify a Theory of Action.** We work with you to codify your district's theory of action, the fundamental set of core beliefs about the drivers of long-term success. Together, we'll reflect deeply on the context needed to successfully address the



root causes of your district’s challenges. Once developed, your theory of action will guide prioritization of goals, initiatives, and activities in your school district.

3. **Set Priorities and Goals.** We help you distill a lengthy list of priorities down to a short, actionable list—five or six broad thematic areas that will propel the district to achieve its vision and mission. For each priority, we’ll articulate measurable goals to define success, so progress can be tracked.
4. **Two Step Community Engagement.** We know that a strategic plan needs broad support to be implemented effectively, but building support is challenging work. We take a two-step approach to community engagement that creates deeper understanding of district needs as well as the trade-offs at hand. We’ll solicit stakeholder input early in the process and facilitate a series of community engagement meetings once the plan is drafted to provide essential insight into different perspectives, identify issues that may have been overlooked, and create an opportunity for feedback and reaction.

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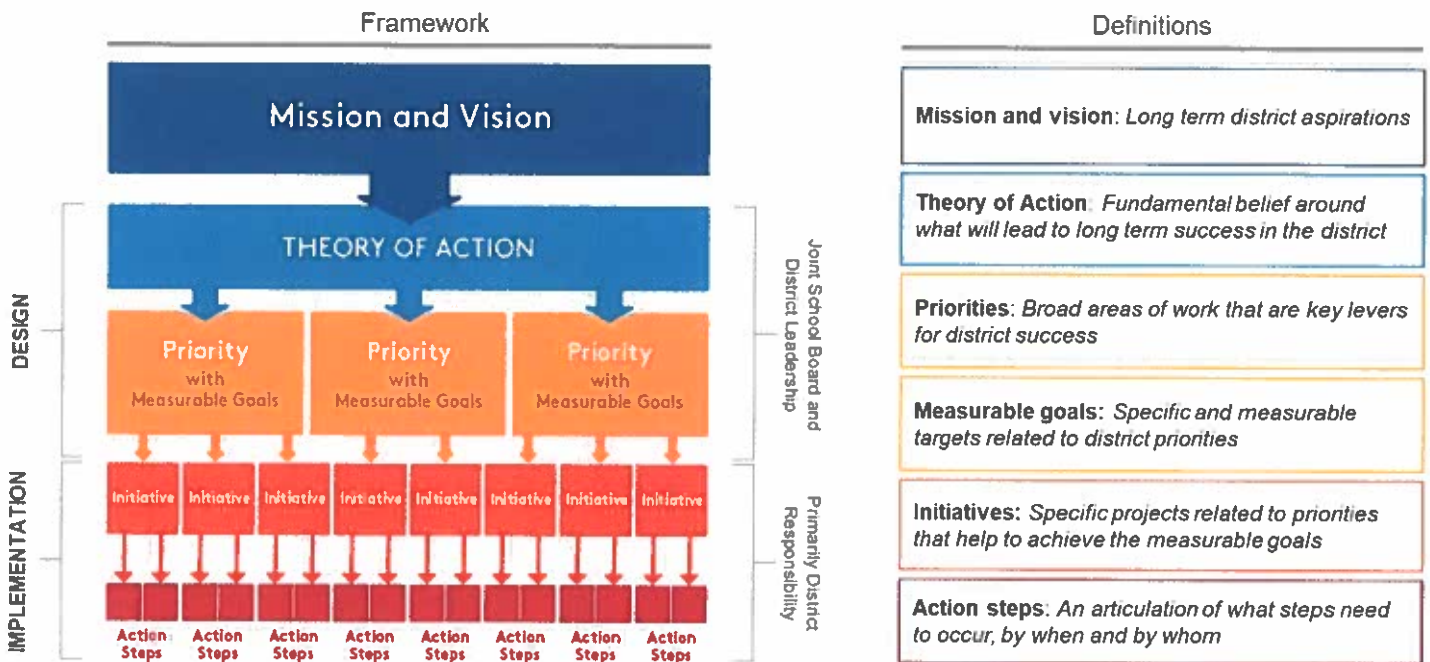


Figure 2. The DMGroup Strategic Planning Framework: Connecting Mission / Vision to Implementation

Strategic Planning Process

To work through our strategic planning framework, DMGroup has developed a systematic, yet customizable, three-phase process as shown below in Figure 3. Our process has been utilized by districts around the country to develop, refine, and implement a powerful strategic plan that drives the daily work of the district and has solid support from its stakeholders.



Figure 3. The DMGroup Strategic Planning Process.

Phase 1: Design

Phase 1a: Perform Preliminary Analysis

Form & Convene Strategic Planning Design Steering Committee

Typically, a Strategic Planning Design Steering Committee is convened at the outset of the work. The Committee typically includes the superintendent, representatives from the Nye County School District leadership team, and representatives from the school board, and may include union or community leaders. DMGroup helps guide this group through the strategic planning framework to confirm the vision/mission statement, articulate the theory of action, and then develop priorities and measurable goals. Roles may vary somewhat depending on the structure and dynamics of the district, but this is generally a highly collaborative process.

Conduct Needs Assessment

DMGroup believes that before embarking on developing a plan for the future, it is essential to begin with a clear and accurate understanding of the current state of performance and needs of the district. It is important that key members involved in the strategic planning process are all beginning with a common understanding of Nye County School District's strengths and challenges.

DMGroup gathers both qualitative data and quantitative data and, working with the district and the Strategic Planning Design Steering Committee, performs an extensive

analysis of the performance-related data in the district and methodically solicits qualitative information on what is working well and where there are areas of further growth.

Gather Quantitative Data for Needs Assessment

The DMGroup team begins by gathering, analyzing, and synthesizing baseline data. The data examined comprises academic achievement data (consisting of data from various transition points across subjects such as reading/ELA and math for Grades 3, 8, and 10, etc.), college readiness data (such as high school graduation rates, SAT or ACT performance, AP test takers scoring 3-5, students taking dual-enrollment courses, and students taking career and technical education courses), and school climate data (such as school suspension rates, school dropout rates, and school attendance rates). We also review the financial climate and constraints including enrollment, funding, and spending trends.

Conduct Stakeholder Focus Groups & Interview

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Quantitative information is only one side of the coin; great insights can also be gleaned from qualitative information. Our strategic planning process includes a series of interviews and meetings with various key stakeholders to ensure these observations are incorporated to obtain a comprehensive understanding of Nye County School District. We will identify the stakeholders to be interviewed – including community leaders and district office staff – in collaboration with district leadership. Discussions with key stakeholders at this initial phase ensure that key themes based on stakeholder concerns are incorporated early on in the process.

Collect Community & Stakeholder Input – Phase I

Parents and community members as well as district staff will have ample opportunities to share their perspectives. In the first phase of the Two-Step Community Engagement process, stakeholders are engaged in order to capture their perspectives and insights from the very beginning. Working closely with district leaders, DMGroup will meet with various members of the community as well as analyze feedback already gathered through online surveys or other wide-reaching means in order to create a broad list of key themes and bring greater focus and clarity to the needs of the district and community at large. This approach allows Nye County School District and DMGroup to gather critical community and stakeholder feedback while avoiding creating a long wish-list or lists of concerns and complaints that are unrealistic to incorporate entirely into a targeted strategic plan.

Phase Two of the Community Engagement process will occur following the development of the draft strategic plan.



Analyze Data & Share Findings from Needs Assessment

Upon completion of the quantitative and qualitative assessments, DMGroup digests and synthesizes the information to deliver a succinct and insightful presentation on the state of performance of the district. DMGroup’s analysis includes a review of multi-year trends in district performance, including examining data across ethnic and socio-economic subgroups. It also includes benchmarking to the state as well as to similar districts nationwide. This information is an essential first step to providing a clear and shared understanding of where the district stands. It allows the Steering Committee to identify key concerns that may need additional focus to drive maximum student improvement.

Phase 1b: Develop Strategic Plan

Codify a Theory of Action

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There are many paths to any particular end. A theory of action is a clear statement of how Nye County School District believes it can best achieve its goals and is often structured as a set of if / then statements that detail the causal link of how the end goal can be achieved.

A well-crafted theory of action articulates a set of core beliefs about the key drivers necessary to make the district’s goals a reality. For example, one district’s theory of action might be based on managed instruction – a belief that the district’s central office must directly oversee instruction in order to increase student achievement; at the opposite end of the spectrum, another district’s theory of action might be to promote what is sometimes referred to as “empowerment” – a belief that the system should focus on results, with increased accountability and autonomy for independent decision-making at the school level. The theory of action captures this fundamental belief about what will drive change for the district and then helps shape the strategic path that the district will follow to achieve results.

Through the Strategic Plan Design Phase, DMGroup will help Nye County School District codify and actualize its theory of action.

Develop District Priorities

Driven by the district’s theory of action, a short, focused list of top priorities is established. The essence of strategy is to weigh the myriad number of competing interests; while all may seem important and desirable, focus and prioritization are necessary if success is to be achieved. Often, getting down to a short list of approximately five priorities is one of the most difficult aspects of strategic planning. However, without this short list, a plan is rarely strategic and implementable. We will



work with the Steering Committee to identify the most important district priorities to drive towards the theory of action.

Identify Measurable Goals

Successful strategic plans require specific, measurable goals that are related to the district's established priorities. As one of the final components of the design phase, DMGroup will guide the district leadership through identifying appropriate measurable goals for the strategic plan. The plan will include yearly, measurable objectives for each of the goals.

Create Initial Draft of Strategic Plan

The Strategic Planning Design Steering Committee, led by district administrators and assisted by DMGroup, will use the needs assessment findings, initial community and stakeholder feedback, theory of action, priorities, and measurable goals to create an initial draft of the new strategic plan.

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Gather Community & Stakeholder Feedback – Phase II

Once there is an initial draft of Nye County School District's strategic plan, a second round of community and stakeholder meetings will be held to gather their feedback and reactions. These meetings provide essential insight into different perspectives, can highlight details that may have been overlooked, and provides an opportunity for feedback and reaction.

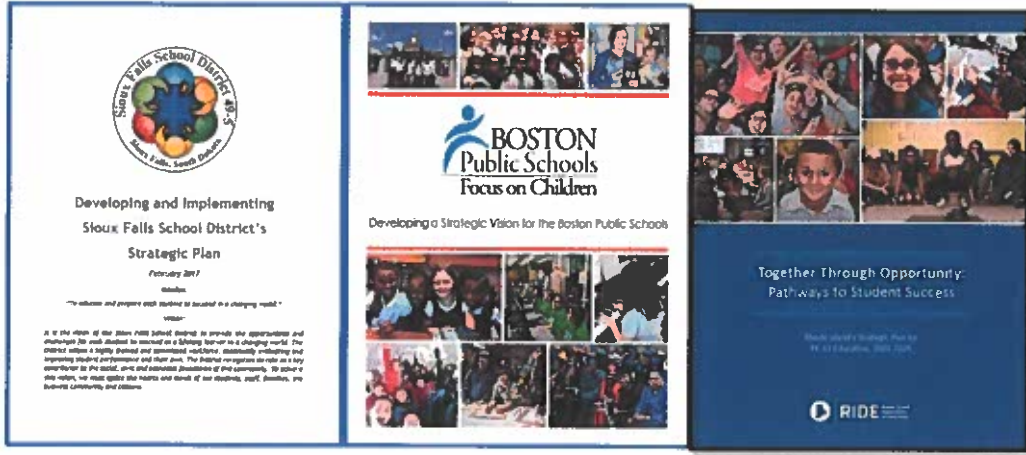
In addition to gathering feedback from the community and stakeholders, this process also helps to create broader understanding and buy-in and ensures that the district's plan is kept in the forefront of people's minds. Having a draft plan to focus on and hearing various participants' reactions to the plan can help build some understanding among the group and an appreciation for the complexities at hand. While it may not create complete consensus, it creates some appreciation of the needs of the district and some sense of the tradeoffs that the district needs to make.

