

**Wakefield Community School
Board Retreat Agenda
Wednesday, September 13, 2023 Immediately following Special Board Meeting
Posted Locations:**

**Wakefield Post Office
BankFirst
Wakefield Republican
School Main Entrance**

Posted Date: 09/07/2023

The Board of Education Regular Meeting convened in open and public session on Wednesday, September 13, 2023 at Immediately following Special Board Meeting in the Board of Education Room at the HS Computer Lab - Room 213
802 Highland Street
Wakefield, NE 68784.

President Brown informed the group of the Open Meetings Act posted in the room and accessible to all members of the public as required by law. All board members had received notice of the meeting and the meeting notice had been published/posted in a timely manner prior to the meeting date.

ATTENDANCE TAKEN AT Immediately following Special Board Meeting:

Present: Bree Brown, Josh Dorcey, Jeffrey Keagle, Jim Litchfield, Sherri Lundahl, Eric Riewer.
Present: 6.

Opening Procedures

Call to Order

Roll Call

Approval of Agenda

Motion to approve the agenda. This motion, made by Jeffrey Keagle and seconded by Josh Dorcey, Passed.

Bree Brown: Yea

Josh Dorcey: Yea

Jeffrey Keagle: Yea

Jim Litchfield: Yea

Sherri Lundahl: Yea

Eric Riewer: Yea

Yea: 6, Nay: 0

Discussion and Action Items

Review, revise, and create action plans from the District Strategic Plan.

Adjournment

Motion to adjourn the meeting at 8:35pm. This motion, made by Josh Dorcey and seconded by Jeffrey Keagle, Passed.

Bree Brown: Yea

Josh Dorcey: Yea

Jeffrey Keagle: Yea

Jim Litchfield: Yea

Sherri Lundahl: Yea

Eric Riewer: Yea

Yea: 6, Nay: 0

Prioritization Summary

The following list provides the cumulative prioritization (listed top priority to lowest priority) based on the *overall averages* presented in the previous pages.

1) Guiding Principle V: Facilities

1. Strategy 5.1: Creation of a comprehensive facilities plan to address both short term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities, and acquiring property to meet the future needs of the district.
2. Strategy 5.2: Build district resource capabilities to support internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.

2) Guiding Principle IV: Personnel Effectiveness

1. Strategy 4.3: Set high expectations to ensure a diverse learning opportunity vital to the success of students by adopting challenging, creative, and rigorous data-based curriculum and instruction aligned both horizontally and vertically to support the success of students' transitions grade to grade and level to level.
2. Strategy 4.2: Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students' academic, social-emotional, and mental health well-being.
3. Strategy 4.5: Revise and utilize our teacher evaluation tool and professional growth plan for teachers with a focus on growth rather than only compliance with policy and state statutes.
4. Strategy 4.4: Provide high-quality professional development that increases staff's capacity to collaborate, design, and implement innovative curriculum.
5. Strategy 4.1: 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.

3) Guiding Principle III: Climate and Culture

1. Strategy 3.3: Implement the Multi-Tiered System of Supports (MTSS) model with fidelity to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students.
2. Strategy 3.2: Improve the school district climate and learning environment to support increased student achievement, social-emotional skills, and positive behavior.
3. Strategy 3.1: Foster a caring, inclusive culture where all staff and students feel value, support, and joy.

4) Guiding Principle I: Expanded Student Learning Opportunities

1. Strategy 1.1: Set high expectations to ensure the integrity, quality and rigor of the curriculum provided supports diverse learning opportunities for the students at Wakefield Community School.
2. Strategy 1.3: Study the current English Learner (EL) delivery model and supports to improve services for EL students.
3. Strategy 1.5: Build district resource capacities that include the community, students, families, college/universities, and industries working together for college credit and readiness, academic growth in the English Learner population, and overall diversity of curricular offerings.
4. Strategy 1.4: Implement expanded learning opportunities for students to enhance college/career/post-high school readiness skills and knowledge.
5. Strategy 1.2: Provide a High-Ability Learning (HAL) Program to challenge identified students to advance their individual academic knowledge, skills, and abilities.



