

Board of Education Study Session
Monday, September 9, 2024 5:30 PM

District Office
410 South St
Seward, NE 68434

Agenda

1. Preliminary Procedures
 - 1.1. Call meeting to order & announce Open Meetings Act is Posted
 - 1.2. Public Notice as publicized per board policy
 - 1.3. Roll Call
 - 1.3.1. Action to excuse board members if necessary
 - 1.4. Approval of Agenda
2. Public Forum: (The Board President reserves the right to place time limits on individuals and topics.)
 - 2.1. Public Forum on Agenda Items: This is your opportunity to speak to items on the agenda. If you are not a part of the presentation of the agenda item you need to speak now. Thank you for your participation.
 - 2.2. Public Forum on Any Topic: This is your opportunity to speak to any topic concerning the school district. Since it is not an agenda item the board cannot discuss or take action at this time on the matter. Future discussion can be requested as an agenda item. Thank you for your participation.
3. Discussion Items
 - 3.1. Emergency Operation Plan
 - 3.2. Strategic Plan- Review Strategy 5
 - 3.3. High School Water Wells
4. Adjournment

**NOTICE OF SEWARD PUBLIC SCHOOLS STUDY SESSION AND
REGULAR BOARD MEETING INCLUDING VOTE TO INCREASE
BASE GROWTH PERCENTAGE USED TO DETERMINE
PROPERTY TAX REQUEST AUTHORITY**

The study session of the Seward Board of Education will begin at 5:30 pm at the Seward District Office located at 410 South Street. The regular board meeting of the Seward board of education will commence immediately upon adjournment of the preceding tax request hearing, or at 7:00 p.m., whichever is later. Among other topics to be discussed, pursuant to NEB. REV. STAT. § 79-3405, the Board will vote on whether to increase the school district's base growth percentage by up to 6 %. A copy of the agenda, kept continuously current, is available for public inspection in the superintendent's office during normal business hours. The agenda can also be viewed at <https://www.sewardpublicschools.org/>.

2024-2029 Seward Public Schools Strategic Plan



2024-2029 Strategic Planning Team

Parents

Greg Butcher
Megan Kahler
Briianne Imig
Megan Pekarek
Krista Burhoop
Megan Boggs
Jon and Jill Eberspacher
Bill Evans
Shannon Meyer
Leslie Leibhart
Megan Steckler

Students

Avery Rodocker
Cardin Goracke

Classified Staff

Tina Ratkovec
Laurie Morse
Carmen Johnson
Adam Dowling

Teachers

Beth Bohuslavsky
Amanda St. Louis
Sara Hinrichs
Sarah Rodocker
Tyson Horn
Ross Briggs
Noelle Baker
Jarren Zimmerman
Laura Goracke
Jessica Schreiner
Kelly Stelling
Jon Marroquin

School Board

Ryne Seaman
Paul Duer
Jill Hochstein
Danielle Shipley
Shawn Svoboda
Dr. Matt Hastings

Administrators

Dr. Josh Fields
Kirk Gotttschalk
Jessica Dominy
Scott Axt
Dr. Matt Dominy
Dr. Shannon Hall-Schmeckpeper
Rich Eber

Internal Facilitators

Beth Seegebarth
Erin Collings

***The contributions of this team cannot be understated. Thank you for your generosity of time, ideas, advocacy and your support of Seward Public Schools, as these ideas become reality, may you see this as part of your legacy.

Beliefs-*An expression of fundamental values, ethical code, overriding convictions, inviolable principles.*

- We believe in providing a physically safe and secure environment.
- We believe that a partnership of families, schools, and community can prepare all students to achieve success academically and beyond.
- We believe in supporting and continually expanding the knowledge and skills of our staff.
- We believe in the value and impact educators have on student achievement.
- We believe intentionally preparing students to be problem solvers and critical thinkers will meet the demands of an ever-changing global society.
- We believe a positive culture is strengthened by relationships and prioritizing the mental health of staff and students.
- We believe in the value of inclusion, equity, and diversity.

Parameters-*Boundaries within which the school will accomplish its mission; self-imposed limitations.*

- We will make decisions in the best interests of the whole student by providing the support needed to thrive academically, mentally, emotionally, physically, and socially.
- We will provide a safe, healthy, and secure learning environment.
- We will recruit, hire, support, develop, and retain quality staff.
- We will employ research-based instructional methodology.
- We will responsibly manage our resources.
- We will have consistent processes and systems in place to guide data-informed decisions.
- We will have high expectations for each student and staff member.
- We will promote inclusion, equity, and diversity.