DMGroup has significant experience facilitating these community and stakeholder meetings. One important aspect of our approach is to manage expectations that not all opinions and ideas may find their place in the final plan. We provide opportunities to bring people together to enable them to understand and focus on the needs of the district and respond to a draft plan so that the final vision and plan can have greater support, facilitate implementation, and pave the way for meaningful results.



Deliver Final Draft of Strategic Plan

Following the second round of community and stakeholder feedback, DMGroup will deliver a written, distribution-ready strategic plan to Nye County School District.



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Phase 2: Strategic Plan Implementation (Add-On Option)

The quality of a strategy is rarely defined by the strategy itself, but by the success and fidelity with which it is implemented. Over the years, DMGroup has encountered school districts that have created excellent strategic plans; but in too many cases, these plans have been left languishing on bookshelves. Effective implementation requires careful analysis, detailed planning and communication, analytics to track progress, and cultivation of leadership capacity at various levels of the organization. Strong implementation must be tailored to the needs of Nye County School District considering the district's strengths and weaknesses, as well as the funding available. Our strategic planning process includes a third optional phase to support the implementation of your new strategic plan.

Phase 2a. Develop Implementation Roadmap

DMGroup has developed a variety of services and tools to help districts in this critical implementation phase. Typically, a Strategic Planning Implementation Steering Committee is convened for this phase of the work; this committee may include some members from the Strategic Planning Design Steering Committee but will also include more staff members who have “in the weeds” knowledge for developing action plans. Because implementation needs vary so much by district, the implementation phase must be carefully tailored for each district following the development of the strategic plan. The following is a listing of some of the supports and tools that DMGroup had developed to help districts in the implementation phase. Nye County School District may choose to use some or all of these supports in the implementation of their strategic plan.

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Identify Initiatives Aligned with Strategic Priorities.

Initiatives are specific projects related to each priority that will help to achieve the measurable goals. While the theory of action and the priorities articulate the “what”, the initiatives articulate the “how” – they outline what needs to happen by when and by whom. The process of defining the initiatives will involve three specific steps:

1. **Create a List of Current District Initiatives:** Ours is not an “out with the old and in with the new” approach nor is it an exercise in layering more on top of what is currently being done; we seek to leverage and build upon the work being done in the district and create a coherent and aligned approach to moving the work forward. In alignment with this philosophy, we will begin by spending a considerable amount of time understanding and assessing the existing initiatives. This will enable us to build on what is currently in place and to effectively align existing work with the new strategic plan.
2. **Perform a Gap Analysis to Identify Future Initiatives:** Once the existing initiatives are aggregated and recognized, we will go on to explore alignment of these



initiatives and processes with priorities in the strategic plan. This process will expose gaps in priority areas where additional initiatives may need to be defined.

3. **Finalize New Set of Initiatives Aligned with Priorities:** New initiatives will be formulated by district leaders in areas with identified gaps. Once a preliminary list of initiatives is created (consisting of a combination of existing and newly formulated), these will be presented to the superintendent for final approval.

Create Detailed Action Plans for Implementation.

After the initiatives are outlined, this step will involve creation of detailed action plans to guide implementation of the initiatives. The action plans will include detailed roles and responsibilities of various school and central office personnel as well as key milestones to achieve as part of the implementation process. DMGroup will assist district leaders in defining these action plans by providing standardized templates and other best practice approaches that we have seen work well in other districts.

Track & Monitor Progress of the Implementation Effort

DMGroup will work with Nye County School District to set up systems and processes to frequently measure progress and to document and track where the district stands vis-à-vis the defined targets and action plans. DMGroup will specify the desired level of performance, the timeframe, and the people primarily responsible for achieving success. DMGroup will assist with setting up a cadence of regular meetings with the leadership team to review progress, communicate early warning signs, and brainstorm steps for remediating situations where adequate progress has not occurred.

By breaking down the overall strategy to this level of detail, all parts of the organization are held accountable for their contribution to fulfilling strategic priorities. By sharpening the link between tangible daily work and the overarching strategy, DMGroup aims to give stakeholders a holistic view that can enhance their motivation and understanding of the big picture. This will also ensure transparency in measuring progress of implementation.

These steps to link strategic priorities to specific actions and then to manage progress through an integrated system will enable Nye County School District to monitor and ensure successful implementation of the strategic plan.

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Distinguishing Features of DMGroup's Strategic Planning Services

Experience in Working with Districts to Develop Strategic Plans

DMGroup brings both a deep and broad perspective to the strategic planning process. We have extensive experience working closely with school districts around the country in crafting and implementing successful strategic plans.

DMGroup has supported Strategic Planning in a number of districts similar to Nye County School District. For example, DMGroup supported a comprehensive Strategic Planning and Implementation effort in Simsbury Public Schools (Connecticut). Previously, the district struggled to move their comprehensive yet overwhelming strategic plan into action. As a result of this engagement, DMGroup worked in conjunction with the district's leadership team and principal leaders to identify all existing initiatives, prioritize them per the district's strategic plan, prune them to only the most important priorities, and to establish SMART goals and action plans to drive execution of each remaining initiative.

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DMGroup has worked closely with the superintendent and leadership team to develop a focused strategic plan which will raise student achievement and address the needs of the whole child while stewarding resources prudently. Through an inclusive process, DMGroup shared best practices and facilitated a series of thoughtful discussions leading to a shared theory of action, focused improvement goals, and a high level of accountability. A web based strategic dashboard was then deployed to communicate the plan and track success.

Expertise in Engaging Stakeholders and the Community

Through the experience garnered from numerous strategic planning engagements over the years, DMGroup has vetted and created a community and stakeholder engagement strategy that aligns with the strategic planning framework. This process helps our clients develop a targeted, inclusive, and implementable plan that is based on facts and district needs and has wide stakeholder buy-in.

The stakeholder engagement efforts will build upon the outreach efforts that Nye County School District already undertaken. As an example of an effective stakeholder engagement, DMGroup was engaged to assist in the formulation of a stakeholder engagement plan for a district in Virginia. DMGroup worked with the communications office to assess stakeholder views about the district and to develop a targeted messaging strategy for each of the important stakeholders. DMGroup conducted internal and external interviews, focus groups, and surveys in order to gather a fact base about stakeholder perceptions of district performance.



Skilled Facilitation

Facilitating and strengthening collegiality and unity among senior district leaders is a core skill of DMGroup. School districts have various internal and external stakeholders, each with a unique purpose, role and responsibility. Our team regularly facilitates discussions for school boards and district leadership teams in order to meld varied and divergent opinions to create an inclusive plan but also to manage expectations that not all opinions find their place in the final plan. Through DMGroup’s facilitation, districts have witnessed collaboration among district leaders, school board members, and other stakeholders to achieve the desired results.

Over the last five years, DMGroup has led more than 100 facilitated planning meetings with public school leaders. As a facilitator, we know when to take a back seat, when to intervene, and when to share experiences of other school districts. In the last few years, we have facilitated strategic plan development in multiple suburban school districts and several multi-day conferences on the subject.

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Ideally, a strategic planning effort is an opportunity to bring people together in a way that will enable them to rise above their ideological differences and focus on the needs of the district. This can be an important stepping-stone toward greater stability and innovation in the district. By combining deep experience from both the education and private sectors, DMGroup brings a multifaceted approach to solving some of the most difficult and important questions facing public school districts.



Project Summary

The sequence below was created based on discussions with Nye County School District and can be further adjusted to accommodate the district's needs.

Phase	Task	DMGroup	District
Perform Preliminary Analysis Phase	Form and convene Strategic Planning Design Committee	✓	✓
	Gather data for needs assessment		✓
	Conduct stakeholder focus groups and interviews	✓	
	Collect community and stakeholder input	✓	✓
	Analyze data and share findings from needs assessment	✓	
Develop Strategic Plan Phase	Codify a theory of action	✓	✓
	Develop district priorities	✓	✓
	Identify measurable goals	✓	✓
	Create initial draft of strategic plan	✓	
	Gather community and stakeholder feedback	✓	✓

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Complimentary DMCouncil Membership

Included in this offer is a complimentary, one-year membership to District Management Council (a \$4,500 value). You will join a community of forward-thinking education leaders from across the country committed to driving sustainable, measurable improvements to help schools and students thrive. As a member, you will have access to District Management Group's national conferences, our additional convenings such as our virtual roundtable discussions, professional development opportunities, our research, and our expert advice.

Your one-year membership will begin on the first of the month following the contract award. If you are not already familiar with the benefits of DMCouncil membership, we look forward to scheduling a membership onboarding call to introduce you to all the benefits of membership and to help us understand your most pressing needs so we can guide you to the District Management Group resources that can be most helpful to you.

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BENEFITS

- Connect, share ideas, and collaborate with a **community of forward-thinking leaders** from across the country
- Deepen your knowledge and stay at the forefront of the **latest research** on management and education best practices
- Strengthen management capacity through an array of **professional development** opportunities:
 - ✓ **Superintendents' Strategy Summit:** DMGroup's signature two-day professional development event specifically for superintendents provides superintendents a unique opportunity to learn and to share ideas with fellow superintendents from around the country. Membership includes conference materials, hotels, and meals.
 - ✓ **Professional Development Clinics:** One-day clinics are offered throughout the year across our five practice areas (Equity, Leadership, Student Support, Human Capital, and Resources). Membership provides unlimited access for superintendents and three tickets for district staff.
 - ✓ **Virtual roundtables:** Monthly member-only virtual roundtables provide opportunities for superintendents and district staff to stay abreast of management and educational best practices and to share ideas with their peers.
- Stay abreast of what works with **District Management Journal:** Receive ten subscriptions for your district leaders to our signature publication that includes research, toolkits, and case studies
- Access **expert advice:** consult with our experts to discuss your district's specific challenges

DMCouncil

- Established 2004 -

**JOIN A NATIONAL NETWORK
OF OVER 1,400 DISTRICT LEADERS**

142 districts

28 states

1,450 district leaders

3.5 million students served



Fee Proposal

Pricing and Terms

The total fees for services outlined as part of the Strategic Planning Design Phase are **\$175,000** including up to 30 on-site community meetings, focus groups, board meetings, and/or project meetings at locations to be determined in collaboration with project leadership. The pricing for additional on-site meetings will be determined separately. The pricing includes a final, professionally designed strategic plan PDF ready to be shared with the community. Fees includes all expenses such as travel time, airfare, hotel, printing, and supplies.

Given the current and potential future restrictions due to the pandemic caused by Covid-19, we anticipate that some portions of this work may require virtual settings in lieu of travel. Decision to provide in person services will be mutually agreed upon by both District Leadership and DMGroup and made out of an abundance of caution.

