Introduction

Kearney Public Schools is dedicated to providing the highest quality education to each Kearney student from preK throughout grade 12. Our mission focuses on creating respect, love of learning and excellence for life. To achieve our vision, careful analysis of our current work, and mutual planning for our future effort is critical. It is essential to involve the ideas of both school personnel and community constituency. With that emphasis, KPS has developed a strategic plan that should guide and carry our school improvement work over the next five years.

The Strategic Plan:
A steering committee, as well as goals committees guided by skilled leaders, used district data to determine KPS future efforts on improving student learning. Seventy people were involved in the planning - teachers, administrators, support staff, and parents. The steering committee created the mission, belief statements, and the vision. The five selected improvement targets are:

- ➢ Finance,
- ➢ Facilities,
- ➢ Student learning,
- ➢ Communication, and
- ➢ Personnel

Five goals committees were formed to address each topic comprised of teachers, support staff, administrators, and parents. The data that was reviewed to develop the goals' action plans were: current state/district financial status, current district facilities and physical building needs, the external KPS audit (Quality Assurance Review) provided in April, 2012, student test results, past surveys from teachers and parents, and staffing needs. Each team developed unique actions to address the needs identified in their area and provided details related to timeline and persons responsible. A cost/benefit analysis for the recommended actions was completed which provided a consideration of the benefits derived vs. the cost that would be expended. The action plans were reviewed by the Strategic Plan Steering Committee and presented at the KPS School Board meeting in May.

The results of the Strategic Plan work is a blueprint for KPS's future which will guide the work of school personnel and be measured by fulfillment of the action plans, staff participation, and student improvements. Goal monitoring will be presented to the Board bi-annually, and presented to the public on the district website.

The following pages contain the mission, beliefs, vision, and action plans for each of the five goal areas.

For more information or to become involved in strategic planning, please contact 308 698 805.

KPS District
Strategic Plan (Planning)

For 2012-2017

Updated 5.30.12

INTRODUCTION

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KPS Strategic Plan Steering Committee Members and Goals Committee Members

Steering Committee Members:
- Dr. Brian Maher (ex officio)
- Dr. Carol Renner (Co-chair)
- Dr. Dick Meyer (Co-chair)
- Chris Nelson
- Jay Dostal
- Cathy Gundersen
- Melisa Dobish
- Mark Johnson
- Katie Mathews
- Rick Masters
- Amy Walters
- Melissa Hermann
- Belen Benavides
- Dave Brandt
- Heidi Straka
- Robin Bennett
- Roan Howard
- Kellee Vornhagen
- Robert Goff
- Judy Henning
- Cindy Houlden

FINANCE: Chris Nelson, Chair
- Carol Renner – Whittier – Associate Superintendent
- Dick Meyer – Whittier – Director Assessment & Curriculum
- Norma Hledik – Whittier – Director Human Resources
- Melisa Dobish – Whittier – Director of Special Education
- Brian Maher – Whittier - Superintendent

FACILITIES: Art Hanson & Jay Dostal, Co Chairs
- Robert Mishou – Kearney High School - English
- Kipp Petersen – Horizon Middle School - Principal
- Gary Needham – Whittier – Director of Technology
- Kevin Duncan – Parent Rep

STUDENT GROWTH: Mark Stute, Teresa Schnoor, & Cathy Gundersen, Co Chairs
- Kevin Madsen – Kearney High School – Assistant Principal
- Andrew Olsen – Kearney High School - Math
- Rick Masters – Sunrise Middle School – Assistant Principal
- Jere Sue Schroer – Horizon & Sunrise Middle School-Counselor

- Kris Kampovitz – Whittier – Learning Coach
- Judy Henning – Kearney High School – Media Specialist
- Kevin Witte – Kearney High School – Social Studies
- Jan Jones – Horizon Middle School - Art
- Julie Everett – Whittier – Learning Coach
- Aaron Svoboda – Whittier – Learning Coach
- Katie Mathews – Park - Principal
- Jeanne McClemens – Park - Kindergarten
- Judy Witte – Kearney Education Center - Preschool
- Dick Meyer – Whittier – Director Assessment & Curriculum
- Kipp Petersen – Horizon Middle School – Principal
- Carol Renner – Whittier Adm
- Missy Dobish – Whittier Adm
- Brooke Iverson – HMS English
- Michaela Brooks – KHS Science
- Karyn Dahlke – Northeast 5th gr.
- Sandy Pohl – Central 1st gr.
- Lindsey Denny, Parent (lindsdenney@me.com)

COMMUNICATION: Tori Stofferson, Chair
- Barb Voigt – Whittier – Systems Analyst
- Carol Staab – Kearney High School & Horizon Middle School - Parent
- Clint Edwards – Kearney High School – Assistant Principal
- Katie Mathews – Park - Principal
- Nancy Williams – Whittier – Director of KPS Foundation
- Shannon Blaschko – Sunrise Middle School – Media Specialist

PERSONNEL: Norma Hledik, Lance Fuller – Co-Chairs
- JoAnne Sawyer – Whittier - Payroll
- Shirley Hazard – Whittier - Finance
- Dellene Bosard – Whittier – Certified Staff
- Stephanie Jarusek – Classified Staff
- Tom Jochum – Glenwood & Stone - Principal
- Chris Nelson – Whittier – Director of Finance

Parent Subcommittees:

Grace Mims	Michele Romero	Melissa Hartman
Stacy Ringlein	Lisa May	Jo Slawski
Kyle Hanson	Pari L. Ford	Erika Godfrey
Judy Fisher	Nate Miles	Nancy Pfannenstein
Kirk Stoner	Kimberly Kennedy	