5) Guiding Principle II: Family and Community Partnerships

1. Strategy 2.3: Partner with community and businesses to stimulate the creation of multiple career pathways and STEM offerings at high school to ensure career—ready students.
2. Strategy 2.2: Build a strong culture of student, staff, family, and community engagement to overcome barriers.
3. Strategy 2.4: Strengthen family engagement and community investment.
4. Strategy 2.1: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective and purposeful communications.

6) Guiding Principle VI: Board Governance

1. Strategy 6.1: Annually review the district's vision and mission statements, and progress/updates of the strategic plan to support the mission.
2. Strategy 6.2: Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district's image, build positive working relationships and sustain long-term partnerships that will serve education.
3. Strategy 6.3: Align and manage district resources in a responsible manner to meet goals and to promote growth of student achievement.
4. Strategy 6.4: Advocate for children, public education, learning, and equity to support improved student achievement for all students.





Wakefield Community Schools Strategic Planning 2023 Progress Analysis Summary



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Strategic Plan Progress Analysis

Guiding Principle Averages

(listed highest to lowest)

Guiding Principle VI: Board Governance - 3.10 *(Progressing)*

Guiding Principle I: Expanded Student Learning Opportunities - 3.00 *(Progressing)*

Guiding Principle V: Facilities - 2.84 *(Developing)*

Guiding Principle III: Climate and Culture - 2.78 *(Developing)*

Guiding Principle IV: Personnel Effectiveness - 2.56 *(Developing)*

Guiding Principle II: Family and Community Partnerships - 2.34 *(Developing)*

Guiding Principle Priority Ranking

Note: The following table reflects the prioritization rankings for the guiding principles from 2021-2022.

Accomplished (4) - This strategy has been realized and is sustainable.

Progressing (3) - Some measurable progress has been made, but this strategy has not been fully realized.

Developing (2) - This strategy has been initiated.

Not Met (1) - This strategy has not been addressed.

Ranked Priority	Guiding Principle ID	Guiding Principle	Impact Average	Urgency Average	Overall Average
1	5	Facilities	2.67	1.33	2.0
2	4	Personnel Effectiveness	2.33	2.67	2.5
3	3	Climate and Culture	2.33	3.0	2.667
4	1	Expanded Student Learning Opportunities	3.33	3.0	3.165
5	2	Family and Community Partnerships	4.33	5.0	4.665
6	6	Board Governance	N/A	N/A	N/A

Guiding Principle I: Expanded Student Learning Opportunities

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

Overall Progress: Progressing

Please rate and explain the district's progress for planning and implementing the following strategies:

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

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

1.1(b) Increase elective course offerings and life and career readiness programs, as well as class choice opportunities to enhance the learning opportunities for WCS students.

1.1(c) Integrate career, college, and technical training curriculum and learning experiences throughout the district.

1.1(d) Provide mentorships, internships, and job shadowing opportunities to support career-college readiness.

1.1(e) Collaborate with community partners and post-secondary institutions to explore opportunities for partnering to increase curricular offerings for students and to maximize the use of community resources in the educational process.

1.1(f) Utilize the curriculum review cycle policy to provide a systematic process to examine content and to ensure the curriculum is aligned to the standards and meeting the learning needs of students.



Please describe some of the steps you are taking to accomplish this strategy:

Currently working with ESU 1 reviewing our Science Curriculum working towards choosing a new science curriculum series. Work Based Learning will start in the Fall of 2023. Elective offerings have been increased over the last two years for students.

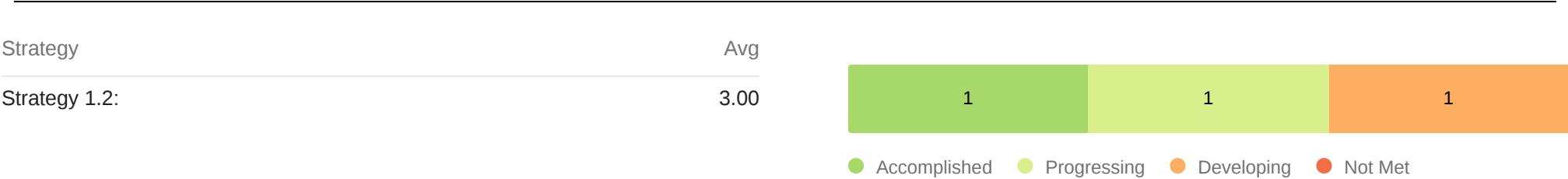
We have expanded course offerings and will begin our work-based learning program in the 23-24 school year. We have work to do in our curriculum development, selection, and implementation process.