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The pricing in this proposal will remain valid for 45 days from the date of the proposal. If the proposal is not agreed and signed within 45 days, the offer made herein expires and pricing and availability of services cannot be guaranteed.

A late fee of 1.5% per month will be assessed for invoices over 60 days.

Implementation Support Add-on Option

Implementation support is available as an add-on option but not included as part of the above fees. As the Strategic Planning Design Phase nears completion, the level of implementation support can be discussed, customized to district's needs, and priced accordingly.

Strategic Plan Implementation Phase (Add-on Option)	Set yearly targets for each measurable goal	<i>Once the strategic plan is complete, the cost and scope of implementation will be determined, customized to the district's needs, and priced separately.</i>
	Identify initiatives aligned with strategic priorities	
	Create detailed actions plans	
	Track and monitor progress of the implementation effort	

Accepted by:

Accepted by:

District _____

District Management Group _____

Name _____

Name Stephanie Watson

Signature _____

Signature *Stephanie Watson*

Date _____ 15

Date August 11, 2022





District Management Group

Helping Schools and Students Thrive

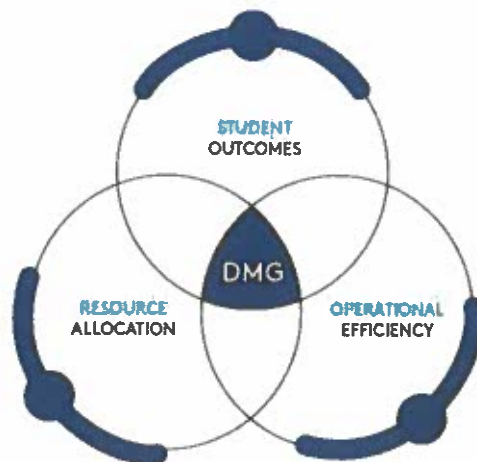
About District Management Group

Founded in 2004, District Management Group seeks to address the most important management challenges facing American public-school leaders.

The leaders of our school systems are charged with the enormous responsibility of providing students with the resources to succeed in school and beyond. To achieve this, district and school leaders must not only be great educators, they must also be great managers. District Management Group seeks to provide district leaders with the best management and educational practices, tools, and techniques to produce measurable, sustainable improvements that help schools and students thrive.

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Our unwavering focus is on solutions that improve student outcomes, and simultaneously enhance operational efficiency and resource allocation. It is in achieving these three objectives simultaneously that improvements in student outcomes and the public education system as a whole can be made sustainable.



Our Services

DM Learning

Best-in-class knowledge and professional development, and a membership community of forward-thinking leaders learning, sharing, and making a difference for students.

- **DMCouncil**
 - Annual membership
 - Executive Partner Program
- **DMInstitutes**
 - A-ROI Institute
 - Secondary Scheduling Institute
- **DMEquityOffice**
 - Partnering with Districts to Strengthen Equitable and Inclusive Practices
- **DMJournal**
 - DMGroup's signature publication

DM Schedules

Cloud-based software and/or service to help districts optimize use of resources through scheduling.

- **DMSchedules for Elementary Schools**
- **DMSchedules for Special Education**
- **Secondary Scheduling**

DM Consulting

Customized management consulting support across a variety of practice areas.

- **Strategic Planning**
- **Special Education and Social, Emotional Learning**
- **Strategic Budgeting**
- **Initiative Inventory**
- **Program Evaluation**
- **Weighted Student Funding**
- **Implementation/Change Management**
- **Superintendent Entry Plan Development**
- **Custom Consulting**

Breakthrough Results

The Breakthrough Results approach achieves measurable results while building team members' skills and leadership capacity. This approach provides on-the-job experience, targeted professional development, and coaching to build meaningful and enduring skills.

- **Increase ELA achievement**
- **Increase math achievement**
- **Address equity issues**
- **Raise graduation rates**
- **Improve attendance rates**
- **Increase engagement**
- **Increase operational efficiencies**

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Our Values



Partnership

We believe that each district's unique history, context, and culture matter. We get to know our partner districts, gaining a deep quantitative and qualitative understanding, so that we can work alongside your leadership team to help identify the right solutions and tailor implementation for long-term success.



Impact

We seek to help school districts achieve measurable and sustainable improvement, and, unlike many other firms, our work does not end with delivering a report. We aim to strengthen our partner districts' internal capacity and, if desired, provide implementation support. For us, the measure of success is client satisfaction and real results for students and schools.



Collaboration

We believe we know more together than we do alone. This is why we draw on best practices from the education sector as well as management techniques with proven results in the private sector and public sector, and we leverage the collective knowledge of our nationwide network of school districts.



Equity and Inclusiveness

We know that equity and inclusiveness make us stronger. We unequivocally commit to making sure this belief shines through in our work, both by reviewing our recommendations with an equity-focused lens to ensure that the work we do with school districts not only reduces racism but is proactively anti-racist, and by continuing to create a more inclusive environment within our own organization guided by our equity statement.



Systems Thinking

We believe that true and enduring solutions require looking beyond the specific challenge at hand and taking a broad, holistic approach to achieve coherence and alignment. We deliver systems-level solutions that align with your strategic priorities and position you to bring about transformational improvement.

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District Management Group is committed to partnering with districts to bring about transformational, measurable, and sustainable improvements in public education. We are committed to helping schools and students thrive.



District Management Group

Helping Schools and
Students Thrive

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If you have any comments or questions about the contents of this document, please contact District Management Group:

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Fax: (617) 491-5266

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Mail: 133 Federal Street, Boston, MA 02110





Education Elements
101 Hickey Blvd., STE A #526
South San Francisco, CA 94080

Comprehensive Strategic Planning Support

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Nye County School District

Prepared July 2022

Our Understanding

- Nye County School District educates approximately 5,700 students across 15 campuses and is the **largest school district by area in the contiguous United States.**
- The district is seeking a qualified partner to assist with their strategic planning process that maximizes stakeholder engagement and will outline an ambitious and compelling vision for the future of the district with concrete actions and objectives to get there.
- Education Elements is uniquely qualified to guide district leaders in this work. We are an education consulting firm that, since 2010, has worked with more than 300 districts and networks and 1,000 schools across the United States. We are a team of passionate, mission-driven former educators – teachers, coaches, principals, district administrators, data experts -- all of whom are committed to improving student outcomes.

Our Strategic Planning Approach

At Education Elements, we challenge our district partners to focus more on the planning process rather than a static plan as the end goal. We also look to empower the Nye County School District team to engage directly with the community and incorporate their expertise into the process. By focusing the planning processes, districts are better able to:

- Deepen awareness of community needs, strengthening relationships and support
- Build coherence and alignment across district, school and departmental initiatives
- Build knowledge of leading strategic planning and implementation practices
- Prioritize efforts to maximize value for students, families and the community at large
- Design structures to look ahead and adapt plans when new information is known
- Define success metrics that communicate progress and build overall confidence in the plan's execution

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Our methodology is straightforward, following the four-step process outlined below. Each step builds your team's confidence in the strategic planning process, expands their knowledge of planning tools and tactics, and provides them opportunities to define the future for students in your district. Our methodology is customized to meet your needs of where you are on the journey.



Project Outcomes

At the end of our work together, Nye County School District will have:

- *Strategic Plan* that includes:
 - Strategic Direction (Mission, Vision, Values)
 - Strategic Priorities and aligned short-term plan of action
 - Professionally-designed marketing collateral
- *Communications Plan* that outlines the strategy for introducing the plan to the community



- *Implementation Plan* that includes overall approach to progress monitoring, key roles, calendar overview for retrospectives and discussion, and expectations
- *Executive Summaries* to include regular briefs on the purpose, highlights, insights, and resources from engagements and deliverables. Summaries will be updated and communicated to the project team after each phase of work.

Project Governance

At Education Elements we believe *who you engage and how you engage people* says more about your values than your plan ever will. Education Elements has created a governance structure for this project that ensures clear roles, diverse voices, deep collaboration, and strong project management. We recommend that the district identify team members to serve in the roles listed in the graphic below to ensure optimal engagement and effective communication.

- **Project Sponsor** - Approves project roadmap and goals, signs off on major deliverables, participates in Strategic Planning Steering Committee (1 District Leader).
- **Project Team** - Manages project planning, logistics, and communications, participates in the Strategic Planning Steering Committee (up to 4 District or School Leaders).
- **Steering Team** - Committee of district, school, student, family, and community representatives who design and refine major deliverables. Steering Team always includes Project Team members. (up to 15 people)
- **Design Teams** - District, school, student, family, and community representatives who draft initiatives aligned to the focus areas. Design Team members are chosen based on their interest and/or expertise in focus area content. Design Teams usually include some members of the Steering Team (20-50 people)
- **Implementation Teams** - Individuals who will be tasked with leading or supporting the implementation of strategic plan initiatives. Implementation Teams usually include some members of the Steering and Design Teams (number varies).

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We believe these layers of the loop are important considerations but you may find your district has different needs. A small or medium-sized district might find that some layers are repetitive while larger districts may require additional layers to include more stakeholders. We will align on the appropriate teams for your district during our Plan + Align phase.

Detailed Approach

Plan + Align 2 months

During this phase we will:

- (1) Align on goals and roadmap for the project.
- (2) Ensure shared understanding of responsive planning and our process.
- (3) Build out teams of people who will be involved.
- (4) Plan for initial stakeholder engagement.

EDUCATION ELEMENTS ACTIVITIES	DISTRICT ACTIVITIES	DELIVERABLES	
<ul style="list-style-type: none"> • Build knowledge of responsive planning • Introduce a governance structure for creating and eventually monitoring strategic plan • Facilitate decisions around stakeholder engagement 	<ul style="list-style-type: none"> • Identify previous plans, processes and beliefs on strategic planning • Select team members and activate teams • Prepare to execute on stakeholder engagement activities • Identify and bring district data to discussion and workshops 	<ul style="list-style-type: none"> • Project Overview Document with project calendar and team members • Stakeholder Engagement Plan 	
TOUCHPOINTS		TIMELINE	DISTRICT TEAM
<ul style="list-style-type: none"> • Project Team: Regular calls with the project team to oversee, plan and support project implementation based on district needs and progress. 		4 x 60 min calls	Project Team
<ul style="list-style-type: none"> • Board Update Calls: Education Elements will provide regular updates to the Nye County School Board on progress made throughout the strategic planning process during regularly scheduled board meetings. 		2 x 30 min calls	School Board
<ul style="list-style-type: none"> • Steering Team Kickoff: Education Elements will introduce the strategic planning process to the Steering Team. 		60 min virtual session	Steering Team
<ul style="list-style-type: none"> • Introduction to Stakeholder Engagement: Education Elements will introduce the process for stakeholder engagement and share with the Steering Team their role in the process. 		60 min virtual session	Steering Team

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Foundations 2 months

During this phase we will:

- (1) Complete the initial phase of stakeholder engagement.
- (2) Review additional district data to get a full picture of the current district context.
- (3) Identify our strategic direction (mission, vision, values) and strategic priorities.