Mission-*Highest aspiration and purpose of the school: a declaration of the unique identity to which the school aspires, its specific purpose, and the means by which it will achieve its purpose.*

Seward Public Schools - a district rooted in excellence - in cooperation with family and community members is committed to the development of the whole student and affirms that all students will have the skills to become productive, resilient, and contributing members of their community.

Objectives- *An uncompromising commitment to achieve specific, measurable, observable, demonstrable results that exceed its present capability.*

Academics/Instruction

All students have the opportunity to excel academically through a systematic approach that meets their personal needs.

Recruit, Hire, Retain

All students will have access to high-quality staff who foster relationships, are highly trained in their area, and will continue advancing their knowledge and skills.

Facilities

Each student will have access to facilities to ensure excellence in academics and extracurricular activities.

Communication/Culture

Each student will be supported by productive communication and a welcoming and accepting culture.

Mental Health

All students and staff will recognize the importance of mental health.

Strategies-*The means to achieve the mission and the objectives of the organization. Strategies are the “How.” They are major change efforts which will be implemented over several years. They should address mission and objectives as well as the critical issues facing the district.*

1. We will create and implement a multi-tiered system of support that empowers educators to use a data-driven approach to support all students academically.
2. We will develop plans for Pre-K-12 systematic communication in the areas of student achievement, family partnerships, and school culture.
3. All students and staff will have access to mental health supports to develop safe and appropriate coping strategies.
4. We will attract new staff and retain high quality staff by providing the opportunity for collaborative professional development, giving a voice in the decision-making process, and promoting a culture of excellence.
5. We will research, develop, and implement plans to ensure facilities meet the needs of students and staff.

Strategy #1- We will create and implement a multi-tiered system of support that empowers educators to use a data-driven approach to support all students academically.

Strategy#	1	We will create and implement a multi-tiered system of support that empowers educators to use a data-driven approach to support all students academically.			
Action Plan #	1				
Specific Result Statement	We will develop and implement a diamond system to create a multi-tiered process for teaching and learning.				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Create and implement a visual representation (diamond) to identify and describe our MTSS process.	MTSS Leadership and Action Teams	24-25		
2	Provide professional development to increase understanding of the MTSS diamond (Tier I, II, III, interventions, data points, progress monitor, etc.).	MTSS Building Leadership	24-25		
3	Provide professional development time for vertical integration between buildings. (Ensure alignment of Elementary, Middle, and High School plans.)	MTSS Leadership	24-25		
4	Develop a flow chart with descriptions to communicate the processes within the MTSS diamond.	MTSS Building Leadership	24-25		
5	Implement the processes consistently throughout the district. (decision rules, exit/entry, etc.)	MTSS Building Leadership	24-25		
6	Develop a quarterly progress report for intervention students to communicate with parents and classroom teachers on progress through the MTSS process.	MTSS Building Leadership	24-25		
7	Explore grading parameters with special education IEP goals through MTSS. Standards - are they modified or are accommodations provided?	MTSS Building Leadership and SPED	25-26		
8	Evaluate: A visual representation of MTSS and a flow chart is created. Stakeholder survey on their understanding of the MTSS process.				

Director of Curriculum

Position Responsible for Action Plan:

Strategy#	1	We will create and implement a multi-tiered system of support that empowers educators to use a data-driven approach to support all students academically.			
Action Plan #	2				
Specific Result Statement	We will research, develop, and implement processes to identify high-ability students and provide quality instruction.				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Examine current practices utilized in our district for students who need to be challenged.	HAL/M TSS action Teams	27-28		
2	Research current systems used for high-ability learner instruction outside of our district.	HAL/M TSS Action Teams	27-28		
3	Implement and/or revise a data-driven system for HAL identification and continuation within the program; consider individualized plans.	HAL /MTSS Action Teams	27-28		
4	Survey parents of HAL students: What does quality HAL instruction look like to them?	HAL/M TSS Action Teams	27-28		
5	Research and implement systems to provide challenging instruction and programming to high-ability and high achieving students. (HS & MS look at grading scales 7pt vs 10pt vs Bryan Independent HS (Austin, TX) Grading Scale: 90-100 A / 80 -89 B / 70-79 C / Below 70 F	HAL/M TSS Action Teams	27-28		
6	Provide ongoing staff training to ensure the understanding of how to provide enrichment opportunities to students.	HAL/M TSS Action Teams	27-28		
7	Consider the purchasing of resources and allocation of staff that are needed for providing enrichment opportunities to students.	HAL/M TSS Action Teams	27-28		
8	Evaluate: We have a system in place to use data for HAL identification, programming,				

	and enrichment opportunities.				
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Director of Student Services