We have expanded our CTE course offerings. We have hired a work-based learning instructor. An Educators Rising club was started. Our CTE courses follow the prescribed NDE CTE pathways. We offer dual credit courses during a student's senior year of high school.

Strategy 1.2: Provide an After-School Program to challenge identified students to advance their academic knowledge, skills, and abilities.

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

1.2(b) Modify curriculum to integrate basic skills and higher-level thinking and offer opportunities and experiences to students to expand their learning.



Please describe how this strategy has been accomplished:

We began our after-school program in 22-23 and are having our first summer program this summer. I think this program will continue to expand. The Achievement Center in the high school has also been a large success.

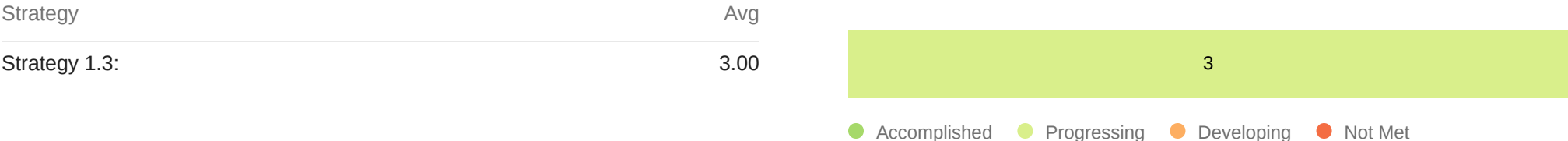
Please describe some of the steps you are taking to accomplish this strategy:

Students are able to be a variety of after school clubs. Foundations of Math, Science and Reading have been organized for our ELL population to build their knowledge foundations to assist them in their learning.

An after school program was provided this school year. Most activities offered were for elementary students. I do not know if preassessments were used or if curriculum was modified.

Strategy 1.3: Study the current English Learner (EL) delivery model and supports to improve services for EL students.

- 1.3(a) Conduct an analysis of current EL enrollment patterns district-wide.
- 1.3(b) Develop needed policies for placement of EL students in courses that will provide support and EL resources.
- 1.3(c) Ensure the implementation of plans to provide one-to-one and group mentoring for EL students.
- 1.3(d) Engage parents and the community in efforts of the district to ensure EL community involvement.
- 1.3(e) Evaluate the effectiveness, the growth, and engagement of the EL experiences.



Please describe some of the steps you are taking to progress/develop this strategy:

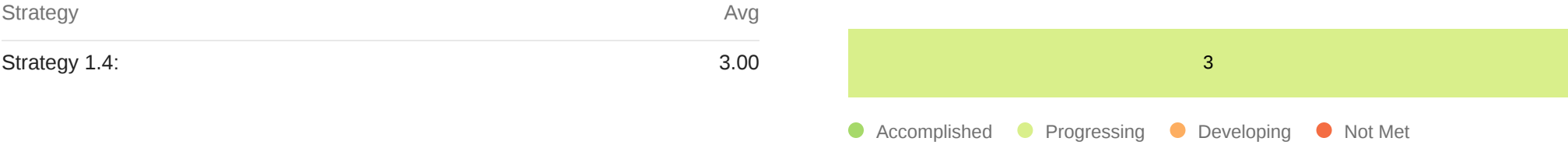
We have expanded EL services and staff district-wide. We added a 4-6 EL interventionist and expanded the 7-12 program. We have also planned for "foundations" courses for high school EL students for the 23-24 school year. We made great strides in integrating EL students into mainstream classes. We added an administrative position of EL coordinator for the 23-24 school year.

Learning strategists have been in place in the high school to assist the EL learners. EL have been placed in the regular classroom now and are really starting to flourish. EL students are monitored through ELPA and progress monitoring to evaluate growth.