KPS Mission

Create

an environment
of mutual respect

Inspire

the love
of learning

Expect

Excellence

from all

Philosophy-Goals-Objectives   0000

Mission and Beliefs

The mission of the Kearney Public Schools is to create an environment of mutual respect, to inspire the love of learning, and to expect excellence from all. Shared beliefs of the Kearney community and the Kearney Board of Education are:

- Public education involves the preservation and advancement of individual freedoms, democracy and an effective free enterprise system.
- Public education benefits the entire community, teaches positive citizenship, and is the shared responsibility of all.
- Our greatest educational resource is people. The staff requires ongoing, job-embedded, research-based professional development opportunities that affect student learning.
- Education addresses the whole child's development – academic, social/emotional, personal health and well-being - and prepares the student for transition from level to level.
- Learning is an interactive process where all students learn to read, write, and think critically to their highest capability.
- Instruction addresses 21st Century Skills, promoting critical thinking, communication, collaboration, and creativity – resulting in the ability to be productive in a growing global economy.
- Individual student assessment data and professional judgment guides instructional decisions.
- High expectations promote higher achievement. Achievement builds self-esteem. Self-esteem promotes achievement.
- Every student learns and demonstrates his/her personal best when provided with differentiated instruction to acquire knowledge, to develop personally, and to experience success.
- Each student takes ownership of learning and, depending on maturity and capability, is involved in the planning of his/her education.
- Education inspires students' creativity and cultural appreciation.
- All people are entitled to a safe, caring, and respectful learning environment.
- Education guides the student's understanding of ethical behavior and is reflected in their actions of complying with the laws and regulations of

the state and the nation.

Vision for Kearney Public Schools

For KPS Students
Our students will make a positive difference in society by becoming successful, critical thinkers who feel challenged, yet supported to achieve their fullest potential.

For KPS Staff
Our staff will create a caring, student-centered environment where all community members are engaged; research-based instruction is applied; and the love of learning is embraced by all.

For KPS Learning Environment
The Kearney Public Schools will provide a safe, supportive learning community that empowers all students with the knowledge, skills, compassion, and integrity needed to contribute and succeed as responsible, life-long learners in a competitive global society.

For KPS District/Community
Our school district and community will commit to high expectations and high standards, and work collaboratively to provide skills, knowledge, and resources to ensure a progressive, world-class education, responsive to all students and stakeholders.

KPS SCHOOL IMPROVEMENT
mutual respect • love of learning • excellence

Action Plan

Goal 1 Statement: Maximize sources of revenue, reduce expenditures, to meet needs and challenges of district						
Indicator: Engage State Legislators to Restore State Aid Funding						
Strategies/Activities	Time Frame	Status Date of Review	Responsible Person	Benefits		Costs/Resources
1. Meet with other schools with similar reductions in State Aid - Beatrice, Columbus, Fremont, Grand Island, Hastings, Kearney, Lincoln, Norfolk, Scottsbluff	July 2011 Sept 2011		Finance Dir/Supt.	Tangible: Restore State Aid to schools disproportionately impacted by changes to State Aid formula		Tangible: Time/Mileage to meetings in Lincoln/Grand Island
2. Develop proposal to change State Aid to reflect original goal of State Aid – equalization of funding.	Oct 2011		Finance Dir/Supt.			
3. Meet with Other School's Senators to discuss the common goal of changing legislation.	Dec 2011 Ongoing		Finance Dir/Supt.	Intangible: If enacted, restored funding will allow KPS to provide education at a level equal to similar school districts.		Intangible: Alienation of Legislature's Education Chairman
4. Initiate legislative change to state aid formula through a proposal from the school's legislator group. (LB 947 introduced legislation)	Jan 2012		Supt. Effort			
5. Continue to work with Legislators on future direction of state aid formula	Ongoing		Supt. Finance Dir.			

DATA THAT LED US TO TARGET THIS GOAL:
Reduction in state aid to KPS; reduction in federal funding; current economic conditions.

EXPECTED OUTCOMES:
KPS's needs will be addressed by modified spending formula (reviewed annually in January by Executive Cabinet).

Kearney Public Schools

KPS SCHOOL IMPROVEMENT

mutual respect • love of learning • excellence

Action Plan

Goal 1 Statement: Maximize sources of revenue, reduce expenditures, to meet needs and challenges of district

Indicator: Engage State Legislators to Restore State Aid Funding

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Kearney Public Schools

Action Plan

Goal 1 Statement: Maximize sources of revenue, reduce expenditures to meet needs and challenges of district					
Indicator: Develop an action plan to address revenue decreases					
Strategies/Activities	Time Frame	Status Date of Review	Responsible Person	Benefits	Costs/Resources
1. Review all of district's operations	FY 11/12		Dir. Finance	<u>Tangible:</u> Bal. Revenues/expense Maintains/increases higher prioritized programs	<u>Tangible:</u> Less staffing Less compensation for new staff
2. Develop a goal for prioritizing district's programs and to guide budget reduction process.	FY 11/12		Exec. Cab.		
3. Maintained/Increased Education Programs to address district priorities/needs a. TRI & HS/MS Reading Programs	Sept 2010		Exec. Cab		
4. Minimize impact on existing programs and employees a. Initiate changes to compensation policies for newly hired staff b. Standardized days and hours for positions c. Reduced positions through attrition and developed a list of positions to reduce as vacancies occur. d. Reviewed building cost per student e. Froze salaries	Oct 2010		Dir. Finance Dir. HR	<u>Intangible:</u> Reduced costs	<u>Intangible:</u> Over $2 million dollars in savings have accrued
5. Initiate changes to operational programs in order to reduce costs a. Reduced number of printers b. Reduced District Paid Field Trips c. Reduced administrative software costs d. Reduced busing costs e. Reviewed energy use practices f. Reduced Athletic Expenses, Increased Prices g. Closed Riverdale/Stone Elementary	Nov – May 2011 Ongoing		Dir. Finance		Eliminated schools with high per pupil costs Change in employee habits

KPS School Improvement

Action Plan

6. Implement district-wide energy program to reduce energy consumption	2013-14		Dir. Bldg/Ground Admin.		

Data that Led to this Goal:
Reduction of state aid to KPS – 3.8 million.