Position Responsible for Action Plan:

Strategy#	1	We will create and implement a multi-tiered system of support that empowers educators to use a data-driven approach to support all students academically.			
Action Plan #	3				
Specific Result Statement	We will develop and implement plans to close the achievement gap in English Language Arts by providing high-level core instruction.				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Analyze data to determine weaknesses in English language arts skills across all content areas.	ELA/Ins truction Action Teams	25-26		
2	Identify strategies and supports in current and future curriculum programs necessary to increase ELA skills, including the science of reading, and reading across the curriculum.	ELA/Ins truction Action Teams	25-26		
3	Provide professional development to improve and increase consistency when providing Tier 1 (core) instruction in English language arts.	ELA/Ins truction Action Teams	25-26		
4	Consider the purchasing of resources, both material and human, that are needed for increasing ELA skills across all content areas.	ELA/Ins truction Action Teams	25-26		
5	Provide professional development related to literacy in all content areas across all grade levels to address the need for more informational text, vocabulary, background building, etc.	ELA/Ins truction Action Teams	25-26		
6	Monitor Grammar/English scores after implementation of new curriculum; revise and implement systems as necessary to address gaps.	ELA/Ins truction Action Teams	25-26		
7	Create and implement building-wide expectations for reading practice throughout the school day. (close reading, choral reading, etc.).	ELA/Ins truction Action Teams	25-26		
8	Examine writing practices throughout the day to determine effective processes and expectations for students at each level.	ELA/Ins truction Action Teams	25-26		

9	Create an overarching culture of literacy development and consider how we recognize students for literacy achievement.	ELA/Ins truction Action Teams	25-26		
10	Evaluate: Our ELA data shows growth for all students. *Staff has been provided PD through the professional development plan and implementation.				

Director of Curriculum

Position Responsible for Action Plan:

Strategy#	1	We will create and implement a multi-tiered system of support that empowers educators to use a data-driven approach to support all students academically.			
Action Plan #	4				
Specific Result Statement	We will develop and implement plans to provide data-driven Tier 2 and Tier 3 interventions using our system of support.				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Examine current practices in Tier 2 instruction, including progress monitoring and data usage.	MTSS/Inst ruction Action Teams	24-25		
2	Develop and implement Tier 2 interventions with fidelity in reading and math and document these interventions and growth in the Branching Minds System.	MTSS/Inst ruction Action Teams	24-25		
3	Examine the 90-minute block at the high school level and determine opportunities to provide small group instruction during that time period to provide Tier 2 interventions to high school students. Create an instructional format for the block that can be used for current and future educators.	MTSS/Inst ruction Action Teams	24-25		
4	Examine current practices in Tier 3 instruction, including progress monitoring and data usage.	MTSS/Inst ruction Action Teams	24-25		
5	Develop and implement Tier 3 interventions with fidelity in reading and math and document these interventions and growth in the Branching Minds System.	MTSS/Inst ruction Action Teams	24-25		
6	Provide professional development for staff who provide Tier 2 and Tier 3 instructions.	MTSS/Inst ruction Action Teams	24-25		
7	Prepare for the possible increase in the English Learner population within our district by researching best practices and implementing plans to address the changing needs of our district.	MTSS/Inst ruction Action Teams	25-26		
8	Evaluate: Data shows growth for all students in their area(s) of need.				

Director of curriculum

Position Responsible for Action Plan:

Strategy#	1	We will create and implement a multi-tiered system of support that empowers educators to use a data-driven approach to support all students academically.			
Action Plan #	5				
Specific Result Statement	We will revisit and enhance the “science of teaching” to improve teacher instruction and student learning.				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Research and implement content-area based instructional strategies.	Instruction Action Teams	26-27		
2	Revisit our current instructional model and enhance or make adjustments if needed.	Instruction Action Teams	26-27		
3	Ensure all staff understand the common language of our instructional model and update language that may need to be added after the research.	Instruction Action Teams	26-27		
4	Consider new marketing, branding of the instructional model to build our collective understanding, and collective efficacy in using the model.	Instruction Action Teams	26-27		
5	Provide professional development for staff over the “new” practices and strategies of “science of teaching.”	Instruction Action Teams	26-27		
6	In alignment with the Seward Instructional Model, we will create an instructional playbook for each building that identifies core instructional strategies for each instructional area.	Instruction Action Teams	26-27		
7	Emphasize, provide PD, and implement student engagement strategies within the instructional framework to keep all students motivated and engaged in the learning.	Instruction Action Teams	26-27		
8	Create opportunities for teachers to	Instruction	26-27		

