



COZAD COMMUNITY SCHOOLS

STRATEGIC PLAN FRAMEWORK
2020-2024



Mission Statement:

“Cozad Community Schools in partnership with family and community prepares students to be successful lifelong learners through quality education.”

I.	Introduction	Page 5
II.	Strategic Process	Page 5
III.	Mission and Vision	Page 6
IV.	Guiding Principle Overview	Page 7
V.	Cozad Strategic Plan	Page 10
VI.	Cozad Strategic Framework	Page 12
	a. Guiding Principle I	Page 12
	b. Guiding Principle II	Page 13
	c. Guiding Principle III	Page 15
	d. Guiding Principle IV	Page 17
	e. Guiding Principle V	Page 19
	f. Guiding Principle VI	Page 20



Cozad Community Schools

Mr. Ron Wymore, Superintendent

Board of Education

Michele Starman – President

Joel Carlson – Vice-President

Ann Burkholder – Secretary

Judy Eggleston – Member

Kiley Goff – Member

John Peden – Member

The Board President

Respectfully,

Michele Starman, President

Cozad Community Schools Board President

The Superintendent

Respectfully,

Mr. Ron Wymore

Superintendent of Cozad Community Schools

Introduction

This strategic plan is a recognition by the Cozad Community Schools' Board of Education that together with the community we create success. Therefore, in partnership with stakeholders and the commitment and contributions of the teachers, administrators, and staff of Cozad, and the district's external stakeholders: parents, students, community leaders, and citizens of our community, we are poised to provide the students of Cozad Community Schools "to be successful lifelong learners through quality education." We all have a stake in the success of Cozad and we should all have the opportunity to help shape the idea of what success looks like for our district. Therefore, collaboration was central as we embarked upon the strategic planning process.

We would like to thank members of the Strategic Overview Committee for their considerable contributions to the creation of this strategic plan.

Strategic Process

Working with facilitators from the Nebraska Association of School Boards, we established a Strategic Overview Committee comprised of the following members:

Teachers

CEEC: Kylee Kuecker

Elementary: Amber Ross & Vickie Gilbert

Middle School: Kelli Teahon

High School: Karen Klein, Jann Kloepping, & Amanda Rossell

Parents

CEEC: Kristen Bennett

Elementary: Lacey Buss & Jennie Smith

Middle School: Becky Boryca

High School: Dranoel Fleharty, Julie Linn, & Masha Engel

Students

High School:

Sydney Lindstedt (12)

Austin Werner (11)

Joey Orellana (10)

Shaundra Wiederholt (9)

Middle School

Madison Rowley (8)

Alex Svajgr (8)

Classified Staff

CEEC: Alyssa Leahy

Elementary: Tina Schmidt

MS: Shelli Gill

HS: Lori Fletcher

Board of Education

Joel Carlson, Judy Eggleston, Ann Burkholder

Administration

Joel Applegate, Bill Beckenhauer, Brian Regelin,

Dale Henderson, Patty Wolfe, James Ford

We conducted a community focus group meeting to engage parents, patrons, and business leaders utilizing online surveys, and in some cases one-to-one interviews. Internal stakeholders were also engaged in the needs assessment including the board of education, administrators, certified staff, classified staff and students. By engaging a diverse group of

internal and external stakeholders, we provide district and community stakeholders the opportunity to express their thoughts, ideas, and concerns regarding the current culture, but also the vision for the future of Cozad Community Schools (CCS).

This process allowed us, as a community, to closely examine the current status of the district. We examined our strengths, but also participated in frank conversations about the district's most pressing needs today and the challenges we are sure to face in the days ahead. To be clear, while the stakeholders reaffirmed that we have much to be proud of, they too shared that there are areas in which we must improve in order to fulfill our mission.

Collectively, the community and the staff are committed to doing all we can to improve the district. To ensure we provide a comprehensive plan, we address the identified areas of need to structure the CCS strategic plan. Through the priorities set forth, we will elevate our needs and priorities through the guiding principles, objectives, strategies, and performance indicators to guide decision-making and alignment of resources to support the methodologies employed in individual classrooms, programs enacted in building levels, district-wide initiatives implemented by district administration, and policy set by the Cozad Board of Education.