EDUCATION ELEMENTS ACTIVITIES	DISTRICT ACTIVITIES	DELIVERABLES	
<ul style="list-style-type: none"> Lead stakeholder engagement activities, including survey administration, focus groups, and empathy interviews Review and analyze stakeholder engagement data and summarize trends for district Initiate visioning for the future of district; highlight focus areas for community input 	<ul style="list-style-type: none"> Socialize strategic directions with stakeholders 	<ul style="list-style-type: none"> Strategic Direction (such as Mission, Vision, Values) and Prioritized Initiatives 	
TOUCHPOINTS		TIMELINE	DISTRICT TEAM
<ul style="list-style-type: none"> Project Team Calls: Regular calls with the project team to oversee, plan and support project implementation based on district needs and progress. 		4 x 60 min calls	Project Team 36
<ul style="list-style-type: none"> Board Update Calls: Education Elements will provide regular updates to the Nye County School Board on progress made throughout the strategic planning process during regularly scheduled board meetings. 		2 x 30 min calls	School Board
<ul style="list-style-type: none"> Stakeholder Engagement Events: Education Elements will provide a general survey template to engage in broad feedback while also co-leading stakeholder events at each of the district's schools in the form of focus groups, forums, or empathy interviews. In addition to school visits, focus groups will be conducted with community leaders, central office team members, and K-12 administrators. Empathy interviews will be conducted with members of the Board of Trustees. 		Community-Wide Survey 18 x 3 hr Focus Groups School Administrator Forum (90 min virtual) 7 x 1 hr Empathy Interviews	Project Team or Steering Team to support facilitation or conduct stakeholder engagement
<ul style="list-style-type: none"> Kickoff and Stakeholder Engagement Review [In-person]: Education Elements will lead the Steering Team through a review of the stakeholder engagement data to determine trends + focus areas for further exploration and ideation 		½ day in-person (3 hrs) <i>Note: Should occur on the same day as the visioning session, or on back-to-back days.</i>	Steering Team
<ul style="list-style-type: none"> Visioning Session [In-person]: Education Elements will lead the Steering team through a series of protocols to review the district's current mission, vision, and values to determine if they are aligned to the stakeholder engagement data. If not, we will help the team to modify or recreate them. Additionally, we will confirm priorities for the strategic plan. 		½ day in-person (3 hrs) <i>Note: Should occur on the same day as the stakeholder engagement session, or on back-to-back days</i>	Steering Team

Design 2-3 months

During this phase we will:

- (1) Build out initiatives that are aligned to our focus areas.
- (2) Prioritize initiatives to develop our short-term action plan.
- (3) Finalize language for our community-facing strategic plan.

EDUCATION ELEMENTS ACTIVITIES	DISTRICT ACTIVITIES	DELIVERABLES	
<ul style="list-style-type: none"> Facilitate design process that allows Design Teams to identify and build out initiatives Co-create a concrete list of goals, initiatives, and success criteria 	<ul style="list-style-type: none"> Identify Design Teams to be involved in design activities Co-create a concrete list of goals, initiatives, and success criteria Provide opportunities for community to provide feedback and update them on progress 	<ul style="list-style-type: none"> Strategic Plan that includes: <ul style="list-style-type: none"> Strategic Direction Strategic Priorities Short-term plan of action 	
TOUCHPOINTS		TIMELINE	DISTRICT TEAM
<ul style="list-style-type: none"> Project Team: Regular calls with the project team to oversee, plan and support project implementation based on district needs and progress 		6 x 60 min calls	Project Team
<ul style="list-style-type: none"> Board Update Calls: Education Elements will provide regular updates to the Nye County School Board on progress made throughout the strategic planning process during regularly scheduled board meetings 		3 x 30 min calls	School Board
<ul style="list-style-type: none"> Introduction to Design Call to prepare design teams to enter into the design phase. 		90 min call	Design Teams
<ul style="list-style-type: none"> Design Session #1: Ideation with design teams to identify initiatives aligned to areas of focus. 		2 x ½ day in-person	Design Teams
<ul style="list-style-type: none"> Support Call with design teams to reflect on community feedback on initiatives and / or to clarify language. Review outputs from Design 1. 		1 hour call	Design Teams
<ul style="list-style-type: none"> Design Session #2: Ideation with design teams to further clarify initiatives aligned to areas of focus and build out success criteria. 		2 x ½ day in-person	Design Teams
<ul style="list-style-type: none"> Design Session #3: Focus & Prioritize with design teams to finalize initiatives aligned to areas of focus, and begin to prioritize. Note: Design Day #3 should occur no less than 2 weeks after Design Session #2, after receiving community feedback 		2 x ½ day in-person	Design Teams
<ul style="list-style-type: none"> Support Call with design teams to finalize language or details. Call may be with a subset of design teams. 		1 hour call	Design Teams

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Launch 2 months

During this phase we will:

- (1) Finalize the community-facing deliverable
- (2) Create a communication plan to share the plan with the community.
- (3) Create an implementation plan outline with aligned tools to support implementation..

EDUCATION ELEMENTS ACTIVITIES	DISTRICT ACTIVITIES	DELIVERABLES	
<ul style="list-style-type: none"> Lead content creation and design process for professionally-designed marketing collateral Lead district team through a process to identify communications plan Lead district team through a process to identify implementation plan that best matches district context 	<ul style="list-style-type: none"> Provide input on content and design for professionally-designed marketing collateral Make key decisions around communications and implementation plan Communicate Strategic Plan 	<ul style="list-style-type: none"> Professionally-designed marketing collateral Implementation Plan that includes governance structure, retrospective calendar, and project management plan Plan for sharing strategic plan with community that involves information sharing or professional development. Community celebration and board slides 	
TOUCHPOINTS		TIMELINE	DISTRICT TEAM
<ul style="list-style-type: none"> Board Update Calls: Education Elements will provide regular updates to the Nye County School Board on progress made throughout the strategic planning process during regularly scheduled board meetings. 		2 x 30 min calls	School Board
<ul style="list-style-type: none"> Implementation Planning <p>#1 - Retrospective on district's current context for communication and implementation;</p> <p>#2 - Discussion of options for implementation and progress monitoring processes and tools, based on current district context.</p> <p>#3 - Finalize implementation plan, including roles, governance, and calendar.</p>		½ day in-person	Project Team
<ul style="list-style-type: none"> Communications Planning <p>#1 - Determine communications needs for initial launch of plan</p> <p>#2 - Finalize schedule and materials for initial launch of plan</p>		½ day in-person	Project Team (or subset of team)
<ul style="list-style-type: none"> Collateral-Focused Calls: Calls to finalize deliverable creation, including two cycles of design review + written feedback. <p>#1 - Review and discuss design preferences</p> <p>#2 - Review and discuss feedback gathered during first design cycle</p> <p>#3 - Review and discuss feedback gathered during second design cycle</p> <p>#4 - Finalize any outstanding issues or changes to deliverable</p>		4 x 60 min calls	Project Team (or subset of team)
<ul style="list-style-type: none"> Launch Call: Review implementation plan + processes and discuss each 		½ day in-person	Implementation

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person's role and responsibilities on the team		Teams
<ul style="list-style-type: none"> • Celebration Call with all members who have been involved in the process to share the final deliverable and overview of communications and implementation plan, and thank them for their contribution. 	60 min call	All involved in the process

Roles and Accountabilities Breakdown

Education Elements	Nye County School District
<ul style="list-style-type: none"> <input type="checkbox"/> Facilitate virtual and in-person touchpoints as outlined above <input type="checkbox"/> Create meeting agendas, capture notes, and document the strategic planning process <input type="checkbox"/> Share updates on the strategic planning process with the Nye County School District Board of Trustees on a monthly basis <input type="checkbox"/> Send out regular communications and invitations to members of various teams engaged in the strategic planning process <input type="checkbox"/> Oversee project management and ensure deadlines are met <input type="checkbox"/> Carry out stakeholder engagement strategies, including survey administration, focus groups, and empathy interviews <input type="checkbox"/> Author strategic plan content based on stakeholder input and share with Planning, Steering, and Design Teams for feedback. This will include mission, vision, focus areas/objectives, strategic initiatives, and success criteria <input type="checkbox"/> Create deliverables and share resources throughout the process; manage the organization of those resources <input type="checkbox"/> Design the public-facing layout of the strategic plan and develop a communications strategy that will guide sharing the plan with the broader community 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in virtual and in-person touchpoints (team-specific) <input type="checkbox"/> Provide district resources and context to Education Elements in order to inform stakeholder engagement strategies and the strategic plan itself <input type="checkbox"/> Inform stakeholder engagement strategies and assist in identifying individuals to be a part of those strategies <input type="checkbox"/> Provide feedback and make adjustments to strategic plan content and associated deliverables <input type="checkbox"/> Provide regular input to the Education Elements team through project team support calls to help inform the process <input type="checkbox"/> Sign off on final strategic plan content <input type="checkbox"/> Leverage resources provided by Education Elements to communicate and implement the strategic plan

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COVID-19 Policy

The district partner shall be responsible for complying with applicable guidelines, protocols, safety practices, and legal requirements issued by the Occupational Safety and Health Administration (OSHA), U.S. Department of Health and Human Services' Center for Disease Control and Prevention (CDC), and other applicable laws and requirements governing health and safety practices relating to the novel coronavirus Covid-19 pandemic, including but not limited to use of personal protective equipment (PPE), social distancing, and cleaning and sanitizing. Education Elements will reserve the right to move onsite to virtual engagements depending on emerging local conditions and recommendations from the CDC.

Pricing

The price for the services outlined is **\$165,250**. Our services costs are calculated as a fixed fee and are all inclusive including all time, travel costs, content creation, and delivery.

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HYA

HAZARD
YOUNG
ATTEA
ASSOCIATES

Connecting Educators, Improving Education

1475 E. Woodfield Rd., 14th Floor

Schaumburg, IL 60173

Phone: 847.250.7261

Fax: 847.318.6751

www.hyasearch.com

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PROPOSAL FOR STRATEGIC PLANNING CONSULTING SERVICES

PREPARED FOR:

Nye County School District

Pahrump, NV

July 2022

Hazard, Young, Attea & Associates

1475 E. Woodfield Road, 14th Floor, Schaumburg, IL 60173

Tel 847.250.7261 | www.hyasearch.com

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Thank you for the opportunity to present this overview of the services that Hazard, Young, Attea & Associates (HYA) can provide Nye County School District for your work in developing a Strategic Plan. Why is HYA exceptional amongst the variety of firms that offer consulting services? We believe it is due to the following factors:

NATIONAL REACH WITH LOCAL EXPERTISE

For 35 years, Hazard, Young, Attea, and Associates have partnered with school districts and educational organizations to chart a course for the future. The foundation of HYA is the expertise and quality of the firm's national network of Associates. HYA has more than 100 Associates across the United States with various areas of expertise. Associates assigned to projects are a close match for the needs of the District.

RESEARCH EXPERTISE AND FIELD EXPERIENCE

HYA Associates are education leaders with decades of service in K-12 public schools and universities. Many Associates⁴³ are current or former public school superintendents, board members, and college professors who understand the unique challenges of working collaboratively with stakeholders to align the District's work to create significant improvements in student outcomes. As experienced educators and researchers, HYA Associates understand effective practices and trends, including college and career readiness strategies, equity, effective technology integration, personalized learning, and social-emotional wellness.

CUSTOMIZATION

No one customizes the strategic planning process to the extent we do or is as agile as our team in meeting the needs of Districts. For example, the prompts for focus groups and forums are created based on what we learn from individual interviews. In addition, up to ten custom questions can be added to the online survey, and we provide specialized training for strategic planning teams.