	observe their peers teaching.	on Action Teams			
9	Through teacher observations, we will identify themes or areas in which we can focus our district professional development.	Instructi on Action Teams	26-27		
10	Explore/research questioning strategies for students.	Instructi on Action Teams	26-27		
11	We will evaluate this action plan through the use of informal teacher observation.				

Director of Curriculum and Instructional Coach

Position Responsible for Action Plan:

COST-BENEFIT ANALYSIS

(Have you considered opportunity costs?
Does this action plan have sufficient return on investment?)

Strategy #:	1	We will create and implement a multi-tiered system of support that empowers educators to use a data-driven approach to support all students academically.
COSTS		BENEFITS
Tangible:		Tangible:
<ul style="list-style-type: none"> o Cost of professional development o Sub pay for teachers to observe other classrooms o ELA resources that might be needed o Increased funds allocated to HAL 		<ul style="list-style-type: none"> o Increased student learning o Increased student achievement o Able to meet the needs of both struggling students and high achieving students
Intangible:		Intangible:
<ul style="list-style-type: none"> o Time to investigate and implement PD resources o Teachers feeling they already know everything o Increase knowledge of best practices in teaching 		<ul style="list-style-type: none"> o Teachers feeling supported in their craft o Students feeling challenged to meet their individual needs o Common language o Improve staff communication

Strategy #2- We will develop plans for Pre-K- 12 systematic communication in the areas of student achievement, family partnerships, and school culture.

Strategy#	2	We will develop plans for Pre-K-12 systematic communication in the areas of student achievement, family partnerships, and school culture.			
Action Plan #	1				
Specific Result Statement	We will develop interpersonal relationships with students, staff, and the community.				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Develop a system for teaching and applying skills such as effective listening, conflict resolution, self-reflection and emotional regulation, empathy, personal responsibility, and ethical decision-making.	Culture Action Teams	24-25	28-29	
2	Identify and create a pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to and get to know them as individuals, and personal concern for students' problems.	Culture Action Teams	24-25	28-29	
3	Foster mutual respect for individual differences (e.g. gender, race, culture, SPS positions, etc.) at all levels of the school—student-student, adult-student, adult-adult, and overall norms for tolerance.	Culture Action Teams	24-25	28-29	
4	Strengthen relationships with students, staff, and community measured through surveys and feedback.	Culture Action Teams	24-25	28-29	
5	Develop a culture in which all staff (teachers, drivers, paras, non-teacher coaches, kitchen staff, secretaries, custodians) feel valued and supported (heard, raise concerns, ask questions, participate where appropriate).	Culture Action Teams	24-25	28-29	
6	Foster a culture where parents/guardians feel valued by the school system (heard, raise concerns, ask questions, participate).	Culture Action Teams	24-25	28-29	
7	Develop systems in which students are celebrated through multiple ways.	Culture Action Teams	24-25	28-29	
8	Evaluate by surveys and feedback.				

Admin Team

Position Responsible for Action Plan:

Strategy#	2	We will develop plans for Pre-K- 12 systematic communication in the areas of student achievement, family partnerships, and school culture.			
Action Plan #	2				
Specific Result Statement	We will develop a higher level of school connectedness with all stakeholders (students, staff, families, and community members).				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Develop and implement plans for connectedness within the school (student participation rate for activities, supporting activities. Parent attendance/participation with school events, community engagement at meetings, etc.)	Culture Action Teams	24-25	28-29	
2	Explore the possibility of expanding the Seward Public Schools brand.	Culture Action Teams	24-25	28-29	
3	Research and explore best practices regarding parent-teacher conferences, open house, etc	Culture Action Teams	24-25	28-29	
4	Research ways in which we can communicate how school is different now, compared to a parents' experience? The positives of now (Example: Inside View for kindergarten parents).	Culture Action Teams	24-25	28-29	
5	Evaluate current interactions/communication/celebration of our communities that are within the Seward School District.	Culture Action Teams	24-25	28-29	
6	Identify opportunities to expand communication in our communities within the Seward School District.	Culture Action Teams	24-25	28-29	
7	Identify opportunities to celebrate the contributions and the history of the communities in the Seward School District.	Culture Action Teams	24-25	28-29	
8	Increase staff-to- staff communication regarding students - professional conversations - PLC; transitions from class to class, grade to grade, building	Culture Action Teams	24-25	28-29	