Expected Outcome:
KPS will see an appropriate percentage savings in reductions based on budget cuts (reviewed on annual basis in December).
KPS will maintain quality programs in spite of budget cuts as measured by annual parent surveys compiled in spring and student MAP scores. (Reviewed in July by Leadership Council).

Action Plan

Goal 2 Statement: Review and update the implementation of the KPS Facilities Plan, outlining unfulfilled building plans that address students' needs. Study the need for a future bond issue to address secondary school needs, determining the scope of the project.

Indicator: Reconvene a facilities committee

Strategies/Activities	Time Frame	Status Date of Review	Responsible Person	Benefits	Costs/Resources
1. Review Physical Learning Environment Committee (PLEC) needs assessment from 2006 to determine areas of opportunity.	2012-2014		Directors Building & Finance Committee	**Tangible:** *District has an updated secondary needs assessment. *Site plans for each secondary building available. *Consistent Communication from all stakeholders. *A reliable, centralized data center.	**Tangible:** *Cost to transport staff to visit other schools. *Cost of an engineering/architectural consultant. *Time needed to reconvene a facilities committee. *Construction costs for a data center.
2. Generate an updated list of needs for KPS secondary schools and perform a cost/benefit analysis.	2013-2014		Directors Bldg & Finance		
3. Conduct visits to other schools to find out what is considered best practice in building modern secondary schools.	2012 - 2014		Dir. CIA, Secondary Principals		
4. Work with the KPS Director of Finance to determine best approach to addressing secondary physical environment space needs.	Ongoing		Dir. Finance, Principals, Committee	**Intangible:** *Sense of a common vision. *Student welfare. *Consistent communication from all stakeholders. *Staff perception of reliable technology.	**Intangible:** *Timeliness of getting all information needed by a deadline. *Stress on committee members.
5. Work with the KPS Director of Technology to determine space consideration for future secondary expansion.	Ongoing		Dir. Finance, Dir. Techn, Dir. CIA		

Data that led us to target this Goal:
PLEC Facilities Report. Architecture Report. District Technology Plan. District vision to provide best learning environment for students. Crowded high school spaces.
Expected Outcomes:
KPS will provide quality educational opportunities for each student in academically designed, state of the art school facilities, equipped with curriculum-based technology (reviewed annually in December by Leadership Council).

Kearney Public Schools

Action Plan

Goal 2 Statement: Review and update the implementation of the KPS Facilities Plan, outlining unfulfilled building plans that address students' needs. Study the need for a future bond issue to address secondary school needs, determining the scope of the project.

Indicator: Design a 21st Century Learning Environment

Strategies/Activities	Time Frame	Responsible Person	Status Review Date	Benefits	Costs/Resources
1. Conduct visits to other schools to find out what is considered best practice in building modern secondary schools.	2012-2014	Supt, Dir. CIA, Principals, Committee		**Tangible**: *School to work preparedness. *Professional Development of staff. *Learning spaces designed to be flexible and adaptable. *Improved student achievement. *Curriculum revision/updates. *Improved school culture/climate.	**Tangible**: *Engineering/Architect consultation. *Site visits *Cost of emerging technologies *Potential cost for new building. *Curriculum revisions/updates.
2. Research educational approaches with a foundation on academies and school climate.	2012 – ongoing	Dir CIA, Principal, Committee			
3. Work with Curriculum Coordinators/Curriculum Leaders to determine what type of space is needed.	2012 - ongoing	Dir. CIA, Committee			
4. Create an environment where students and staff both feel ownership.	Ongoing	Staff			
5. Design physical plants that will promote student achievement through the use mixed-used spaces, lecture halls, etc.	2012-2014	Supt., Adm, Committee		**Intangible**: *Community partnerships. *Forward thinking - how we educate our students. *Improved student achievement. *Improved school culture/climate.	**Intangible**: *Timeliness of getting all information needed by a deadline. *Stress on committee members to do extensive research and define best practices. *Public perception of cost.
6. Develop partnerships within the community that foster educational opportunities in the 21st Century.	2012-ongoing	Principal, Staff			

Data that led us to target this Goal:
PLEC Facilities Report. Architecture Report. District Technology Plan, Research on 21st Century Learning Environments.

Expected Outcomes:
KPS will provide quality educational opportunities for each student in future facilities designed for 21st Century Learning as reviewed annually by parent surveys collated in Spring, and written review of newly formed facilities committee in Spring.

Kearney Public Schools

mutual respect • love of learning • excellence
KPS SCHOOL IMPROVEMENT

Goal 2 Statement: Review and update the implementation of the KPS Facilities Plan, outlining unfulfilled building plans that address students' needs. Study the need for a future bond issue to address secondary school needs, determining the scope of the project.
Indicator: Recommend a solution for secondary facility needs, consistent with other district goals

Strategies/Activities	Time Frame	Status Date Reviewed	Responsible Person	Benefits	Costs/Resources
1. Common spaces and mixed-use spaces studied and designed in district buildings.	2012-2014		Arch., Directors, Bldg,Committee	**Tangible:** *Professional Development of staff. *Improved safety. *Modern/efficient mechanical equipment. *School Climate/Culture. *Improved efficiency of staff.	**Tangible:** *Increased personnel *Engineering/Architect consultation. *Site visits *Cost of emerging technologies *Potential cost for new building.
2. Define what a common classroom standard is and what deviations/iterations might be necessary.	2012-2014		Dir. Tech, Dir CIA, Principals		
3. Research and utilize best practices for non-instructional spaces (offices, mechanical, electrical, food service, etc.) to most efficiently use personnel.	2012-2014		Directors, Building, Committee		
				Intangible: *Improved safety. *School Climate/Culture. *Community perception of schools.	**Intangible:** *Community perception. *Time invested in designing plans.
4. Design physical plants that have a common main entrance with consideration for traffic flow both within and outside of the school.	2012-2014		Directors, Building, Committee		
5. Work with the Finance Committee to determine the most cost-efficient way of accomplishing facility needs.	2012 ongoing		Board, Supt, Building Committee		

Data that led us to target this Goal: PLEC Facilities Report. Architecture Report. District Technology Plan, Review of work from other committees. Expected Outcomes: KPS report on facility needs and a recommendation as to how to proceed on building needs by Spring 2013.