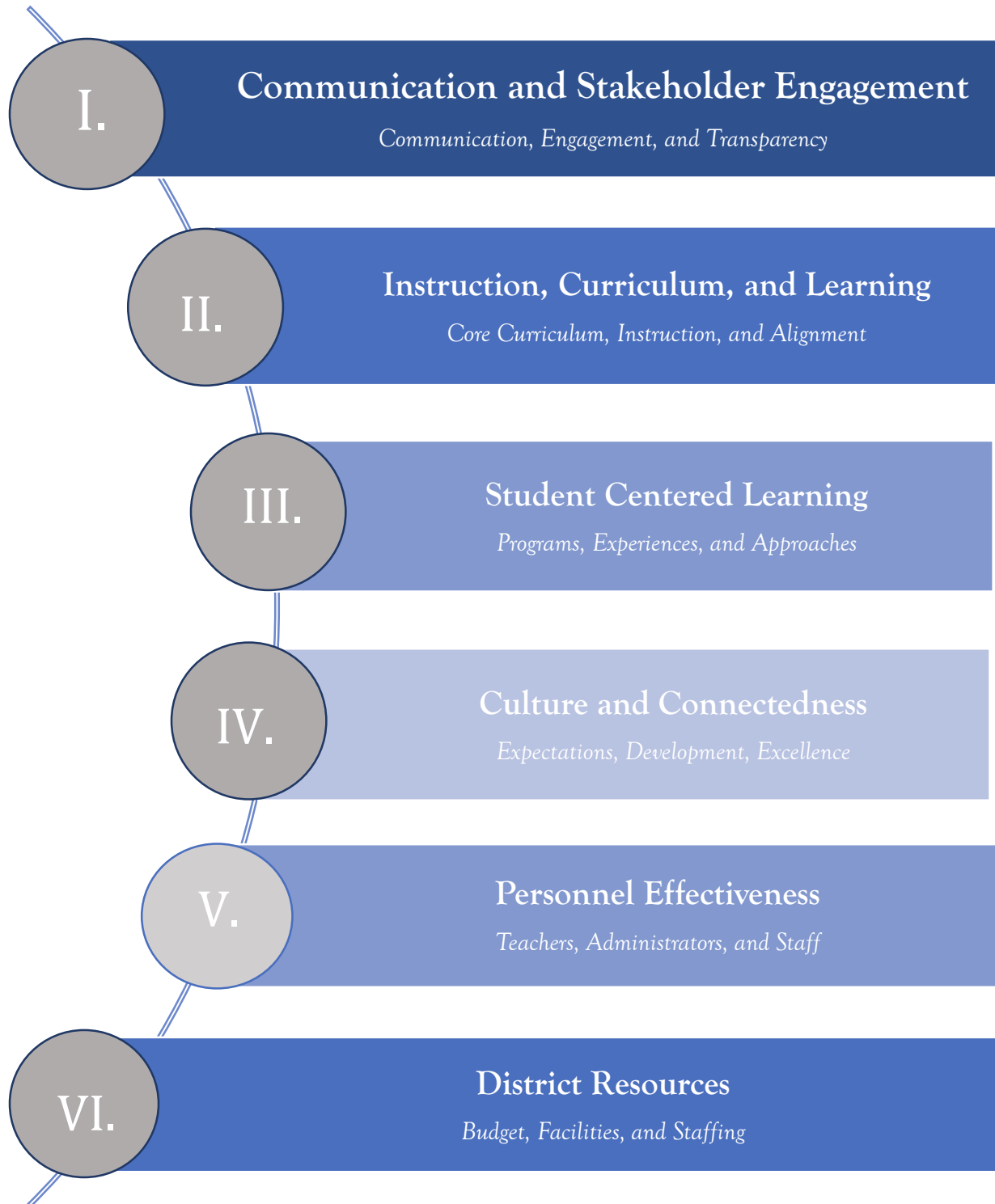
Mission Statement

“Cozad Community Schools in partnership with family and community prepares students to be successful lifelong learners through quality education.”

Vision Statement

Cozad Creates Success!

Guiding Principle Overview



Guiding Principles

Careful and collaborative analysis of the data collected through the strategic planning needs assessment process resulted in the identification of a number of priorities. These identified priorities, in turn, informed the creation of several areas of focus that form the structure of the CCS Strategic Plan.

Communication and Stakeholder Engagement

To fully engage and empower our staff and our community CCS must communicate with all stakeholders in an effective and timely manner. We must grow and improve our methods of communication, engagement, and transparency to build trust and reach the community at large. Furthermore, building and sustaining partnerships with organizations and opportunities such as the local workforce development, Mid-Plains Community College and Central Community College, Cozad Community Foundation, CCS alumni, surrounding communities, and other partners are key to maximizing student college and career readiness. As an organization with thousands of internal and external stakeholders spread out across our community, developing an effective communication plan is critical to CCS ability to operate efficiently.