	to building.				
9	Research and explore ways to enhance communication between: Staff to staff Staff to parents/guardians Staff to student Student to student	Culture Action Teams	24-25	28-29	
10	Develop ways as district we can communicate the Seward Public Schools Story through digital communication and other stakeholder engagement meetings. (ie, community meetings)	Culture Action Teams	24-25	28-29	
11	Evaluate this action plan through the perception survey - may need to add a question.				

Admin Team

Position Responsible for Action Plan:

Strategy#	2	We will develop plans for Pre-K-12 systematic communication in the areas of student achievement, family partnerships, and school culture.			
Action Plan #	3	Retain			
Specific Result Statement	Research, develop, and implement processes to retain high-quality staff in our destination district.				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Research ways to promote a positive culture and cultivate a staff that sustains it.	Culture Action Teams	24-25	28-29	
2	Provide opportunities through professional development with district-wide vertical meetings.	PD Director	24-25	28-29	
3	Create a Known Survey for all staff with new hires to complete in December of their first year with administrator access and review.	Culture Action Teams	24-25	28-29	
4	Continue and explore more ways for Staff Recognition in our building and district.	Culture Action Teams	24-25	28-29	
5	Organize an event to celebrate staff success and boost morale to build collaborative teams across building levels.	Culture Action Teams	24-25	28-29	
6	Investigate professional development ideas to best serve all staff.	PD Director	24-25	28-29	
7	Explore ways to use PLC's to incorporate gratitude and work on building culture throughout our district with all staff.	Instructional coach	24-25	28-29	
8	Provide time for all staff to grow through different avenues such as learning walks, instructional rounds, attending conferences, coaching, or visiting outside programs.	Instructional coach	24-25	28-29	
9	Research the benefits for employees such as daycare, housing, food, etc.	Superintendent	24-25	28-29	
10	Research and complete "stay" surveys.	Admin Team	24-25	28-29	

11	Evaluate the effectiveness of the plan through exit interviews and by analyzing the number of teachers that leave SPS outside of retirement				
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Position Responsible for Action Plan:

Admin Team

COST-BENEFIT ANALYSIS

Strategy #:	2	We will develop plans for Pre-K- 12 systematic communication in the areas of student achievement, family partnerships, and school culture.
COSTS		BENEFITS
Tangible: <ul style="list-style-type: none"> o SEL curriculum materials o Professional development fees/materials o Digital platforms, marketing to tell our story o Community meeting materials, possible meals, etc. 		Tangible: <ul style="list-style-type: none"> o Higher staff retention o Student engagement will increase as stronger relationships are built o Stronger, more transparent parent communication will occur
Intangible: <ul style="list-style-type: none"> o Time to complete the various action steps o Time to create surveys to evaluate these plans 		Intangible: <ul style="list-style-type: none"> o Better mental health for staff, students, and community members.

(Have you considered opportunity costs?
Does this action plan have sufficient return on investment?)

Strategy #3 All students and staff will have access to mental health supports to develop safe and appropriate coping strategies.

Strategy#	3	All students and staff will have access to mental health supports to develop safe and appropriate coping strategies.			
Action Plan #	1				
Specific Result Statement	We will integrate a systematic approach through MTSS-B to address the mental health needs of our students..				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Investigate current processes and systems in place regarding Mental Health and promote consistency across the district.	Mental Health Action Teams	24-25		
2	Explore and research universal mental health screeners to be utilized at each building.	Mental Health Action Teams	24-25		
3	Research other districts' MTSS-B systems.	Mental Health Action Teams	24-25		
4	Create and implement a visual representation to identify and describe our MTSS-B process.	Mental Health Action Teams	24-25		
5	Provide ongoing staff training to ensure the understanding of the MTSS-B system including possible interventions.	Mental Health Action Teams	24-25		
6	Investigate the effect of performance-level anxiety on students.	Mental Health Action Teams	25-26		
7	Provide resources to staff and students on how to support and alleviate performance anxiety.	Mental Health Action Teams	25-26		
8	Review processes and networks already in place regarding partnerships with private/public mental health agencies. (YAP representatives, school counselors, Wellness 4 All, private community counselors)	Mental Health Action Teams	25-26		

9	Evaluate and increase the communication, including strategic partnerships, concerning availability of community resources to meet the needs of the students and families in our school system.	Mental Health Action Teams	25-26		
10	Consider opportunities to expand relationships with community LMHPs and promote access to all students, staff, and families to receive mental health counseling/support.	Mental Health Action Teams	25-26		
11	Evaluate the effectiveness of the plan by analyzing the results of any given screeners included with the Wellness 4 All program.				