Kearney Public Schools

Action Plan

Goal 2 Statement: Review and update the implementation of the KPS Facilities Plan, outlining unfulfilled building plans that address students' needs. Study the need for a future bond issue to address secondary school needs, determining the scope of the project.

Indicator: Review and continue safety precautions at each school site

Strategies/Activities	Time Frame	Status Review Date	Responsible Person	Benefits	Costs/Resources
1. Complete integration of building automation systems.	2012-ongoing		Dir. Building, Dir.Techn	**Tangible**: *Modern/efficient mechanical equipment. *Improved safety. *Interoperability (systems talking with one another) *Improved system maintenance. *School climate and safety.	**Tangible**: *Technology upgrades (uniformity in locks, cameras, fire systems, notifications, etc.). *Time and money to conduct visits. *Time/money spent on safety review.
2. Work with KPS Security Committee to review/evaluate current emergency plans and adjust for any physical plant updates.	2012-ongoing		Security Committee, Dir. Tech, Principals		
3. Review/Evaluate/Update existing systems in place for fire, door security, security cameras, and knowledge and training of existing staff regarding these procedures.	2012-ongoing		Dir. Building, Chair Safety committee		
4. Conduct visits to other schools to find out what is considered best practice in safety and security.	2012-2014		Dir. Tech, Chair Safety committee	**Intangible:** *School climate and safety. *Community perception of a safe school. *Student and staff perception of a safe school.	**Intangible:** *Time spent on safety review.

Kearney Public Schools

Data that led us to target this Goal:
PLEC Facilities Report. Architecture Report. District Technology Plan, KPS Safety & Security Audit
Expected Outcomes:
KPS will provide a safe and secure environment for students, staff, and patrons with modern technology (reviewed annually in Spring by Leadership Council).

STUDENT GROWTH
(Addressing student Needs/
Use of MAP Results)

KPS School Improvement
mutual respect • love of learning • excellence
Action Plan

Goal 3 Statement: Develop a comprehensive student-centered PreK-12 education program using best practices and initiatives to meet each student's educational needs and engagement in learning.
Indicator: Differentiate instruction as appropriate to the learning needs of all students based on MAP assessments.

Strategies/Activities	Time Frame	Status Date Reviewed	Responsible Person	Benefits	Costs/Resources

1. Instructors will know and use Learning Goals to promote learning.
   - All teachers will post learning goals for their classes.
   - Administrators will do adequate walk thrus observing learning goals.
   - Students will show awareness of learning goals when asked.
	2011 Ongoing		Principals, teachers	Tangible:
				Teacher tools
				
				Student growth interventions applied based on performance
					Tangible:
					- Estimates:
					
					Skills Pointer - $5,000 per year
					
					Compass Learning - $255,000 1st year. Ongoing cost $20,000 per year.

2. Instructors will use flexible groupings strategies to address learning needs.
   - "Walk to reading" and "walk to math" are examples that address various student readiness needs.
   - After whole class instruction, flexible groupings for reading and math should address various levels of student need.
	2012 Ongoing		Principals, teachers	Assessments results for each student
				
				Increase student learning
					Destiny Standard Search – $4,000 per year.

3. Instructors will use technology to support learning. - Digital programs and web programs will be employed to support differentiated instruction as appropriate.	2012 Ongoing		Learning Coaches, teachers, Dir. Techn. Dir. CIA	Assessment calendar Software to drive individual programs	MAPS – Ongoing cost- $50,000 per year.

4. Instructional tools will be provided to staff to support differentiation in the classroom.
   - The following tools will be acquired, trained, or applied to support learning.
   - (NWEA Diagnostic Tool – Skills Pointer), (Compass Learning), and (Destiny Standard Search – used by media centers in each building).
	2012 Ongoing		Dir. CiA, Principals, Teachers	Principal coaching	P4R - $25,000 per year.

5. Assessment will be used to differentiate instruction. - Formative Assessment Data will be used to set learning goals and to measure student growth over the	2011 Ongoing		Principals, Teachers, Exec Cab.		

			Intangible:	Intangible:

year.
 - Formative Assessment data results will be:
  -shared with students to set learning goals. (Example would be MAPS testing)
  -shared with parents to involve them in goal setting
  -used by principals to monitor student progress and consult with teachers.
  -monitored by the Executive Cabinet to consult with principals and determine district professional development needs.
			Student growth Teacher knowledge of strategies and technological instructional supports
			
			Clear learning focus from student to teacher to principal to Exec. Cab.	

6. Develop an assessment calendar that includes district assessments, testing windows, quarterly sessions with Director of Assessment and principals to monitor and analyze district and building level data and discuss strategies to improve instruction and increase student achievement.	August 1st, 2012	Dir. CIA, Principals		
7. Apply differentiated strategies to help each student achieve. -Explore use of 'pathway' software' to allow students to practice concepts/skills based on individual need.	2011 Ongoing	All staff		
8. Monitor student progress to prevent failure.	2012 Ongoing	All staff		

Data that led us to target this Goal:

QAR Report indicating teachers need to use and analyze test results.