RESPONSIVENESS

Our references will attest that the Superintendent and District staff phone calls are picked up or returned immediately. Emails are returned in a matter of hours, and questions are answered in detail. Our team works for you and with you and is available 24/7 throughout the strategic planning process.

COMMUNICATION TOOLKIT

Effective communication with internal and external stakeholders is essential to the Strategic Planning process. HYA provides a written communication Toolkit and ongoing consultation to develop an inclusive process that results in a shared vision for the future. The Toolkit includes sample press releases, community engagement invitations, social media and website announcement templates, and other best-practice ideas to keep the community engaged in and informed of the process.

Our technical proposal, which follows, was written based on the unique needs of the Nye County School District.

Sincerely,

Laurie Kimbrel, Ed.D.

Chief Associate for the Strategic Planning Collaborative, Hazard, Young, Attea & Associates

lauriekimbrel@hyasearch.com

Cell: 415.578.8296



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Schaumburg, IL 60173
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Fax: 847.318.6751

For 35 years, Hazard, Young, Attea, and Associates have partnered with school districts to chart a course for the future. The foundation of HYA is the expertise and quality of the firm's national network of associates who bring extensive experience and broad educational backgrounds to our practice.

Additionally, HYA has professionally staffed offices, technological infrastructure, and full-time employed staff; thus, HYA is capable of delivering solutions for each Phase of strategic planning, including analytics that are an essential component for monitoring the degree to which the school district is executing action plans and measuring the progress toward the strategic goals.

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Project associates will be determined through a collaborative process with the Superintendent. Associates will be agreed upon prior to entering into a letter of agreement. HYA currently has over 100 associates nationwide, which allows us to choose associates who are a close fit for each project.

Each strategic plan is supported by the Lead Associate for HYA Strategic Design Collaborative to ensure that all details are addressed and the final plan aligns with current research and best practice.

DESCRIPTION OF EXPERIENCE

Hazard, Young, Attea & Associates have facilitated the development of hundreds of strategic plans throughout our 35-year history. The list below includes plans currently being implemented or under development.

District	Location	Plan Dates	Students
New Jersey Interstate Athletic Assoc.	Robbinsville Township, NJ	In progress	Statewide Association
Ashland School District	Ashland, MA	In progress	2,849
The Sherman School	Sherman, CT	In progress	250
Barrington Community Unit School District 220	Barrington, IL	In progress	9,100
Palos CCSD 118	Palos Park, IL	In progress	1,994
Derby Public Schools	Derby, KS	In progress	6,800
True North Special Education Cooperative	Highland Park, IL	In progress	37,217
Elmhurst Community Unit School District 205	Elmhurst, IL	2022-2027	8,000
Tri-creek School Corporation	Lowell, IN	2022-2027	3,000
St Charles Community Unit District 303	St. Charles, IL	In progress	12,248
Community Consolidated District 93	Bloomington, IL	2023-2028	3,618
Bensenville School District 2	Bensenville, IL	2022-2027	2,205
Avoca School District 37	Wilmette, IL	2022-2027	726
Regional School District 17	Haddam-Killingworth, CT	2022-2027	2,015
Bloomington School District 13	Bloomington, IL	2021-2026	1,403
Kirkwood School District	Kirkwood, MO	2021-2026	5,760
Rock Island School District	Rock Island, IL	2019-2025	6,300
Elmhurst Community School District 205 – Operational Plan	Elmhurst, IL	2020-2023	8,520
Watchung Hills Regional HSD	Warren, NJ	2020-2025	2,027
Hiawatha CUSD 426	Kirkland, IL	2019-2024	515
Harvey School District 152	Harvey, IL	2020-2025	2,266
Elementary School District 159	Matteson, IL	2019-2023	1,822
School District U-46 Foundation	Elgin, IL	2019-2023	40,400
Asian Human Services/Passages Charter	Chicago, IL	2019-2023	400
Goddard School District	Goddard, IL	2020-2025	5,658
Somonauk CUSD 432	Somonauk, IL	2018-2023	808
Madison Elementary School District #38	Phoenix, AZ	2020-2025	5,672
Laurens County School District 55	Laurens, SC	2018-2023	6,030
Prospect Heights School District 23	Prospect Heights, IL	2018-2023	1,533
Grayslake Community High School District 127	Grayslake, IL	2018-2023	2,970
Hazelwood School District	Florissant, MO	2017-2022	17,428
Downers Grove Grade School District 58	Downers Grove, IL	2018-2023	5,000
Washington Township Public School District	Sewell, NJ	2020-2025	7,202
Niles Elementary School District 71	Niles, IL	2017-2022	550
Flint Community Schools	Flint, MI	2017-2022	4,245
Montgomery Township School District	Skillman, NJ	2017-2022	4,713
Higley Unified School District	Gilbert, AZ	2017-2022	10,508
Deerfield Public Schools District 109	Deerfield, IL	2017-2022	2,897
Pottsgrove School District	Pottstown, PA	2017-2022	3,159
Harvard Community Unit School District 50	Harvard, IL	2017-2022	2,723
Community Consolidated School District 146	Tinley Park, IL	2019-2024	2,400
Fairfax County Public Schools	Fairfax, VA	2019-2024	188,000

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SELECTED REFERENCES

Barrington Community Unit District 220
515 W Main Street, Barrington, IL 60010
9,100 Students
Contact: Dr. Bob Hunt, Superintendent of Schools
rhunt@barrington220.org
847-842-3537

Elmhurst Community Unit School District 220
162 S. York Street, Elmhurst, IL 60126
8,000 Students
Contact: Dr. Keisha Campbell, Superintendent of Schools
kcampbell@elmhurst205.org
630-834-4530

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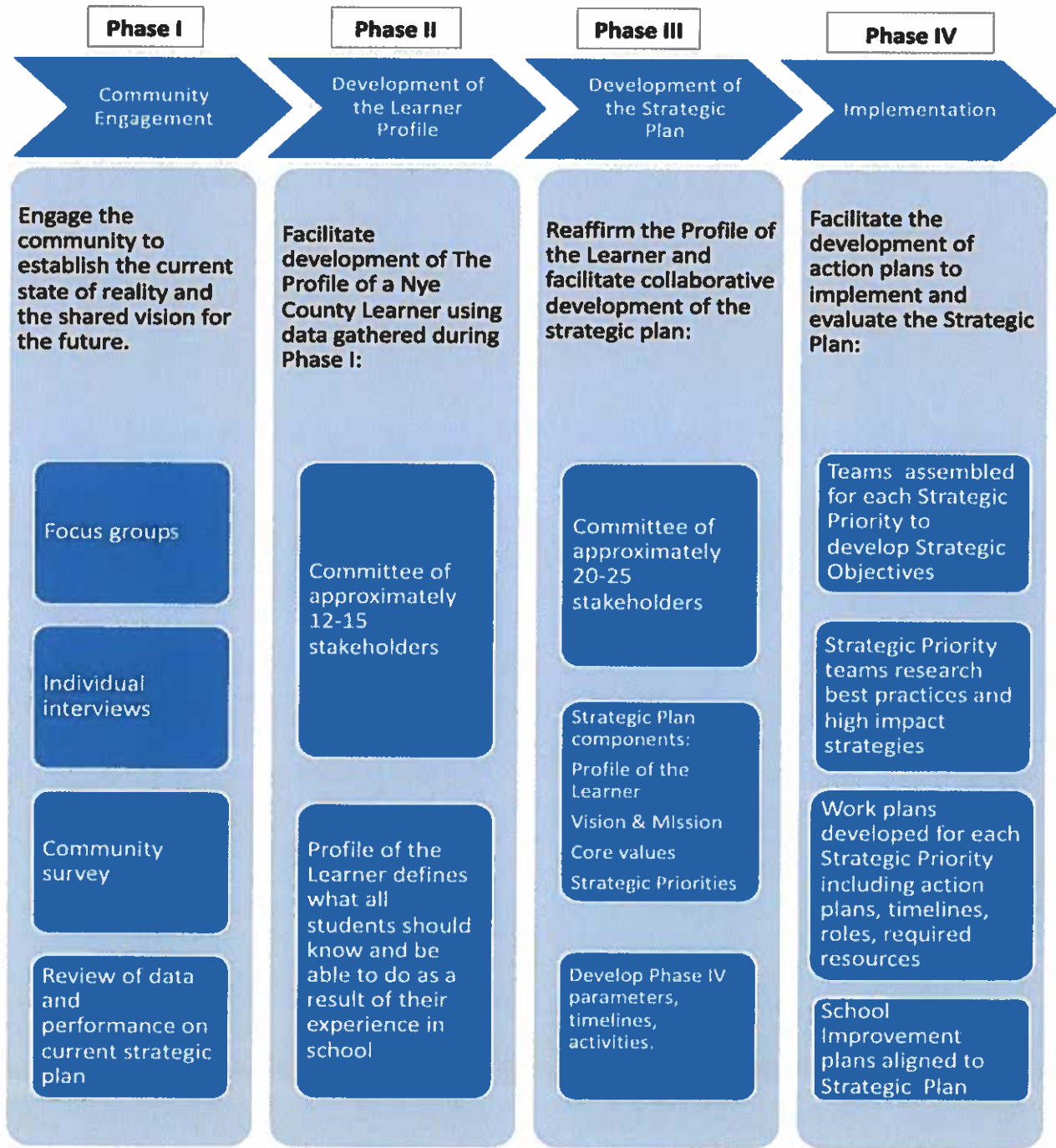
Community Consolidated School District 93
230 Covington Drive, Bloomingdale, IL 60108
3,600 students
Contact: Dr. David Hill, Superintendent of Schools
hilld@ccsd93.com
630-539-3000

True North Educational Cooperative 804 (NSSED)
760 Red Oak Lane, Highland Park, IL 60035
Contact: Dr. Kurt Schneider, Superintendent
kschneider@truenorth804.org
847-831-5100 x2279

Regional School District 17
57 Little City Road, Higganum, CT 06441
2,015 Students
Contact: Ms. Suzanne Sack, Board President
s.sack@rsd17.org
917-324-0623
Contact: Dr. Jeff Wihbey, Superintendent of Schools
jwihbey@rsd17.org
860-345-4534 Ext. 1169

PROJECT OVERVIEW: FOUR-PHASE MODEL

The HYA strategic planning model provides a framework for decision-making that builds upon the shared vision and values held by the community. The three concrete phases empower leaders with critical information and strategies to bring decisions into focus.



SCOPE OF SERVICES

PHASE I: ENGAGE THE COMMUNITY

During the Engagement Phase, Associates gather data to create a complete picture of the District's current functioning and desired future. An environmental scan focuses on analyzing performance data, and a wide variety of perception data is gathered.