We added 2 learning strategists in the high school to support our EL students. We provided co-teaching in classrooms. We moved from self-contained classrooms to full inclusion and access to core instruction. We tiered our language supports. We used ELPA to progress monitor 7-12 grade EL students at the end of the 1st semester. We held 2 community night events, however, these events were not well attended by the community. Next school year, we will be offering transitional classes in all four core subject areas. We are also creating a "Welcome Center" as an orientation process for all newly enrolled EL students. This process will include creating graduation plans.

Strategy 1.4: Implement expanded learning opportunities for students to enhance college/career/post-high school readiness skills and knowledge.

- 1.4(a) Provide mentorships, internships, and/or job shadowing opportunities for secondary students.
- 1.4(b) Expand partnerships with post-secondary institutions to explore educational opportunities and options for partnering to increase curricular offerings for students.
- 1.4(c) Emphasize the importance of personal life skills, including work ethic, character, integrity, and perseverance.
- 1.4(d) Consider and assess the value of expanding course offerings to include, but not limited to: CTE, Vocational Training, Computer Science – Coding, Programming, Robotics, etc., Speech/Public Speaking/Motivational Speaking, and Family Consumer Science (interpersonal relationships, leadership, and management)



Please describe some of the steps you are taking to progress/develop this strategy:

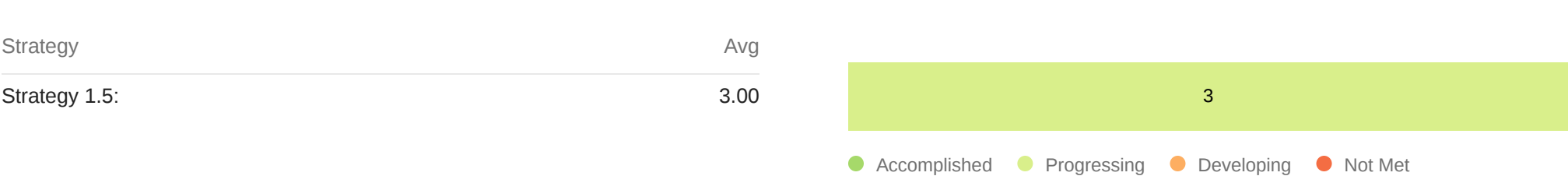
Our SEBL program has increased our emphasis on personal life skills. We have expanded course offerings in Technology, Business, FCS, and Industrial Arts. Adding work-based learning will help us provide expanded career pathway programs.

Work Based learning will be rolled out in the Fall for mentorships and internships. College English and Math courses are available through area colleges for students to earn credits. New technology classes were offered this past school year and will continue to be offered in the future.

We have hired a work-based learning coordinator. We hired a full-time technology teacher. We offer dual credit courses for seniors. Next school year, we will be adding SEBL instruction for grades 7-9 to address character building.

Strategy 1.5: Build district resource capacities that include the community, students, families, college/universities, and industries working together for college credit and readiness, academic growth in the English Learner population, and overall diversity of curricular offerings.

- 1.5(a) Implement a district-wide academic plan that includes rigorous Advanced Placement courses and dual credit opportunities.
- 1.5(b) Evaluate the effectiveness of the instructional supports and benefits of MTSS, social-emotional curriculum, and instruction.
- 1.5(c) Evaluate the effectiveness of expanding knowledge and capacity of programs and services that grow district resources and challenging, creative, and rigorous curriculum and instruction.
- 1.5(d) Collaborate with industry and community representatives for job shadow opportunities, career pathways exploration, student internships, and teacher externships to increase awareness of career opportunities.
- 1.5(e) Advance EL instruction and supports to ensure the success of our EL students.



Please describe some of the steps you are taking to progress/develop this strategy:

Work to do on expanding AP courses.
 MTSS implementation is on schedule and already impacting the school's culture for both students and staff.
 EL program has advanced immensely over the last two years.

EL instruction was enhanced with learning strategists. Next Fall we will have a designated staff member as our EL Director. We finished our 2nd full year of MTSS implementation and will be rolling out PBIS in the upcoming Fall.

I have already commented on our CTE programs and dual credit opportunities. We have adopted NeMTSS framework as our continuous improvement framework. We offer tiered supports for SEBL and mental health. We will be choosing an SEBL curriculum to use in the coming school year to support 7-9 grade students. I have already provided information on how we intend to advance EL instruction.