Staff survey on the use of differentiated strategies and research on best practice to increase student learning.

Information from building walk-thrus

Current student MAP results indicating that approximately 65 % of students are meeting MAP goals.

Expected Outcomes:

75% of K-8 students will meet their learning goals on MAP as measured by RIT scores (by 2014

90 % of students will be proficient on NeSA reading and 85% proficient on NeSAmath by 2015.

KPS School Improvement

Action Plan

Goal 3 Statement: Develop a comprehensive student-centered PreK-12 education program using best practices and initiatives to meet each student's educational needs and engagement in learning.
Indicator: Differentiate professional development for all KPS educators to address instructional needs.

Strategies/Activities	Time Frame	Status Date Reviewed	Responsible Person	Benefits	Costs/Resources
1. KPS teachers will be trained and will implement "engagement" strategies in their classrooms.	2012-2015		Assoc. Supt Dir CIA	Tangible: Student growth measures	Tangible: - Pay for grade level specialist for new teacher training. Estimate is $400.00.
2. Administrators will use walk-thrus observing the level of engagement of students in learning. Walk thru training and an engagement checklist will direct the work of the administrators.	2012-2017		Principals	Walk Thru Data to guide instruction	- Existing cost of 3 staff (learning coaches)
3. The district will employ 3 Instructional Learning Coaches to provide job-embedded professional development opportunities. Coaches will be available to do direct teaching, mentoring, problem solving, consulting, and research how to meet the learning needs of teachers.	2010-2017		Board, Supt.	Learning coaches supporting teachers Technology tools and training	- $30.00 for training to bring staff development in and cost for subs during the school year.
4. Learning coaches will support the instructional staff in all buildings using a variety of strategies: (i.e. walk thrus, classroom observations / videography with feedback sessions to improve instruction / district instruction in a variety of curricular areas, technology integration into instruction, curriculum consultation, differentiated instruction, ongoing feedback and support in	2011-2017		Dir. CIA Learning coaches, Principals	Intangible: Teachers increasing the type of instruction taking place in the classroom. Students showing the love of learning	Intangible: -Time for learning coaches and current staff -Higher level of professional conversation and performance for all staff

Kearney Public Schools

any instructional area).				
5. Staff will use appropriate technology for their instruction (i.e. interactive whiteboards / mimeo to enhance and differentiate instruction, Mimeo votes to allow full class participation through instant feedback to change the method of instruction, to reteach, to enhance and generally, gain clarity about their teaching and students' learning response.	2011-2017		Elementary instructors	
6. Co-planning times will be scheduled to provide instructors an opportunity to design and implement different instruction activities / researched teaching concepts, and ideas for their grade level.	2011-2017		Supt., Assoc. Supt, Dir. CIA, Principals	
7. The district will provide focused learning activities for all new staff members and will strengthen orientation and mentoring. Training will include: district expectations for student learning and principles of differentiated instruction to address learner readiness, interests and styles, participation in required district topics (Fundamentals class, Social/Emotional Learning, the Kearney Way, after-school New Teacher sessions, Reading strategies for targeted staff).	2012-2017		Assoc. Supt. Dir. CIA, Learning Coaches, ESU10	
10. District instructional staff will receive continuous training on the research related to student feedback to strengthen students' self-directed learning. (Hattie- source)	2012-2017		Dir. CIA, Learning Coaches	

Action Plan

11. The district will collaboratively study student grading and draft a policy using research from experts such as Ken O'Connor and Dylan Williams along with other professional sources.	2012-2014		Dir. CIA, Curr. Council, Grade Committee		

Data that led us to target this Goal:
Research on engagement, differentiation, coaching, walk-throughs.
Student assessment results targeting special populations for differentiated interventions.
Teacher surveys targeting more time for collaboration to address student-learning needs.
Research on importance of mentoring experiences and coaching for new staff.
New staff feedback on their needs.
Expected Outcomes:
More observable student engagement in the classroom as evidenced by principal walk thrus.
More walk thrus by school principals to observe instructional interventions. (Data reviewed in spring)
All staff implementing strategies taught through district in-services, mentoring, coaching. (Staff Evaluation)

KPS School Improvement

mutual respect • love of learning • excellence

Action Plan

Goal 3 Statement: Develop a comprehensive student-centered PreK-12 education program using best practices and initiatives to meet each student's educational needs and engagement in learning.

Indicator: Develop a long-range plan to meet the needs of 21st Century Learners

Strategies/Activities	Time Frame	Status Date Reviewed	Responsible Person	Benefits	Costs/Resources
1. Develop a shared vision of 21st Century Learning Skills.	2012-2013		Dir. CIA Assoc. Supt	Tangible: 1. Common definition of 21st Century Learning Skills	Tangible: 1. Cost of professional development - $200,000 over 5 years 2. PD 360 - $6000 for 30 licenses
2. Provide 21st Century Learning Pedagogy for teachers through professional development activities.	2012-ongoing		Dir. CIA Assoc. Supt		
3. Promote use of Atomic Learning and PD 360 to increase teacher effectiveness and knowledge of 21st Century Learning.	2012-ongoing		Tech department, learning coaches, administrators, school librarians	Intangible: 1. Teachers are provided with strategies to teach 21st Century Learning Skills 2. Increase in student learning and achievement	Intangible: 1. Educator's time

Data that led us to target this Goal:
Research on needed 21st Century Skills. KPS 'SWOT' analysis that indicated the need for a clear focus for professional development for all staff related to differentiated instruction. NeSA, MAP Assessment Data. Scholarly research – Bonk, C.J. & Graham, C.R. (2006) *The Handbook of Blended Learning: Global Perspectives, Local Designs,* San Francisco, CA: John Wiley & Sons

Expected Outcomes:
A written vision statement. All staff will demonstrate instructional skills that prepare students for 21st Century needs. (Critical thinking collaboration, communication, creativity). Data will be collected using 'walk through reports'. Improved instructional quality and increased student achievement.