SERVICES INCLUDED IN PHASE I

1. PLANNING MEETING

At this meeting, HYA Associates convene with the Strategic Planning Committee to discuss and customize the process to the specific needs and requirements of the District. Action steps, timelines, and roles are agreed upon but remain flexible to accommodate any changing conditions as the process progresses. No two strategic planning processes are exactly alike, and HYA has become known for flexibility, responsiveness to Boards and Superintendents, and customization to meet the needs of each unique School District. 48

2. COMMUNITY ENGAGEMENT

Quantitative and qualitative data are gathered to determine the current state of the District and the desired future. Methods of data gathering include:

- Individual interviews with the Superintendent, Leadership Team, and Board (12 total interviews)
- A valid and reliable Community Survey delivered to constituents electronically on a platform fully hosted by HYA. The survey includes four sections: the current state of the District, quality of programming, strategic plan priorities, and equity. In addition, up to ten custom questions can be added to the survey.
- Twenty eight focus groups of up to twenty individuals in each to understand the thoughts and feelings of stakeholder groups. Focus groups will take place at each of the District schools and will include:
 - Parents
 - Students
 - Teachers
 - Support Staff
 - Administrators
 - Community members
 - Other focus groups, as determined in the Planning Meeting

Role of HYA Associates:

- Facilitate, gather, and analyze data from all interviews and focus groups.
- Deliver link for community survey to District personnel.
- Work collaboratively with District personnel to determine methods for distributing the survey link.
- Provide progress reports at specified times regarding stakeholder survey completion rates.
- Analyze survey data.
- Provide a written communication guide that includes draft focus group invitation letters, press releases, and other communication templates.
- Collaborate with District personnel to develop communication plans to ensure stakeholder groups' proportional representation and input.

Role of District Personnel:

- Identify and invite focus group participants.
- Provide location and logistics for focus groups.
- Identify and introduce interviewees to HYA Associates.
- Distribute the link to the community survey through email, social media, websites, automated text messaging, and community organizations.

3. ENVIRONMENTAL SCAN

HYA Associates will review pertinent data and programs, including student outcomes data, program offerings, evaluations, and budgets, including but not limited to:

- Academic performance trends among student groups and schools
- Student behavior, discipline, emotional wellness, and attendance
- Staffing patterns and trends for teaching, leadership, and support staff
- Performance on the previous strategic plan

4. BOARD OF TRUSTEES UPDATES

The HYA Associate assigned to this project will attend two meetings of the Board of Trustees during Phase I:⁴⁹

- Near the beginning of Phase I, the Associate will attend a meeting of the Board of Trustees to provide an overview of the process and to seek input to further customize the process.
- Near the end of Phase I, the Associate will attend a meeting of the Board of Trustees to review the Phase I Community Engagement for Strategic Planning report.

PHASE I DELIVERABLE

Phase I concludes with delivering a written Community Engagement for Strategic Planning Report. HYA Associates have data analysis expertise and synthesize perception data and data gathered from the environmental scan into a cohesive report.

PHASE II: DEVELOPMENT OF THE NYE COUNTY LEARNER PROFILE

During Phase II, the information collected from the Community Engagement Phase will be used to create The Profile of the Nye County Learner.

SERVICES INCLUDED IN PHASE II:

HYA Associates will use proven facilitation techniques to work with a committee of stakeholders to develop an aspirational description of what all students should know and be able to do as a result of their experience in Nye County schools.

1. REVIEW OF DATA COLLECTED IN PHASE I WITH COMMITTEE

The Community Engagement Report, which includes data collected in Phase I, will be reviewed and discussed.

2. DEVELOPMENT OF THE LEARNER PROFILE

HYA Associates will facilitate the collaborative development of the Learner Profile with the committee. The process will be iterative, and drafts will be created, reviewed, and revised. Learner profiles typically include

statements regarding academic achievement, social-emotional functioning, 21st-century skills, and skills students need to succeed in college, career, and life.

3. BOARD OF TRUSTEES UPDATE

Near the end of Phase II, an HYA Associate will present a process update and draft of the Learner Profile to the Board of Trustees in order to seek input prior to the finalization of the Learner Profile.

PHASE II DELIVERABLES

- Nye County Learner Profile as written statements in a near-final draft form for final review in Phase III.
- A professional Graphic Designer will complete the graphic depiction of the Learner Profile after approval in Phase III.

PHASE III: FOCUS AND PLAN FOR THE FUTURE

Once the Learner Profile has been developed, it will become the centerpiece of the entire Strategic Planning Process. During this Phase, HYA Associates will facilitate the development of Strategic Plan components with the Planning Committee.

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SERVICES INCLUDED IN PHASE II:

1. FINALIZATION LEARNER PROFILE

The Learner Profile developed in Phase II will be reviewed and finalized.

2. DEVELOPMENT OF VISION STATEMENT

A vision statement provides direction and describes the optimal future state of the District as a whole. Without vision, school districts lack direction. If there is no shared destination, everyone in the District is free to imagine their own, resulting in a well-intentioned but unfocused effort. A shared vision allows all stakeholders, from community members to teachers and leaders, to have a common understanding of the District's direction.

3. DEVELOPMENT OF MISSION STATEMENT

A mission statement is a public declaration of how a school district will achieve its vision (Portrait of a Graduate) and, therefore, is developed after a vision statement. A mission is typically a short yet memorable statement focusing on today and what the District does.

4. IDENTIFICATION OF CORE VALUES

Core beliefs or values identify what is most important in a school district and how stakeholders will work together to accomplish their goals. Core beliefs support the vision, shape the culture, and are part of the strategic framework.

5. IDENTIFICATION OF STRATEGIC PRIORITIES

Strategic Priorities are broad, long-term aims that operationalize the vision and mission into general intentions that reflect the District's desired future position. School districts typically identify 3-5 large goal areas that emerge from the Needs Assessment data gathered in Phase I. While student growth is schools' primary purpose, goal areas can also emerge around themes such as student wellness, finance, facilities, equity, community relations, human resources, or leadership development.

6. DEVELOPMENT OF STRATEGIC OBJECTIVES

The strategic objectives are tangible actions necessary to accomplish the strategic goals. Objectives break the goal down into specific, quantifiable steps that allow all stakeholders to clearly understand what will be required to achieve a goal. Depending on the scope of the goal, there may be as many as 8-10 objectives.

7. BOARD OF TRUSTEES UPDATE/INPUT SESSION

The HYA Associate will attend a meeting of the Board of Trustees in order to provide a process update and to seek input on Strategic Plan component drafts.

8. CREATION OF FINAL STRATEGIC PLAN INCLUDING ANNUAL OBJECTIVES FOR THE FIRST YEAR OF THE PLAN

After Board Approval of Strategic Plan language, the final Strategic Plan will be assembled with a professional Graphic Artist to create a hard copy document suitable for printing and distribution throughout the NYE County communities.

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PHASE III DELIVERABLES

- Strategic Plan Final Language to be presented to the School Board for approval including:
 - Learner Profile
 - Mission & Vision
 - Core Values
 - Strategic Priorities (3-5)
 - Strategic Objectives (7-10 per Priority)
- Final Strategic Plan suitable for printing and distribution

Role of the HYA Associate:

- Facilitate strategic planning committee session to review Community Engagement for Strategic Planning Report, which summarizes all information gathered in Phase I.
- Facilitate strategic planning committee sessions to develop a plan to close the gap between current reality and desired future, including Mission, Vision, Core Values, Strategic Priorities, and Strategic Objectives.
- Create the final Strategic Plan for approval.
- Provide support for leaders to communicate the Strategic Plan to stakeholders.
- Provide research to the planning committee to ensure plan alignment with best practices.

Role of District Personnel:

- Share Community Engagement for Strategic Planning Report with stakeholders.
- Participate in sessions to develop strategic plan components.
- Communicate strategic planning progress to stakeholders.
- Schedule approval of final Strategic Plan.

PHASE IV: IMPLEMENT, EVALUATE, & COMMUNICATE

While the benefits of strategic planning are vast, many strategic plans fail to achieve desired outcomes in the implementation phase. A strategic plan that collects dust on a shelf and fails to be integrated throughout the organization will not be successful.

SERVICES IN PHASE III:

1. CREATION OF IMPLEMENTATION PLANS

Implementation plans include strategies, timelines, metrics, responsible parties, and strategic indicators. Implementation plans are created by Strategic Design Teams of educators with expertise, skills, and interest in the goal area. While strategic goals and objectives remain stable throughout a plan, implementation plans, including strategies, may be amended or altered depending on data collected during implementation.

2. ALIGNMENT OF SCHOOL IMPROVEMENT PLANS TO STRATEGIC PLAN

Strategic plans are ultimately implemented at the school level with teachers in classrooms with students. Each school is different, and implementing the Strategic Plan requires different approaches and strategies at different schools. The HYA associate will work with principals and school teams to develop or align existing school improvement plans with the Strategic Plan.

3. STRATEGIC DASHBOARD

A strategic dashboard is a powerful tool for Superintendents and Boards of Education to tell their District's story and track strategic indicators and priorities at the aggregate level. The strategic Dashboard provides an infrastructure for school districts to build their school report card at the local level against a local definition of quality. It provides a framework for the Superintendent to align communication, define school quality, and evaluate the impact of school improvement initiatives on student, financial, and other system outcomes. HYA Associates will facilitate the Dashboard development with District personnel.

Role of the HYA Associates:

- Facilitation of workshops with educator teams to develop District Strategic Workplans
- Facilitation of workshops to align school improvement plans with the strategic plan
- Delivery of Strategic Dashboard.
- Training session for District personnel in use and upkeep of Strategic Dashboard.
- Support to Superintendent to deliver implementation plan update to Board of Trustees

Role of District Personnel:

- Assemble Strategic Goal design teams as identified in Phase II to develop implementation plans.
- Participation in workshops.
- Update to Board of Trustees.

PROPOSED TIMELINE

The timeline below is a draft and can be amended to meet the needs of the Superintendent, Board, and District.

PHASE	ACTIVITY	Aug '22	Sept '22	Oct '22	Nov '22	Dec '22	Jan '23	Feb '23	Mar '23	Apr '23
Preplanning	Meet with Superintendent to review scope									
	Introduction to Superintendent's Cabinet									
Phase I: Community Engagement	Kick Off meeting with School Board									
	Data Collection:									
	Interviews									
	Focus Groups									
	Community Survey									
	Performance on current Strat. Plan									
	Data Analysis									
	Delivery of Needs Assessment Report									
Phase II: Learner Profile Development	Work Session: Needs Assessment Report									
	Work Sessions: Learner Profile development									
	Create graphic depiction									
	Progress report to School Board									
Phase III: Strategic Plan Development	Work Sessions:									
	Affirm Learner Profile									
	Vision/Mission									
	Core Values									
	Strategic Priorities (3-5)									
	Strategic Objectives									
	Board Approval of Strategic Plan									
Phase IV: Implementation	Delivery of Strategic Dashboard									
	Delivery of workplan templates									

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PRICING STRUCTURE

In consideration for Services, the District will pay Hazard, Young, Attea, and Associates the Consulting Fee to facilitate the strategic planning process in the amount of \$60,900. This fee includes all project elements described in this proposal, including meeting preparation, facilitation, document preparation, and the Strategic Dashboard subscription for one year (beginning at the start of Phase III). The District will reimburse associate travel to the District and between schools, not to exceed \$15,000.