Guiding Principle II: Family and Community Partnerships

Objective: Grow and sustain a mutually supportive and trusting partnership with all stakeholder groups for the benefit of the mission and strategic plan of Wakefield Community School and to sustain a positive connection with and among the community at large.

Overall Progress: Developing

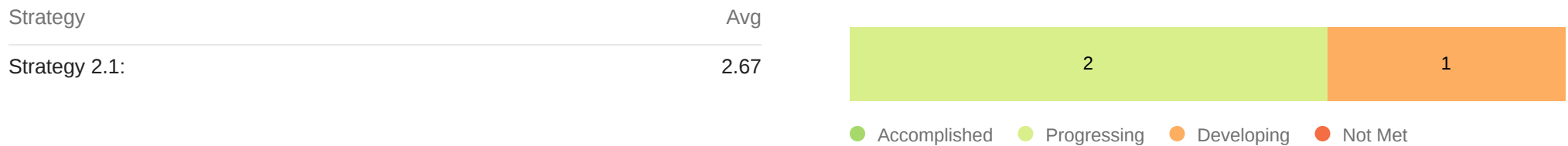
Please rate and explain the district's progress for planning and implementing the following strategies:

Strategy 2.1: Foster a positive working partnership with parents/guardians, employees, and community members to improve and sustain effective and purposeful communications.

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

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

2.1(c) Evaluate the effectiveness of communications with parents/guardians.



Please describe some of the steps you are taking to accomplish this strategy:

We have increased our communication and outreach to the community. We have held periodic community engagement nights, held master plan community meetings.

We have increased and improved our communication through direct messaging, a new website, a Facebook page, Seesaw, Canvas, etc.

We need to work to engage with our Latino community.

Our Latino community's use of the stadium and activity center has opened doors to engagement.

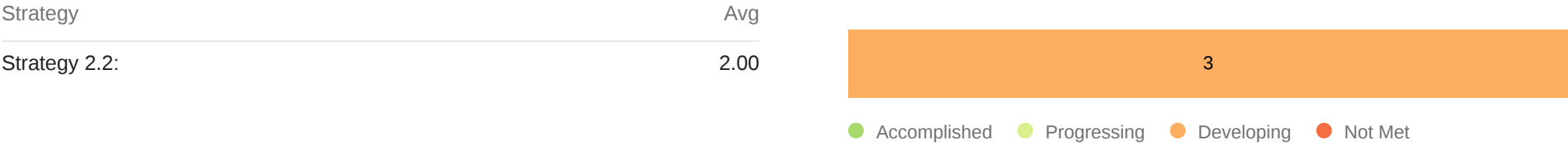
We sent out a parent survey at the beginning of the school year to find out topics of interest for community events. We use Powerschool and SeeSaw to communicate with parents. We also use social media platforms such as Twitter and Facebook. We need to improve our connection with our Latino families.

We use Aptegey to communicate with staff and parents about important events for the district. We host orientation meetings as well as Fall and Winter sports meetings for parents. Canvas is used by most of the staff within the school district. Surveys are sent to students and families rating our overall communication as a school district.

Strategy 2.2: Build a strong culture of student, staff, family, and community engagement to overcome barriers.

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

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



Please describe some of the steps you are taking to progress/develop this strategy:

We need to be strategic in communicating services provided to our Latino community. We need to go to them instead of waiting for them to come through the door.

Parent meetings, PT conferences, and IEP/SAT team meetings

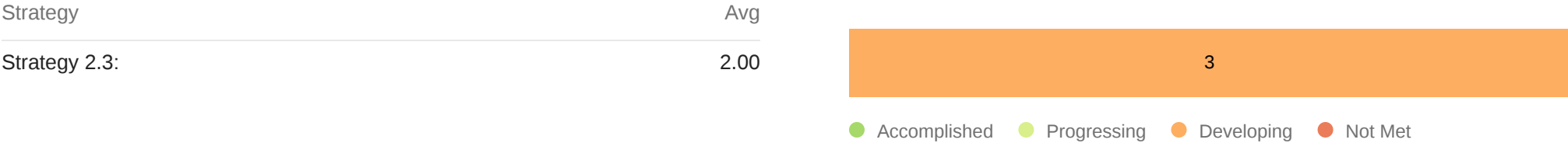
As previously stated, we held 2 community events this school year. We hold parent-teacher conferences. Our after-school program held 2 community nights. We need to improve community engagement.