Director of Curriculum

Position Responsible for Action Plan:

Strategy#	3	All students and staff will have access to mental health supports to develop safe and appropriate coping strategies.			
Action Plan #	2				
Specific Result Statement	We will support and prioritize the mental health of all students.				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Evaluate current staff training (classified and certified) and research other trainings to intervene appropriately with student wellness.	Mental Health Action Teams	26-27		
2	Research and develop plans to educate students on the importance of mental health awareness for themselves and others.	Mental Health Action Teams	26-27		
3	Research and develop plans to include a social-emotional learning curriculum to proactively meet the needs of the students PreK-12.	Mental Health Action Teams	26-27		
4	Research and develop strategies that can be utilized throughout a student's life (tools in the toolbox: coping skills, physical health, problem solving peer strategies, addressing bullying.)	Mental Health Action Teams	26-27		
5	Research the impact of social media and digital devices on students and develop/implement plans to address the positive and negative effects.	Mental Health Action Teams	26-27		
6	Evaluate the research on digital devices in schools and implement the findings appropriately.	Mental Health Action Teams	26-27		
7	Evaluate the effectiveness of this plan by using data from SHARP Survey and Wellness 4 All				

Director of Curriculum

Position Responsible for Action Plan:

Strategy#	3	All students and staff will have access to mental health supports to develop safe and appropriate coping strategies.			
Action Plan #	3				
Specific Result Statement	We will integrate a systematic approach to address the mental health needs of our staff.				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Develop a district-wide system of the resources available for staff to support mental health.	Mental Health Action Teams	26-27		
2	Research and develop best practices in supporting mental health for staff.	Mental Health Action Teams	26-27		
3	Foster and promote learning opportunities for staff to continue learning about the importance of their own mental health.	Mental Health Action Teams	26-27		
4	Explore staff activities for planned physical activity events to support mental health. (Consider other growth activities such as art, woodworking, etc.)	Mental Health Action Teams	26-27		
5	Develop mental health work buddies for all employees. (Use Staff Known Survey - Recruit/Hire/Retain)	Mental Health Action Teams	26-27		
6	Research the impact of social media on staff and develop plans to address the positive and negative effects of social media.	Mental Health Action Teams	26-27		

Director of Curriculum

Position Responsible for Action Plan:

COST-BENEFIT ANALYSIS

Strategy #:	3	All students and staff will have access to mental health supports to develop safe and appropriate coping strategies.
COSTS		BENEFITS
<p>Tangible:</p> <ul style="list-style-type: none"> o Costs for MTSS training o Cost for Wellness 4 All o Costs for screeners o Costs for social/emotional curricular materials o Cost for other staff trainings 		<p>Tangible:</p> <ul style="list-style-type: none"> o Consistent understanding of MTSS-B across the district. o Consistent understanding of mental health supports that are available in the school and the community. o Improved mental wellness for staff and students. o Students helping students. Students helping the community.
<p>Intangible:</p> <ul style="list-style-type: none"> o Time involved with training and professional development of appropriate staff. o Compassion fatigue 		<p>Intangible:</p> <ul style="list-style-type: none"> o Positively changing toxic family patterns. o Productive citizens contributing to their community.

(Have you considered opportunity costs?
Does this action plan have sufficient return on investment?)

Strategy #4 We will attract new staff and retain high quality staff by providing the opportunity for collaborative professional development, a voice in the decision-making process, and promoting a culture of excellence.