Instruction, Curriculum, and Learning

Relevant curriculum and effective instructional methods are critical to student learning and support the CCS vision to “create success” for students by maximizing student betterment. Through adopted core curriculum, vertical and horizontal alignment, the district promotes effective transitions for students level to level and grade to grade throughout the PK-12 system. Furthermore, enhancing expanded learning opportunities will help foster students’ problem-solving abilities to prepare for their future successes.

Student-Centered Learning

Student-centered learning is comprised of the programs, experiences, and approaches that engage the student in his/her own successful learning. The environments created to encourage student-centered learning include, but are not limited to, a personalized student-centered culture of shared values and priorities, as well as the structure, technology and collaborative internal and external supports engaging the student in his/her own success.

Culture and Connectedness

We must create the necessary partnerships and shape the narrative that emphasizes the importance of the school district to the future of the community — renewing our efforts to model high expectations that inspires excellence and promotes learning for all students. CCS must recruit, retain, and provide the professional development opportunities by establishing and maintaining a culture that inspires excellence where students are safe, healthy, and engaged.

Personnel Effectiveness

The success of the CCS district and its ability to bring the mission and vision to life for the students is predicated on the district's most valuable assets — the dedicated and professional teachers, administrators, and staff. As the CCS staff is supported and challenged they will grow as professionals, and CCS students will ultimately benefit.

District Resources

The CCS community supports and sustains the district, providing the resources that enable all that we do to educate our students. We have a responsibility to continue to be good stewards of the funding our generous community provides. We must prioritize our many needs through the lens of the finite financial resources available and work to ensure that our investments are designed to have the largest possible impact on our most pressing student needs.

We aspire and are committed to providing well-maintained, safe, and appropriate buildings and grounds to support an environment in which students can learn and staff can perform effectively. To ensure that we are able to continue to meet this need, we must continue to implement the district's master facility plan to address both the short and long-term needs of our PK-12 buildings and ground.

CCS Strategic Plan

Guiding Principles, Objectives, Strategies, and Performance Indicators

Our process enabled us to identify needs and establish priorities (Guiding Principles). To have an impact on student learning, however, a strategic plan must include a plan of action for affecting change. In the following strategic plan, each Guiding Principle is further defined in the form of an

objective. Each objective states with specificity a goal that, when achieved, will have a direct impact on CCS's ability to meet our mission. For each objective, strategies have been created that define the action necessary to meet the objective. Each strategy is expressed through manageable and measurable performance indicators.

Implementation of the Strategic Plan

This strategic plan represents our collective resolve to inspire and empower students. The Guiding principles, objectives, and strategies set forth below are the building blocks of the path we have laid out to reach the 2020-2025 benchmarks for student learning. Meeting those benchmarks depends on more than just designing a path – we must be dedicated, at every level, to the consistent and effective implementation of the specific strategies and measurable performance indicators and work to integrate the strategic plan into the regular day to day operations of the district.

To ensure the success and implementation of the CCS Strategic Plan, district leadership will:

- A. Assign staff to manage and oversee Measures and Objectives
- B. Monitor and assess the implementation, making necessary and appropriate adjustments as needed
- C. Commit resources needed to ensure the progress and success of the plan
- D. Align the plan to the board's annual calendar and monthly meeting agenda to measure progress and success of the plan
- E. Communicate progress of the plan to internal and external stakeholders as appropriate

Guiding Principles

The Guiding principles highlight the areas CCS will build upon to support the mission and vision of the school district.

Objective

The objective states the area of focus and outcome that CCS will achieve.

Strategy

The strategy provides detail of how the objective will be met.

Performance Indicators

The performance indicators identify specific tasks, assignments, or action staff members will follow to realize the stated objective and strategy.

Program/Building Level

The program/building level identifies the point of impact.

Responsible

The assigned responsibility is to ensure progress/success of the performance indicator.

Target Date

The target date identifies when the indicator is to be assessed for progress and/or a target completion date.

Funding

The funding identifies an approximate figure for how the program/service will impact district resources.

Evidence of Progress

The evidence of progress identifies the action that has been taken to meet the performance indicator.

Final Steps Remaining

Prioritization Ranking

The prioritization ranking enables administrators to assess the urgency and impact of the identified strategic plan strategies. The feedback from administrators is assessed through a scatter plot mechanism to narrow the focus to strategies that require priority.