Pre-planning & Phase I:

- Introduction & planning phone call or virtual meeting with Superintendent and Cabinet.
- Facilitation of Kick-Off/Planning meeting with the Strategic Plan Committee, including providing agenda and meeting notes.
- Twelve interviews with Trustee, Superintendent, and selected cabinet members to collect perception data.
- Twenty-eight focus groups to collect perception data. Community engagement sessions are defined as interviews and focus groups. All focus groups will be held in person. Interviews will be conducted via phone or virtual meetings.
- Community survey fully hosted on HYA server. The survey will be distributed electronically by the District. Up to ten (10) custom questions can be added to the survey.
- Review of District performance data and progress towards current Strategic Plan. The District will provide all data.
- Complete analysis of all data collected during Phase I.
- Preparation of Community Engagement Report, including data collected during Phase I.
- Presentation of Community Engagement Report to Superintendent's Cabinet before presentation to the Strategic Plan Committee.
- Attendance and presentation at two Board of Trustee meetings.

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Phase II:

- Facilitate two work sessions (a total of eight hours) with the committee to create and refine drafts of the Learner Profile. These meetings will be held in person in the District.
- All meeting preparation and follow-up, including agendas and notes.
- Graphic depiction of the Learner Profile completed by a professional graphic designer. The Superintendent will have one meeting with the designer to discuss style choices. The designer will produce a draft and the Superintendent will provide feedback on that draft so that a final draft can be created.
- Attendance and presentation at one Board of Trustees meeting.

Phase III:

- Facilitate Work Sessions (total of 16 hours) with the Strategic Plan Committee to reaffirm the Learner Profile and create the Strategic Plan components, including Vision, Mission, Core Values, Strategic Priorities, and Strategic Objectives. These meetings will be held in person in the District.
- All meeting preparation and follow-up, including agendas and notes.
- Attendance at one Board of Trustee meeting to present progress and to gather feedback on draft plan.
- Review of Strategic Plan final draft with Superintendent and Cabinet before School Board Approval.
- Support for Superintendent to present the final Strategic Plan to School Board for approval.

- Creation of final Strategic Plan by a graphic designer. The designer will produce a draft and the Superintendent will provide feedback on that draft so that a final draft can be created.

Phase IV:

- Support for the full development of implementation plans. HYA associates will facilitate four half-day or two full-day Strategic Design Team sessions to create and finalize implementation plans for each strategic goal. These sessions will focus on creating actionable, measurable plans that impact equitable student outcomes. Facilitation provided by HYA associates allows leaders to fully participate in implementation plan creation as team members.
- Facilitation of one six hour session to support building principals and educator teams to align school improvement plans with the district plan. HYA Associates will facilitate a half-day meeting to train District staff to populate and use the Dashboard effectively.
- Delivery of Strategic Dashboard. (The first year of the dashboard subscription is included in this proposal, the annual fee beginning in the second year of plan implementation is \$10,000).
- Facilitation for support and training for Strategic Dashboard use.
- Quarterly check-in from Lead Associate during the first year of implementation.

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The consulting fee will be due in three installments:

- 50% will be invoiced upon execution of the contract/agreement
- 25% will be invoiced upon presentation of the *Community Engagement for Strategic Planning Report*
- 25% will be invoiced upon completion of the strategic plan

Additional on-site visits beyond what is specified in each Phase will be billed at \$2,500 per consultant per day (e.g., additional focus groups and additional working days with the Board).

The Strategic Planning Surveys are available in English and Spanish and can be translated into additional languages at \$415 per language.

Printing and Postage; HYA is a green corporation whereby all documents related to strategic planning will be provided via a secure electronic portal hosted on the HYA website. If the School Committee wishes to have hard copies, the District will be billed for expenses to cover the costs associated with printing, binding, and shipping all materials.



STRATEGIC DASHBOARDS

How strategic dashboards can shape powerful narratives that redefine student success, engage stakeholders, and support strategic leadership



ECRA Group
Education | Consulting | Research | Analytics

White Paper 2019

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Introduction

The ECRA Strategic Dashboard is a complimentary tool that encourages district leaders to think differently about student success and school quality. Strategic dashboards enable superintendents to focus on a manageable number of strategic indicators that redefine student success, align superintendents and boards of education, and shape powerful narratives that drive evidence-based culture and brand equity.

This document discusses strategies that district leaders can use to reshape the narrative surrounding their schools. Insights regarding strategic leadership and its relationship to evidence-based practice are addressed and practical approaches are offered to help superintendents effectively tell a more compelling story of student success and school quality. Strategic dashboards allow school districts to be

more creative and scientific with regards to indicators. Schools are no longer confined to metrics that derive from state-mandated data. Schools can now leverage any local data available to define more meaningful metrics that best measure the outcomes that are most important to their communities.

The guidance offered in this text will help district leaders understand the value and role of data as they strategically lead the district toward the values of the communities they serve. Strategic dashboards provide the mechanism and infrastructure to align community values, board policy, and administrative priorities to maximize return on investment and, most importantly, to ensure all students reach their full potential.

KNOW YOUR NUMBERS

Marcus Lemonis, well-known business executive and venture capitalist, often speaks of the importance of knowing your organization's numbers.

The idea that "If you don't know your numbers, you don't know your business," is as important to school districts as it is to businesses. Strategic dashboards provide a manageable set of metrics that the Superintendent of schools should know and speak of regularly. Repeatedly focusing on communicating strategic indicators reinforces organizational values and provides ongoing accountability that will move the needle in the direction of the district's vision.

Addressing measurement from the perspective of the chief executive and governing board is important because evidence-based culture starts at the top. Pick your cliché: "You are what you measure," "What is measured is what gets done." The data and information leaders share and talk about has a profound impact on what employees and communities deem important. How we internalize information shapes our thinking and ultimately our futures.

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The first step toward telling your district's story is committing to measuring what matters and to knowing your numbers. Measuring what matters is about measuring progress toward the future you are trying to create by focusing on outcomes that align to your vision of student success and re-enforce organizational values and culture.

"If you don't know your numbers, you don't know your business."

-Marcus Lemonis

DEFINE SUCCESS

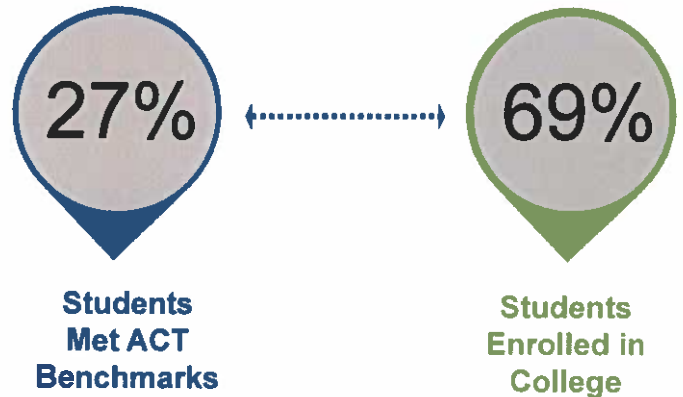
School quality and student success are a matter of definition. For years, federal policy has defined student success and school quality exclusively in terms of student performance on assessments.

The national environment is changing to reflect "whole-child" narratives that insist students are more than test scores. The Every Student Succeeds ACT (ESSA) is shaping a broader definition of student success and providing more flexibility to states. As a result, school systems are reframing their criteria for success to align closer to values of the communities they serve.

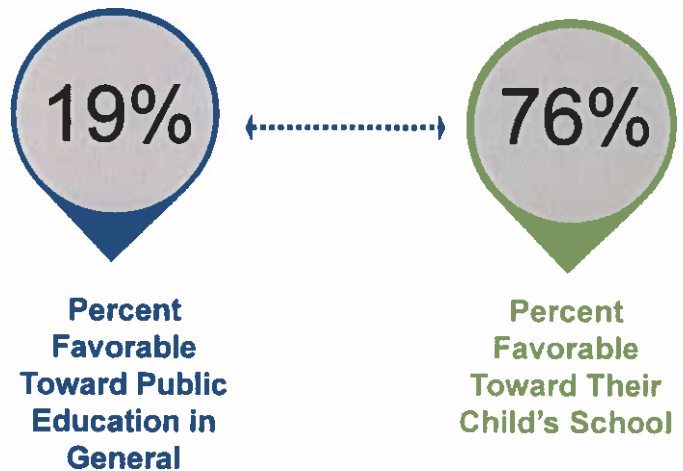
The narratives related to expanded definitions of student success and local autonomy are fueled by national statistics. For example, there is a vast disconnect between the rates at which students are deemed college ready through assessments versus the rates at which students are actually attending college and being successful. This readiness gap creates an opportunity to tell a different and more local story.

National statistics also support the "keep it local" argument. National research from Gallup has documented the disconnect between attitudes toward public education nationally versus attitudes locally. For example, if one were to ask a community member to comment on the quality of public education in general, one will likely receive an unfavorable sentiment. However, if one were to ask the same person about the quality of their local school district, one is likely to receive much more positive sentiments.

The takeaway is superintendents need to keep the narrative local by measuring and communicating what matters to their communities. Strategic dashboards help school districts tell their story in a way that resonates with their communities.



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TELL YOUR STORY

Great stories masterfully share details, and for school districts, the details are in the data. Successfully implementing evidence-based practices requires a focused approach to measurement. School districts capture large quantities of data, so finding the story between the lines will help shape a more meaningful narrative.

Great marketing leverages storytelling as a message delivery strategy. Storytelling is a fundamental human experience that reveals emotions and unites people, establishing stronger and deeper connections. The ability to articulate and substantiate a compelling vision ultimately speaks to the return on investment that local schools provide to the communities they serve.

So how do you tell your school district's story? Start by thinking about what your schools and communities value. Review your strategic plans to uncover the single overriding message that it sends. Then create a clear and compelling vision for student success that aligns to said values.

As you tell the story of your school district, it is important to provide details in the form of data. Details are how stories come alive and resonate with readers. The details of your story are your strategic indicators. Therefore, measuring what matters to your community is critical to crafting your narrative.



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DO YOU HAVE A MANTRA?

Do you have a mantra? How many of your employees could articulate it? What proportion of your extended community is aware of your direction?

Consider a few examples:

- “Think Different” - Apple
- “Make People Happy” - Disney
- “Just do it” - Nike
- “Redefining Ready” - Township High School District 214 and AASA

These simple mantras embolden organizational values and ultimately explain what the organization measures and why.

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MEASURE WHAT MATTERS



The volume of available data can seem overwhelming, making it difficult to decide where to focus. But what truly matters? What matters is what your community values. You are what you measure.

Consider the adage:

"Not everything that can be counted counts, and not everything that counts can be counted."

As you think about establishing strategic indicators, you will identify data that would be easy to include as part of your strategic indicators. Take pause. Do not establish strategic indicators merely because they are available and convenient. Beware of the trap of reporting what is easy to report.

You will also identify indicators that you believe matter, that may not be able to be reduced to a number. These are qualitative indicators. It is important to find creative ways to include these qualitative items.


Before adopting any strategic indicators, challenge yourself to answer the questions:

- Does it matter to my community?
- Does it count?

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“Not everything that can be counted counts, and not everything that counts can be counted”

-William Bruce Cameron



One can turn to industries outside of education to think about what makes a great strategic indicator.

AIRLINES

The airline industry for years has monitored a simple but very strategic metric: Percentage of on-time arrivals. Percentage of on-time arrivals is strategic in that it closely aligns to the mission of airlines. That is, to transport people from one location to another in a safe and predictable manner. The percentage of on-time arrivals speaks volumes as to whether an airline is accomplishing its mission. It is also closely tied to stakeholder values.