Strategy#	4	We will attract new staff and retain high-quality staff by providing the opportunity for collaborative professional development, a voice in the decision-making process, and promoting a culture of excellence.			
Action Plan #	1	Recruit			
Specific Result Statement	Research, develop, and implement processes to recruit high-quality applicants to our destination district.				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Explore marketing tools and strategies using district ambassadors to colleges (mock interviews).	Admin Team	24-25	28-29	
2	Create student-produced commercials to recruit staff to our destination district. - teacher interview videos -tell our story (consider professional marketing)	Admin Team	24-25	28-29	
3	Utilize our Educator Rising program to help “grow our own” applicants.	Admin Team	24-25	28-29	
4	Explore and implement our student teacher and practicum student processes. Consider student teacher pay with substitute days attached to the agreement.	Admin Team	24-25	28-29	
5	Investigate acquiring names and contacts of student teachers at area schools and consider direct mailings and technology to inform candidates about SPS.	Admin Team	24-25	28-29	
6	Review and develop the automated application process to best highlight our district.	Admin Team	24-25	28-29	
7	Explore the possibility of having a hiring consortium with other districts.	Admin Team	24-25	28-29	
8	Investigate similar and higher school (Class A) districts’ approach to providing full-time benefits to classified staff.	Admin Team	24-25	28-29	
9	Research the benefits for employees such as daycare, housing, food, etc.	Admin Team	24-25	28-29	
10	Create a professional visual representation of benefits that our district offers (salary, insurance, etc.)	Admin Team	24-25	28-29	
11	Evaluate the plan's effectiveness by the average number of qualified applicants per job posting.				

Admin Team

Position Responsible for Action Plan:

Strategy#	4	We will attract new staff and retain high-quality staff by providing the opportunity for collaborative professional development, a voice in the decision-making process, and promoting a culture of excellence.			
Action Plan #	2	Hire			
Specific Result Statement	Research, develop, and implement processes to hire high-quality staff in our destination district.				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Review and explore different possibilities to the ESU6 New Teacher Orientation (personalized to the hire).	Admin Team	24-25	28-29	
2	Create a personalized training process for new hires that includes all employees.	Admin Team	24-25	28-29	
3	Create and implement district processes to include “swag” and welcoming packages.	Admin Team	24-25	28-29	
4	Research and implement a district-wide hiring process.	Admin Team	24-25	28-29	
5	Explore avenues for a mentor teacher assignment.	Admin Team	24-25	28-29	
6	Develop a mentor or peer process for new teachers. - maybe first semester vs second semester (Investigate a 2-tier system-experience teacher vs. 1st year teacher).	Admin Team	24-25	28-29	
7	Research possible benefits for classified staff (paras, custodians, bus drivers, lunch staff, etc.).	Admin Team	24-25	28-29	
8	Investigate para to teacher pipeline.	Admin Team	24-25	28-29	
9.	Evaluate the effectiveness of the plan				

	through survey data of our new employees (beginning, middle, end).				
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Admin Team

Position Responsible for Action Plan:

COST-BENEFIT ANALYSIS

Strategy #:	4	We will attract new staff and retain high-quality staff by providing the opportunity for collaborative professional development, a voice in the decision-making process, and promoting a culture of excellence.
COSTS		BENEFITS
Tangible:		Tangible:
<ul style="list-style-type: none"> o Money for advertising o Money for District Swag o Possible dollars for staff recognition 		<ul style="list-style-type: none"> o Retain more staff
Intangible:		Intangible:
<ul style="list-style-type: none"> o Paying an ambassador to go to college functions to recruit o Time o hiring consortium with other districts o Providing full-time benefits to classified staff o Giving swag and welcoming package o Providing training for new hires o Celebrate staff moral / boosting culture o Allowing staff to grow through attending conferences, coaching, or visiting outside programs, etc. o the benefits providing employees with daycare, housing, food, etc. 		<ul style="list-style-type: none"> o Recruit high quality staff o Mentors for new teachers o Allowing staff to grow through learning walks, instructional rounds, etc.

(Have you considered opportunity costs?
Does this action plan have sufficient return on investment?)

Strategy #5 We will research, develop and implement plans to ensure facilities meet the needs of students and staff.

Strategy#	5	We will research, develop, and implement plans to ensure facilities meet the needs of students and staff.				
Action Plan #	1					
Specific Result Statement	Explore the possibility of hiring a firm to do a district wide facility study to address the instructional, safety, and athletic facility needs of the district.					
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date	
1	Develop a district needs assessment to evaluate identified needs internally including physical safety needs.	Superintendent	24-25	24-25		
2	Develop a patron survey to help identify the building needs.	Superintendent	24-25	24-25		
3	Develop a timeline for wanting a facility study.	Superintendent	24-25	24-25		
4	Develop a RFP for bids for facility study.	Superintendent	24-25	24-25		
5	Hire firm for facility study.	Superintendent	24-25	24-25		
6	Review facility study and develop next steps based on the facilities study.	Superintendent	24-25	24-25		
7	Board developed next steps and approval of what needs will be addressed within the time frame determined.	Superintendent	24-25	24-25		
9	Evaluate the facilities study and address the needs of our district.					