Alignment Matrix

The alignment matrix links the strategic plan strategies to the AQuESTT Tenets and Cognia (formerly AdvancED) Accreditation Standards.

CCS Strategic Framework

Guiding Principle I: Communication and Stakeholder Engagement

Objective: Grow and sustain a mutually supportive and trusting partnership with stakeholder groups for the benefit of the mission and vision of CCS and to sustain a positive connection with and among the community at large.

Strategy 1.1: Identify and implement a plan for administration and staff members to work cooperatively, build trust, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.

Performance Indicators:

- 1.1(a) Build relationships and engagement between staff and administrators in ongoing conversations to determine how the district can best support long-term improvements of academic achievement.
- 1.1(b) Work collaboratively to identify areas of growth in the professional development topics and presentations that administration can provide for staff to improve student achievement.
- 1.1(c) Allow and encourage staff regular and safe opportunities to work together to provide feedback for growing and improving student achievement.
- 1.1(d) Evaluate the effectiveness of cooperative efforts to improve and grow staff relations district-wide to increase positive working relationships, the climate, and student learning.

Strategy 1.2: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective and purposeful communications.

Performance Indicators:

- 1.2(a) Identify the most effective methods by which to engage parents/guardians in the education of their child.
- 1.2(b) Consider methods of improving Parent-Teacher Conference format, teacher communication with parents/guardians, and expectations of the conference.
- 1.2(c) Provide opportunities for parents/guardians to access strategies and resources available to engage their child in learning outside of the classroom.
- 1.2(d) Evaluate the effectiveness of enhanced communications with parents/guardians.

Strategy 1.3: Communicate the district's vision and goals through strategic messaging.

Performance Indicators:

- 1.3(a) Develop message/position statements that represent the district's vision, goals, challenges and accomplishments.
- 1.3(b) Disseminate the district vision both strategically and prominently throughout the district's buildings and publications.
- 1.3(c) Use social media to provide immediate two-way communication with stakeholders and build relationships and awareness of issues.

Guiding Principle II: Instruction, Curriculum, and Learning

Objective: To provide comprehensive learning opportunities that prepare and empower students to be engaged through equitable, challenging, creative, and rigorous curriculum and instruction.

Strategy 2.1: Ensure curriculum and instructional methods are properly and consistently implemented PK-12.

Performance Indicators:

- 2.1(a) Review and enforce the importance of consistent integrated instructional practice to support the transition of students from grade to grade and level to level.
- 2.1(b) Commit time for staff to engage in ongoing training to support the district adopted instructional framework.
- 2.1(c) Design and adopt a curriculum review policy to ensure that all curriculum is reviewed on a scheduled basis to ensure it supports learning and is aligned to the state learning standards and provides a level of rigor to challenge student learning opportunities.
- 2.1(d) Identify, adopt, and implement a plan for strengthening the learning culture PK-12.
- 2.1(e) Align teacher evaluation to the district-adopted instructional model.
- 2.1(f) Identify learning strategies and interventions to provide academic supports for struggling students.
- 2.1(g) Distribute and engage staff in data to review, analyze, and support day-to-day decision-making, evaluation of programs, and scope and sequencing to support effective instructional planning and practice.
- 2.1(h) Identify and implement academic supports to provide an inclusive educational learning opportunity for students with verified needs.

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

Strategy 2.2: Utilize an employee on-boarding program and mentoring to train, equip, and prepare new staff for success and retention.

Performance Indicators:

2.2(a) Develop and implement an employee and mentoring program.

2.2 (b) Review, assess, and update the current employee on-boarding and mentoring programs.

2.2(c) Review and assess the teacher mentor program to cultivate a supportive working environment.

2.2(d) Encourage the mentor to work collaboratively with the new teacher to establish specific professional development goals to enhance their time and work together as mentor/mentee.

2.2(e) Engage the new hires in the assessment of applicable student data to ensure specific academic goals are in place prior to the beginning of the school year.

2.2(f) Develop a defined annual professional development plan for building administrators and directors to support a collective vision and the growth of district capacity.

2.2(g) Evaluate the efforts to strengthen the leadership and effectiveness of the administrative structure of CCS.

Strategy 2.3: Increase the utilization of data to inform decisions at the classroom, building, and district levels.

Performance Indicators:

2.3(a) Develop the capacity of staff to effectively utilize data.