Kearney Public Schools

Goal 3 Statement: Develop a comprehensive student-centered PreK-12 education program using best practices and initiatives to meet each student's educational needs and engagement in learning.

Indicator: Use technology tools to engage students and accelerate student learning.

Strategies/Activities	Time Frame	Status	Responsible Person	Benefits	Costs/Resources
1. Provide technology in-services with presentations for all KPS educators on new educational technologies 2. Have ongoing technology trainings incorporated into monthly staff development time throughout the school year. Presentations would be collaborative in nature and presented by classroom teachers and/or learning coaches. 3. Continue to offer summer technology training opportunities for KPS educators with compensation for trainings.	2012-ongoing 2012-ongoing 2012-ongoing		Technology department, learning coaches, librarians Directed by principals: presentations by educators, Librarians, Learning coaches	Tangible: 1. Educators more tech savvy 2. Increase in differentiated instruction through integrations of technology in the classroom 3. Use of technology to facilitate higher levels of thinking	Tangible: 1. Technology costs 2. In-service/professional development costs 3. Paid summer technology classes
				Intangible: 1. Increase in student learning and achievement 2. Less technology anxiety by educators	Intangible: 1. Educator's time 2. Wear and tear on technology and facilities

Data that led us to target this Goal:
Acquisition of classroom technology setups and equipment for each teacher to embed technology into instruction.
KPS 'SWOT' analysis indicating need for teacher training
Parent survey indicating the expectation for teachers to use technological tools and have students use technology for learning.
Expected Outcome:
Technology training will be provided year-round and documented for goal evaluation.
All staff will demonstrate skill with technology tools and use technology appropriately for their instructional assignment as measured by the staff evaluation model.

KPS School Improvement

Action Plan

Goal 3 Statement: Graduation Rate

Indicator: Increase Graduation Rate to 90% by 2012.

Strategies/Activities	Time Frame	Status Date Reviewed	Responsible Person	Benefits	Costs/Resources
1. Perform quarterly credit checks on students to identify students at-risk.	2012-2013		Counselors	Tangible:	Tangible:
2. Analyze/Revise the effectiveness of Parent/Teacher Conferences to determine if needs of at-risk students are being met.	2013-2014		KPS Administration	• Increased graduation rate	• Yearly fees for Naviance $7500
3. Develop a parent communication strategy to notify parents of at-risk students on an on-going and continuous basis.	2013-2014		KPS Staff	• Intentional support for all students	• Cost to attend trainings on data systems
4. Develop 6-Year Academic Plans to map out student futures.	Ongoing		Academic Advisors	• Improved contact with parents/guardians	• Time for all staff to implement strategies/activities
5. Data Systems: Utilize data systems and provide training that supports a realistic diagnosis of the number of students who drop out and that help identify individual students at risk of dropping out. (Use **Naviance, TeamMates, PowerSchool.**)	Ongoing		KPS Staff	• Completion of career and post-secondary planning documents (Naviance) • Attendance to school	• Added AP courses and staff training - $775/course
6. Adult Advocate: Assign adult advocates to students at risk of dropping out. (Use **Bearcat Time adviser, TeamMate Mentors, grade-specific counselors.**)	Ongoing		KPS Staff	Intangible: • Improved relationships between teachers, students, and parents	Intangible: • Time • Resources
7. Academic Support: Provide academic support and enrichment to improve academic performance. **Pyramid of Interventions**	Ongoing		KPS Staff	• Students' perception/feelings about school and their future.	
8. Social/Behavior Programs: Implement programs to improve students' classroom behavior and social skills. (Use **Cat Pride: Be Respectful-Be Responsible-Be Safe**	Ongoing		KPS Staff	• Increased communication with	

Kearney Public Schools

(personalized NBPiS concepts), 40 Developmental Assets, Bearcat Time)				parents.	
9. Personalized Learning Environment: Personalize the learning environment and instructional process. (Use **Differentiated instruction, formative assessments, Bearcat Time)**	Ongoing		KPS Teachers		
10. Rigorous/Relevant Instruction: Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school. (Emphasis **on additional AP courses, Project Lead the Way (PLTW))**	Ongoing		KPS Teachers		

Data that led to this Goal:
KPS current graduation rate: 88.5% - 2009-10
Data indicating that students in special populations are not meeting proficiency and have a tendency to drop out or give up.

Expected outcome:
90% of students will graduate from KHS by 2015.
The percent of SPED, ELL students who graduate will increase (review data annually)

Kearney Public Schools

Action Plan

Goal 3 Statement: Develop a comprehensive student-centered PreK-12 education program using best practices and initiatives to meet each student's educational needs and engagement in learning

Indicator: Increase opportunities to engage families of children birth to age five in positive learning environments

Strategies/Activities	Time Frame	Status Review Date	Responsible Person	Benefits	Costs/Resources
1. Collect information on incoming kindergarten students regarding type of child care services they received prior to Kindergarten. • Review assessment information during 1st three years of KPS schooling following learning results by those who had programming and those who did not. • Determine the effect size of each ECE category. • Explore expanding ECE programming for Kearney families if need assessment so indicates. 2. Conduct a community-wide assets review of family needs for child care/preschool offerings in Kearney. 3. Establish or strengthen partnerships with community entities engaged in ECE. • Delegate a representative to participate in all community ECE planning. 4. Network with EduCare planners to remain eligible for any opportunities to participate in this quality care. 5. Seek NAEYC accreditation for KPS Bright Futures preschool programs. 6. KPS preschool teachers participate in	2012-ongoing 2013-2016 2015-2016 2012-2013 2012-ongoing 2012-ongoing 2013-2016		Assoc Supt Enrollment office CIA Dir. SPED Dir. Assoc Supt CIA Dir. Exec. Cab/Brd of Ed Assoc Supt Grant Writer Assoc Supt Supt/Assoc Supt/Dir SPED Dir SPED Preschool teachers Grant Writer	Tangible: • Research on Kearney need for ECE • Community assets review • NAEYC accreditation • Location for family education Intangible: • Better community networking for 0 to 5 services. • Earlier relationships with KPS families • Opportunity to teach new parents and support child development strategies	Tangible: • Cost of assets review • NAEYC application cost • Cost of expansion of ECE programming • Cost of creating a parent center with appropriate materials Intangible: • Staff time for collaborating with community • Time to conduct community asset map regarding ECE