Board and Superintendent

Position Responsible for Action Plan:

Strategy#	5	We will research, develop, and implement plans to ensure facilities meet the needs of students and staff.			
Action Plan #	2				
Specific Result Statement	Explore the possibility of a bond issue depending upon the results of the facility study.				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Research and explore possibility of bond issue based on results of facility study.	Superintendent	25-26	25-26	
2	Develop a timeline of bond issue if that is the direction of the board of education.	Superintendent	25-26	25-26	
3	Board approval of Bond Issue and dollar amount of bond.	Superintendent	25-26	26-27	
4	Explore the development of a Bond Committee if the board chooses to move forward with bond issue.	Superintendent	25-26	26-27	
5	Develop a plan of action to educate voters through community outreach and feedback from communities.	Superintendent	25-26	26-27	
6	Create a district committee to gather feedback from staff members on the board approved plan for the bond issue.	Superintendent	25-26	26-27	
11	Evaluate the effectiveness of our systems and processes to explore possible building renovations through a bond issue.				

Board and Superintendent

Position Responsible for Action Plan:

Strategy#	5	We will research, develop, and implement plans to ensure facilities meet the needs of students and staff.			
Action Plan #	3				
Specific Result Statement	Develop a comprehensive plan to address maintenance issues district-wide that could utilize the special building fund or QCPUF.				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Research the maintenance needs at each building.	Superintendent	24-25	28-29	
2	Develop a timeline and analyze special building fund resources to develop a plan of action for addressing needs.	Superintendent	24-25	28-29	
3	Consider what maintenance updates can be addressed through QCPUF and the possible idea of utilizing QCPUF to defray costs.	Superintendent	24-25	28-29	
4	Through the developed maintenance plan the board of education will review and approve projects that are needed each year.	Superintendent	24-25	28-29	
5	Evaluate the effectiveness of the maintenance plan.				

Board and Superintendent

Position Responsible for Action Plan:

Strategy#	5	We will research, develop and implement plans to ensure facilities meet the needs of students and staff.			
Action Plan #	4				
Specific Result Statement	Investigate facility projects identified by the district strategic planning team and parent surveys as high need areas using any funding mechanism mentioned in previous plans.				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Research the possibility of partnering with other schools/entities on joint athletic facilities.	Superintendent	25-26	28-29	
2	Evaluate the cost of a multi-sport facility with the capabilities of hosting varsity events.	Superintendent	25-26	28-29	
3	Create and give survey on how parents would feel about a joint facility.	Superintendent	24-25	28-29	
4	Explore the creation of an additional agriculture/FFA shop bay to the north end of the building for animal lab and agricultural activities.	Superintendent	25-26	28-29	
5	Explore the addition or renovation of current spaces to create more specialty office areas for outside counselors, therapists and meeting rooms.	Superintendent	25-26	28-29	
6	Explore renovation of HS life skills classroom to accommodate students with high needs that currently not well served in current setup.	Superintendent	25-26	28-29	
7	Explore renovation of HS science wing to create a more conducive learning environment.	Superintendent	25-26	28-29	
8	Explore the expansion of weight room and sports facilities at the high school.	Superintendent	25-26	28-29	
9	Investigate safety communication tools, such as phones in the classrooms, emergency buttons, lock-down boxes, etc.	Superintendent	25-26	28-29	
10	Evaluate the feasibility of these projects and their alignment with the master facilities plan.				

Board and Superintendent

Position Responsible for Action Plan:

COST-BENEFIT ANALYSIS

Strategy #:	5	We will research, develop, and implement plans to ensure facilities meet the needs of students and staff.
COSTS		BENEFITS
<p>Tangible:</p> <ul style="list-style-type: none"> o Any facility update/addition o Hiring outside firms o Research 		<p>Tangible:</p> <ul style="list-style-type: none"> o Updated or new facilities o Attracting families and staff o Increased participation o Safe and secure buildings
<p>Intangible:</p> <ul style="list-style-type: none"> o Time o Uncertainty of our economy at the moment 		<p>Intangible:</p> <ul style="list-style-type: none"> o Potential positive feedback from stakeholders o Positive impact on student learning and experiences o Cooperation with community schools o Students and parents will feel more appropriately served o Bluejay Pride

(Have you considered opportunity costs?
Does this action plan have sufficient return on investment?)