2.3(b) Align continuous improvement efforts across the district by providing data support for building-level improvement teams.

2.3(c) Collect, track, analyze, benchmark, and report important state and local data points to stakeholders.

2.3(d) Engage the board of education in the review and analysis of student performance data to support informed decision making.

2.3(e) Evaluate the impact of data informed decision making on student performance.

Guiding Principle III: Student-Centered Learning

Objective: To provide a student-centered learning environment for the benefit of all students and to positively grow the culture of PK-12.

Strategy 3.1: Initiation of a district level environmental scan of programs and policies addressing educational and systemic disparities of CCS students in poverty.

Performance Indicators:

- 3.1(a) Evaluation of environmental scan findings with an overview of problems identified.
- 3.1(b) Identification of programs and policies that address the problems identified in the environmental scan.
- 3.1(c) Identify and implement culturally relevant needed supports for students in poverty.
- 3.1(d) Implement necessary training sessions for staff along with any local community resources for partnership capabilities and supports.
- 3.1(e) Evaluate the effectiveness of modifications made to programs and policies for students of poverty and the overall impact to learning and students' post-graduate opportunities.

Strategy 3.2: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Performance Indicators

- 3.2(a) Identify and design CCS Vertical and Horizontal Subject-Area Teams made up of teachers from multiple grade levels and specified subject areas.
- 3.2(b) Commit in-service time to engage the development and use of CCS Vertical and Horizontal Subject-Area Teams to collaborate.
- 3.2(c) Empower the CCS Vertical and Horizontal Subject-Area Teams to address curriculum alignment and instruction, academic and social-emotional needs to determine concepts and skills that students must master for successful transition.
- 3.2(d) Empower the CCS Vertical and Horizontal Subject-Area Teams to set grade-level goals, establish short and long-term plans for action, gather data, and report out to district administration in a timely and scheduled fashion.
- 3.2(e) Evaluate the effectiveness and scope of responsibilities of the CCS Vertical and Horizontal Subject-Area Teams.

Strategy 3.3: Create improvements and increased student achievement opportunities for High-Ability Learners (HAL).

Performance Indicators:

- 3.3(a) Create and implement a preassessment of HAL students to lead to targeted curriculum design.
- 3.3(b) Implementation of professional development to ensure staff is equipped to instruct.
- 3.3(c) Modified curriculum designed to take into account integration of basic skills and higher-level thinking.
- 3.3(d) Evaluation of HAL student outcomes using multi-method criteria of self-evaluation and standardized tools with flexible pacing and supportive differentiated learning environments.

Strategy 3.4: Provide social-emotional and behavioral supports for all students integrating social-emotional learning to realize the potential and resource accessible through the MTSS model in a student-centered learning environment.

Performance Indicators:

- 3.4(a) Develop student outcome goals and competencies to support social-emotional learning for the purpose of enhancing student decision-making skills, responsible behavior, and a student's independent role personally, at school, and as a community member.
- 3.4(b) Assess current staffing to ensure that the district provides adequate and essential staff to support the integration and implementation of social-emotional supports.
- 3.4(d) Integrate social-emotional learning into the academic and extra-curricular activities through consistent curriculum, skills development, service learning, and community service.
- 3.4(e) Provide district guidance and resources to staff supporting social-emotional learning.

Strategy 3.5: Improve the school district climate and learning environment to support increased student achievement, social-emotional skills, and positive behavior.

Performance Indicators:

- 3.5(a) Create a system to support and equip staff with tools and techniques to address social-emotional skills and behavior.
- 3.5(b) Provide consistent and on-going professional development to all staff to prepare and effectively implement the social-emotional learning district-wide.
- 3.5(c) Encourage and sustain open dialogue and feedback opportunities with staff to address the unforeseen obstacles that evolve through the implementation and as a result of the social-emotional education initiative.
- 3.5(d) Evaluate the effectiveness of how the Initiative has impacted the climate and learning environment.

Guiding Principle IV: Culture and Connectedness

Objective: To create and sustain a district culture that exemplifies and models high expectations for all staff and students.

Strategy 4.1: Implement a plan that enables staff and students to connect through a culture that embraces accountability, inspires excellence, and promotes learning.