Strategy 2.3: Partner with community and businesses to stimulate the creation of multiple career pathways and STEM offerings at high school to ensure career—ready students.

2.3(a) Create a committee of internal and external stakeholders to identify opportunities that exist in the community and communicate with the business leaders of possible opportunities for students.

2.3(b) Collaborate with industry and community representatives for job shadow opportunities, career pathways exploration, student internships, and teacher externships to increase awareness of career opportunities.

2.3(c) Evaluate the effectiveness of working with partners to enhance student learning opportunities.



Please describe some of the steps you are taking to progress/develop this strategy:

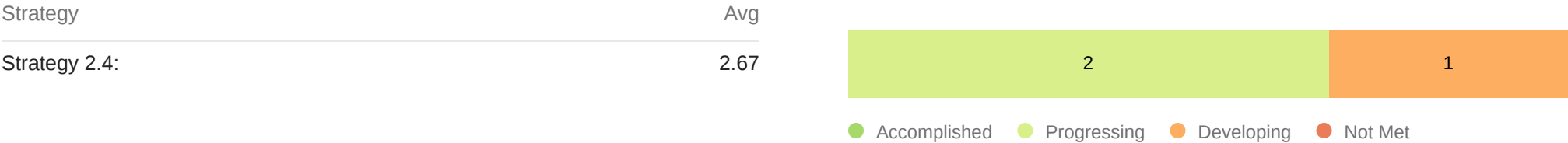
We will begin work-based learning program in 2023-24

Unable to share at this time

We have hired a work-based learning coordinator who will collaborate with community and businesses. This includes job shadow opportunities and internships.

Strategy 2.4: Strengthen family engagement and community investment.

- 2.4(a) Seek out opportunities to engage our WCS community with multiple events.
- 2.4(b) Increase district outreach efforts with community organizations, business partners, and other external stakeholders to keep stakeholders informed of the programs, services, and news of the district.
- 2.4(c) Increase the visibility of school programs and needs with all stakeholders.
- 2.4(e) Evaluate the effectiveness of purposeful engagement efforts with parents/guardians and the communities.



Please describe some of the steps you are taking to progress/develop this strategy:

Engaging with community members in the Master Planning process.
 Held multiple engagement nights though attendance was sparse.
 The school is a consistent member of the Wakefield Community Club.

The district has increased its use of social media (Facebook and Twitter) to inform patrons of services. The district also uses the communication system called Apptegy to communicate with parents and community members. Work Based Learning is starting in the Fall of 2023 with the hopes of getting students out into the community for experiences.

This is an area we need to improve.

Guiding Principle III: Climate and Culture

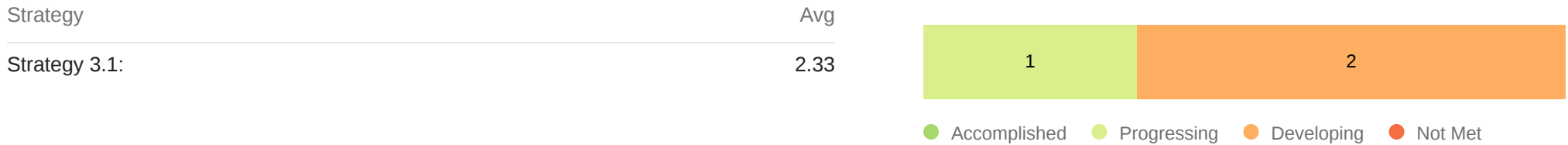
Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among students and all staff.

Overall Progress: Developing

Please rate and explain the district's progress for planning and implementing the following strategies:

Strategy 3.1: Foster a caring, inclusive culture where all staff and students feel value, support, and joy.