training on quality ECE indicators.
7. Seek funding and grants to expand ECE family opportunities.
8. Establish a parent center for preschool families at the Kearney Education Center.
  • Equip the KEC Family Center with learning tools for children.
  • Provide parenting classes at the KEC Family Center focusing on child development in behavior, language, and learning partnerships.
	2012-ongoing
	2012-ongoing
	
	2013-2014
	
	2014
	
	2014-ongoing
			Assoc Supt/Dir
			SPED
			
			SPED
			Faculty		

Data that led to this Goal:
Research on brain development during first 5 years.
Data from national studies demonstrating increased achievement when students have a quality early learning experience.
Data on number of single working moms in the Kearney area.

Expected Outcomes:
Students in KPS preschool programs will enter kindergarten with readiness skills comparable to other students who have had a quality preschool experience as tested on Dibels.
Students in KPS preschools will enter kindergarten with more positive learning behaviors and knowledge of schooling routines.
Fewer students will be placed in special programs in 1st grade due to a good early educational beginning. Data reviewed annually in spring.

Kearney Public Schools

KPS SCHOOL IMPROVEMENT
mutual respect • love of learning • excellence

Action Plan

Goal 4 Statement: Increase effective and consistent communication with Kearney Public Schools stakeholders.

Indicator: Seek input from parents, community leaders, and patrons in the Kearney community.

Strategies/Activities	Time Frame	Status Date Reviewed	Responsible Person	Tangible & Intangible Benefits	Tangible Intangible Costs & Resources
1. IMPROVE DISTRICT SURVEYS • Improve survey questions to gain more valuable input on communication, curriculum, instruction and more.	2012-2013		Communications Committee	Tangible: • Partnerships • Bond Support Intangible: • Feedback from more stakeholders • Good PR	Tangible: • Cost of Paper Copies Intangible: • Time
2. ADD COMMENT BOXES TO WEB TO GAIN INPUT FROM STAKEHOLDERS	AUGUST		Communications		
3. ENABLE FACEBOOK COMMENTS TO GAIN INPUT FROM STAKEHOLDERS • Review/Forward comments daily • Respond to Comments	Ongoing Ongoing		Communications Director, Others as assigned		
4. CREATE SUPERINTENDENT'S PRESENCE ON FACEBOOK	August		Superintendent, Communications Dir.		

Data that led us to target this goal: Parent survey responses indicate a desire for increased input.
Expected Outcomes: Stakeholders will respond (via survey) that they have ways to express ideas/opinions. (Reviewed in spring)

Kearney Public Schools

Action Plan

Goal 4 Statement: Increase effective and consistent communication with Kearney Public Schools stakeholders.					
Indicator: Research and Implement strategies to engage parents who do not typically get involved in student's education					
Strategies/Activities	Time Frame	Status Date Reviewed	Responsible Person	Tangible & Intangible Benefits	Tangible & Intangible Costs & Resources
1. Conduct a "Take Ten" Campaign... A school and Parent Partnership • Encourage parents to take 10 minutes to spend with their kids to: listen, help, teach, talk, ask, play, learn, do, explore, read, plan encourage, laugh, etc. • Take 10 Missions for parents/students • Take 10 Calendar Theme with weekly Take 10 missions • Take 10 Public Service Announcements • Take 10 Weekly Phone message • Take 10 school announcements • Take 10 Cable Channel segments • Take 10 Invite/pledge for parents • Take 10 Parent Report Cards completed by student • Take 10 bracelets • Take 10 Posters – English/Spanish • Take 10 Newsletter Messages • Take 10 on the Website/Facebook • Take 10 parent awards/Thank yous • Take 10 Phone Conferences	2012-2013		Communications Director, EVERYONE	**Tangible:** • Better student scores • Less time spent with principals **Intangible:** • Increase parent time with kids • Kids better prepared for school day • Homework done • There is a parent expectation	**Tangible:** • Cost of promotional materials. **Intangible:** • Time • Teacher time
2. Pilot Parent Coffees (for Spanish speaking families)	2012-2013		Associate Super		
Data that led us to target this goal: PIRC Research - 80% of the variation in student achievement can be attributed to student-level variables (home environment, prior knowledge, aptitude, and interest/motivation). Because families so greatly impact these student-level variables, one can say that parents/families influence 80% of the variables whereas schools and teachers together only influence 20% of them. **Expected Outcomes**: More parents involved with students education and daily activities (as measured on annual survey)					

KPS SCHOOL IMPROVEMENT
mutual respect • love of learning • excellence

Action Plan

Goal 4 Statement: Increase effective and consistent communication with Kearney Public Schools stakeholders.