Performance Indicators:

- 4.1(a) Create and commit to consistent expectations for staff and hold everyone equally accountable.
- 4.1(b) Engage appropriate staff for guidance and support when addressing issues that impact classroom instruction, curriculum, and/or matters that will add value to their role and responsibilities.
- 4.1(c) Develop protocol and procedures to ensure timely, consistent, and purposeful communication to all staff when appropriate and to improve staff engagement.
- 4.1(d) Create a plan for communicating, distributing, and updating staff through ongoing communication focused on the progress and success of the CCS Strategic Plan.
- 4.1(e) Implement a Web-based access system to enable stakeholders to engage the district in hot topic questions and/or inquiries with a plan for responding in a timely manner.
- 4.1(f) Assess current communication methods and other platforms to ensure the district is utilizing an effective, timely, and purposeful means to enhance communications.
- 4.1(g) Evaluate and consider internal stakeholder's perception of communications and strategies for improving as necessary.

Strategy 4.2: Cultivate a positive learning culture for staff and administrators through organized Professional Learning Communities.

Performance Indicators:

- 4.2(a) Provide a structured PLC process to encourage the use of best practice instruction, enhance staff connectedness and professional growth.
- 4.2(b) Budget and allocate resources to support the PLC program.
- 4.2(c) Provide ongoing supports and resources to encourage effective PLCs.
- 4.2(d) Evaluate the effectiveness of the PLC program.

Strategy 4.3: Grow the effectiveness and leadership of the building administrators and directors.

Performance Indicators

- 4.3(a) Define a CCS leadership model and organizational workflow to support leadership effectiveness and accountability.
- 4.3(b) Review and refine all building administrator and director job descriptions and expectations.
- 4.3(c) Review and refine the building administrators and directors' evaluation rubrics to measure performance and to ensure leadership accountability.
- 4.3(d) Regularly conduct administrative meetings to support open and purposeful communications.
- 4.3(e) Develop a defined annual professional development plan for building administrators and directors to support a collective vision and the growth of district capacity.
- 4.3(f) Evaluate the efforts to strengthen the leadership and effectiveness of the administrative structure of CCS.

Guiding Principle V: Personnel Effectiveness

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 5.1: Align resources to support a progressive learning environment and attract quality educators to the district.

Performance Indicators:

- 5.1(a) Provide a structured CCS Professional Development Plan to encourage the use of best practice, support programs and initiatives and enhance staff knowledge and skills.
- 5.1(b) Budget and allocate resources to support the CCS Professional Development Plan.
- 5.1(c) Engage classified staff in professional development opportunities to enhance their skills, knowledge, and experience when providing support to students and staff.
- 5.1(d) Utilize a teacher evaluation system aligned to the instructional framework to provide timely and authentic feedback to reinforce growth, identify opportunities to refine professional skills and knowledge, and create pathways for leadership succession.
- 5.1(e) Engage staff and administration to assess personal development progress, impact, and benefits to CCS initiatives, instruction, and personal development.
- 5.1(f) Create and adopt a district-wide onboarding and training model to support new hires PK-12.

5.1(g) Evaluate the effectiveness of the CCS Professional Development Plan.

Strategy 5.2: Utilize a teacher evaluation system to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.

Performance Indicators

5.2(a) Review and update the teacher evaluation instrument to ensure it is aligned to the instructional framework, includes a rubric and criteria to support the systematic process in which the evaluation is conducted.

5.2(b) Require all certified staff to develop and affirm personalized goals to guide their personal/professional growth as part of the evaluation process with their assigned supervisor.

5.2(c) Train staff in the evaluation rubric and process to support success.

5.2(d) Evaluate the success of the evaluation process and tool.

Guiding Principle VI: District Resources

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and model fiscal responsibility.

Strategy 6.1: Provide a safe, and well-maintained learning environment conducive to academic needs and priorities.

Performance Indicators:

6.1(a) Ensure current facilities are properly maintained.

6.1(b) Develop and adopt a short and long-term Facility Master Plan that addresses student safety and security to support needs that enables the district to plan in a purposeful and cost-effective manner.

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

6.1(d) Develop a proposed timeline to support the short/long-term facility plan and management of resources needed to maintain quality district buildings and grounds.

6.1(e) Evaluate the overall effectiveness of the district facilities.

Strategy 6.2: Align district resources to support a quality education system and high-level learning environment.

- 6.2(a) Commit the resources to advance AQuESTT classifications in each building and district-wide to enhance student learning effectiveness.
- 6.2(b) Maintain accountability of staff to ensure systematic growth that supports and rewards continuous improvement for every student, school, and educator.
- 6.2(c) Evaluate the overall effectiveness of the building/district initiatives to improve AQuESTT classifications.