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HEALTHCARE

The healthcare industry often uses readmission rates as a strategic indicator. This indicator is strategic in that rates at which patients return to a hospital after an encounter has shown to be closely related to quality of care and patient safety. It even affects a hospital's reimbursement rates. It is also tied to stakeholder values as healthcare providers and patients value health and do not want patients returning to the hospital.

HOSPITALITY

The hospitality industry uses revenue per available room (RevPAR) as a strategic indicator. RevPAR is another great example of a strategic indicator because it captures a hotels' ability to fill available rooms at an average rate.

KEEP IT STRATEGIC

As you begin identifying strategic indicators for your district, it is important to keep strategic indicators and benchmarks focused on long-term goals, not short-term process improvements.

Strategic Indicators and Benchmarks

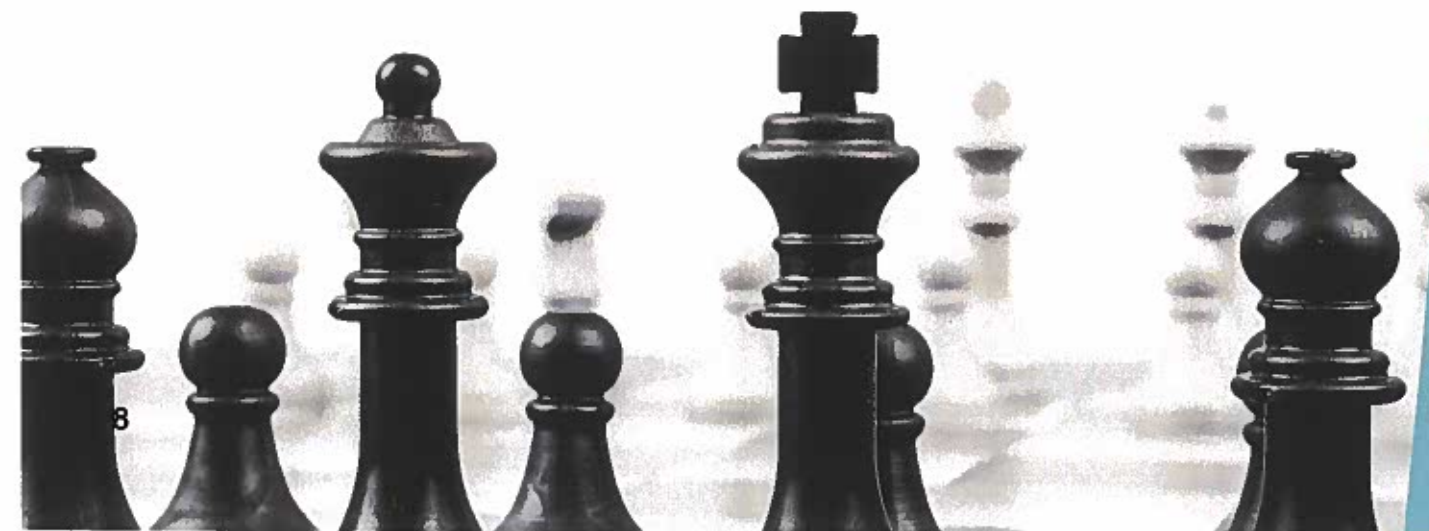
Strategic Indicators answer the question: "If our strategic plan is working as intended, what observable data elements would we expect to change in the direction of the vision." Strategic Indicators should be high level metrics aligned to broad strategic goals but should not be tied to any specific strategies or actions. This is in stark contrast to operational/implementation metrics, which are often tied directly to a specific action.

The definition of a benchmark can vary, but usually reflects one of three definitions: a desired target; a normative reference; or a baseline value.

- A **desired target** sets the benchmark to the desired future value for the strategic indicator. For example, if a finance strategic indicator to maintain a balanced budget reads "Revenue to Expense Ratio," then the desired target would be 1.0.
- A **normative reference** sets the benchmark to an external comparison value. For example, a normative reference for the strategic indicator "Percentage of Students that Meet or Exceed State Standards" could be the average value of peer districts, the county, or the state.
- A **baseline value** sets the benchmark to the value at a specific point in time. For example, a baseline value for the strategic indicator "Percentage of parents that rate the quality of education as Excellent" could be the district value for the 2018-2019 school year, the year the district first began measuring stakeholder perceptions.

Actions and Implementation Metrics

Actions and implementation metrics should not be used as strategic indicators. Implementation metrics answer the question "Are we doing what we said we were going to do?" The distinction between strategic indicators and implementation metrics is that implementation metrics refer to processes, not outcomes. For example, an implementation plan may have a tactic or action that reads: "Send monthly e-newsletter to all parents" or "Implement the new math curriculum." The implementation metric for these examples may be as simple as the degree to which the task was completed. Since neither example is a system level outcome, it should not be a strategic indicator but rather an implementation metric.



WHERE TO BEGIN

Below are sample strategic indicators pertaining to student success, learning environment, and finance and operations. Use these examples as a way to create dialogue among stakeholders as to what the district should measure and why. Providing examples of indicators will make discussions more efficient.

Student Success

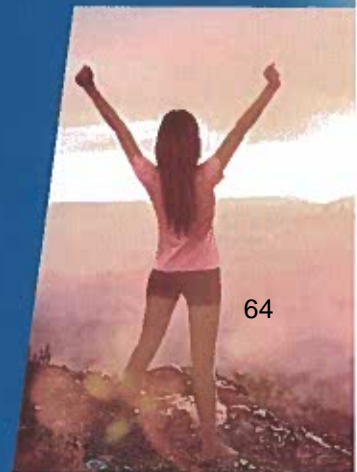
- **Student Growth: Percentage of students meeting or exceeding their personal growth expectations.**
This indicator captures how students are progressing relative to peers.
- **Access to Advanced Programming: Percentage of students receiving above grade level instruction.**
This indicator captures the degree to which the school district is providing advanced learning opportunities.
- **Co-curricular Involvement: Percentage of students participating in at least one activity**
This indicator captures the degree to which the school district is engaging students beyond the classroom.

Learning Environment

- **Teacher Attendance: Percentage of teachers missing three or fewer days**
This indicator captures the engagement level of teachers.
- **Student Safety: Percentage of students feeling safe**
This indicator captures the frequency of safety-related events.
- **Parent Perception of Quality: Percentage of satisfied parents**
This indicator captures how well the district is meeting the needs of parents.

Finance and Operations

- **Financial Adequacy: Percentage toward adequacy target**
This indicator captures the degree to which a school district has adequate resources to deliver a high-quality education.
- **Education Expenditures: Percentage of expenditures on instruction**
This indicator captures the degree to which resources are directed toward student learning.
- **Debt Coverage Ratio: Net operating surplus divided by debt service**
This indicator captures the debt capacity of a school district and how much they can afford to borrow.




FINAL THOUGHTS

Telling your district's story via a strategic dashboard provides a tremendous opportunity for district leaders to engage their communities in productive dialogue related to the outcomes that matter. While most school districts engage stakeholders through visioning or other strategic planning processes, few engage communities around tangible student and system level outcomes. By following guidance shared in this document, districts can begin their journey toward crafting an inspiring narrative that motivates all stakeholders to help their district ensure that all students reach their full potential.

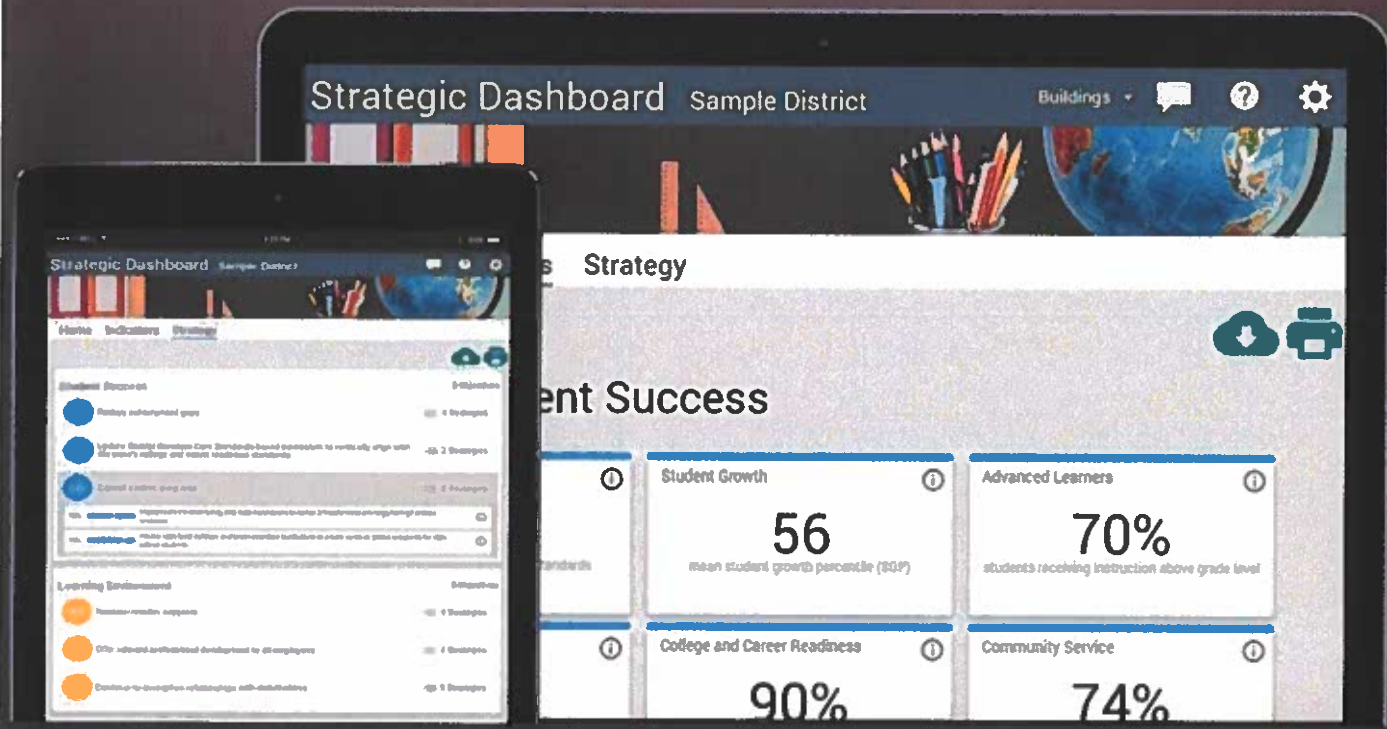
The foundation of evidence-based practice is aligning the work of the school system to a set of strategic indicators used to measure impact and govern progress. A strategic dashboard provides a data infrastructure needed to operationalize your vision. However, the most important work in shaping a more meaningful definition of student success and school quality is a commitment from all levels of the organization to measure what matters. A sustained focus on a manageable set of strategic indicators will provide clarity to all stakeholders.

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“The Strategic Dashboard simultaneously communicates our priorities and progress and presents a more well-rounded picture of our district.”

**-Rich Schmitt, Superintendent,
Sandwich CUSD #430**



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GETTING STARTED

To get started and to obtain the ECRA strategic dashboard for your school district, visit www.ecragroup.com and request your dashboard.

<https://ecragroup.com/strategic-dashboard>
Access resources, tutorials, and indicator lists.



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