Indicator: Improve ongoing communication among stakeholder groups

Strategies/Activities	Time Frame	Status Date Reviewed	Responsible Person	Tangible & Intangible Benefits	Tangible & Intangible Costs & Resources
1. **Establish KPS presence on Cable Channel 3** • Add Production Class at KHS	2012-2013		Communications /Course Instructor	Tangible: • Bond Support for new schools • $ from ad sales Intangible: • PR-Priceless • Additional Press coverage • Good will with businesses • More informed parents = more involved parents= more successful students.	Tangible: • $3,100-Camera and $ 250- software costs • Bus and lunch costs of tours • Help filming and editing Intangible: • Time for tours • Time for newsletters • Time for PS training • Time for Comm. Reps to report/meet.
2. **Research School Tours for community members** • Tour of the curriculum as well as the buildings.	2012-2013		Communications Director		
3. **Study doing Community Advertising for kids' activities as email pdf.**	2012-2013		Communications Director		
4. **Research changing newsletters to EMAIL format sent twice a month in place of template.**	2012-2013		Communications, Principals, Secretaries		
5. **Create Communication Committee with School Reps** • Report once a week • Professional Points	August		Communications Director, School Reps		
6. **Place SUBSTITUTE profiles on web**	May		Communications, Human Resource Dept.		

Data that led us to target this goal: QAR Report indicated a need to further inform and involve our stakeholders.
Expected Outcomes: Feedback on best communication methods. More consistent communication. Support for schools and students will increase (as measured on annual parent survey).

Kearney Public Schools

COMMUNICATION
(Use of Technology)

Action Plan

Goal 4 Statement: Increase effective and consistent communication with Kearney Public Schools stakeholders.

Indicator: Use technology and social media to engage parents and graduates of Kearney Public Schools

Strategies/Activities	Time Frame	Status Date Reviewed	Responsible Person	Tangible & Intangible Benefits	Tangible & Intangible Costs and Resources
1. ESTABLISH FACEBOOK FOR SCHOOLS • Develop Social Media Guidelines for staff • Develop Response Guidelines	May 2012		Communications Committee	**Tangible:** • $ from possible ad sales • $ from activity ad sales **Intangible:** • Easily accessible communication with all stakeholders. • Access to graduates long past graduation. • No additional permission forms needed for TV/web/etc.... saving time and energy. • Use of technology to communicate with those who speak foreign languages	**Tangible:** • $ from possible ad sales • $ from activity ad sales **Intangible:** • Time • Time • Time
2. EDIT FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) FORM TO INCLUDE WEB, INTERNET, VIDEO, AND TELEVISION.	May 2012		Communications Technology Executive Cab		
3. CREATE FACEBOOK 'GRADUATING CLASS OF' PAGES and promote pages at KHS	2012-2013		Communications Dir. Foundation Dir.		
4. CONNECT FACEBOOK PAGES TO TWITTER	2012-2013		Communications Dir.Technology		
5. PILOT POWERSCHOOL AT ELEMENTARY LEVEL	2012-2013		Technology Dir., Principal		
6. ARCHIVE SCRAPBOOK ONLINE. Make it searchable.	2012-2013		Communications Dept		
7. PROMOTE PARENT WEB REGISTRATION	2012-2013		Principals		
8. Upgrade Phone Messaging System.	2012-2013		Communications Director		
9. ALIGN ALL PARENT LOGIN AND PASSWORDS across all programs used.	2012-2013		Technology Dept		
10. CREATE APPS FOR EVERY SCHOOL Apps will directly connect to: school phone, bearcat diner menu, calendar of events, Facebook, school news, sports (at KHS).	In progress & Ongoing		Communications Director		

Kearney Public Schools

Action Plan

Data that led us to target this goal: With technology and social media, communication is changing. 21st Century tools must be used to connect with parents and younger audiences on a more frequent basis. Current survey indicates that 75% of parents use Facebook.
Expected Outcomes: Increased communication with graduates and parents. (as measured by returns on graduate and parent surveys)

Action Plan

Goal 5 Statement: Create an environment of service for Kearney Public School employees.

Indicator: Build and retain a consistent, highly skilled workforce by recruiting and hiring the best personnel possible and serving those employees throughout their career.

Strategies/Activities	Time Frame	Status Date Reviewed	Responsible Person	Benefits	Costs/Resources
1. Hire quality employees to stay with the district for a substantial time. • Explore new screening tool for hiring process. • Fully utilize Talent Ed program for hiring and evaluation. 2. Provide accurate and timely information regarding the specifics of employment. • Electronic tracking system for certified staff professional growth points. 3. Orientate staff regarding all aspects of their employment with the opportunity for questions and clarifications. 4. Assist with professional growth for employees to become more skilled in their position. • Screening tools can provide data on personal strengths and weaknesses, which could be used for prescriptive professional growth. 5. Provide recognition of employees for individual skills and unique, personal contribution to KPS.	Hiring season. On going. Beginning of school year. On going. On going.		Director of Human Resources. Human Resources Department. Human Resources Department ,all staff Human Resources and CIA Dept. HR Dept and CIA Dept.	Tangible: 1. Research shows a high correlation between student achievement and quality of the teacher. Hiring and maintaining quality teachers will positively influence student performance. 2. Hiring quality applicants reduces risk of dealing with time consuming and costly issues related to poor performance and termination. Intangible: 1. Having a service oriented HR department promotes improved employee morale, which creates and maintains loyalty.	Tangible: 1. $2500 tools for screening and interviewing applicants. 2Cost of new staff orientation. 3. $3000 electronic professional growth record keeping 4. $500 Cost of recognitions of employees. 5. $6000 Cost of PD 360 professional growth programs. Intangible: 1. Time to learn new software 2. Change staff way of doing things

Kearney Public Schools

Action Plan

Data that led us to target this Goal:
District SWOT analysis indicating need for training highly qualified staff.
KPS turnover in staffing due to high number of retirees.
Expected Outcomes:
100% of KPS staff will be highly qualified as evidenced by NDE state data. (KPS information)
Student assessments will indicate that teachers are well skilled in providing instruction that allows all kids to become proficient on NeSA.
(80% by 2013; 90% by 2014; 100% by 2005)
New teachers will provide feedback on their mentoring and orientation opportunities. (Spring survey)
Staff will be recognized for their quality teaching (beginning in 2013).