- 3.1(a) Create and commit to consistent expectations for staff and students to hold everyone accountable.
- 3.1(b) Incorporate Positive Behavior Interventions and Supports districtwide.
- 3.1(c) Explore and research school climate assessment programs available to public school districts
- 3.1(d) Study and adopt a school climate assessment program for the entire district.
- 3.1(e) Provide training for the school climate assessment program for administrative staff and district leadership teams to ensure success district-wide.
- 3.1(f) Create a committee of administrators, staff, and parents to ensure the district is addressing the needs that exist internally and grow awareness of the family needs that may exist as well.
- 3.1(g) Evaluate the success and effectiveness of the school climate assessment program.



Please describe some of the steps you are taking to accomplish this strategy:

We do not have a school climate assessment program. We created an implementation plan to roll out PBIS this fall. Students and staff identified 3 schoolwide behavior expectations. Students have created branding. Staff have created behavior matrices. Our Meraki Team (school climate team) continued to be active this school year by planning staff social events and doing monthly recognition/celebrations of staff.

PBIS will be started in the Fall of 2023. School climate surveys has and will continue to be used now and in the future. District Leadership team was established and worked on strategies and issues throughout the last school year. This team is designed to build a better Wakefield Community School through shared leadership.

Staff conducting gratitude circles weekly.

PBIS has been developed and will be implemented in 23-24

Staff were assessed using NDE culture and climate survey.

Strategy 3.2: Improve the school district climate and learning environment to support increased student achievement, social-emotional skills, and positive behavior.

- 3.2(a) Create a system to support and equip staff with tools and techniques to address social-emotional skills and behavior.
- 3.2(b) Integrate social-emotional learning into academic and extra-curricular activities through consistent curriculum, skills development, service learning, and community service.
- 3.2(c) Provide consistent and on-going professional development to all staff to prepare and effectively implement the social-emotional learning district-wide.
- 3.2(d) Evaluate the progress realized through purposeful measures implemented to address the culture and climate of WCS.



Please describe some of the steps you are taking to progress/develop this strategy:

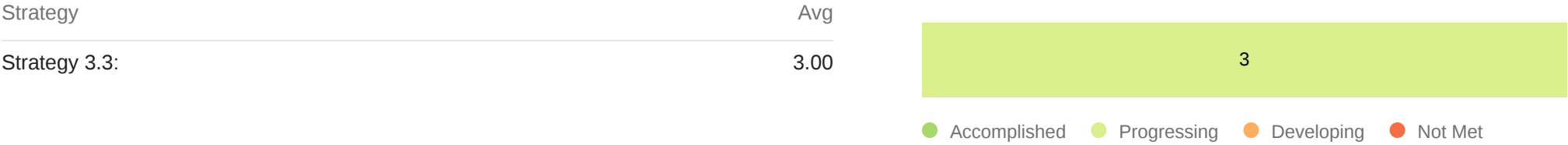
This year, staff were trained on the use of restorative circles. PBIS will be implemented this school year. We will be using SWIS to collect behavior data. We will be purchasing SEBL curriculum to address the needs of 7-9 grade students. The elementary continues to use Second Step. We developed our own SEBL screener to identify students needing support beyond tier 1. We continue to provide a LMHP on site to assist students with tier 3 mental health needs.

SEBL screeners are given throughout the school year to students to monitor where they are at.

MTSS implementation and teaming structures have been set up. We have developed a profile of data that we will use that includes climate data.

Strategy 3.3: Implement the Multi-Tiered System of Supports (MTSS) model with fidelity to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students.

- 3.3(a) Develop a district-wide team with defined roles that will research strategies, monitor, and evaluate the effectiveness of the MTSS model.
- 3.3(b) Develop a common understanding across the district of MTSS through targeted professional development.
- 3.3(c) Develop a consistent process across all buildings for implementation in the various tiers.
- 3.3(d) Intentionally communicate our MTSS model and additional academic, social-emotional, and behavioral supports with WCS families and the community.
- 3.2(e) Evaluate the effectiveness of the instructional supports and benefits of MTSS, social-emotional curriculum, and instruction.



Please describe some of the steps you are taking to progress/develop this strategy:

All of our MTSS teaming structures will realized this coming school year. We will continue to provide professional development. The NeMTSS framework is a part of our school policy. We will continue to complete the MTSS self-assessment to monitor our implementation progress.

Our District Leadership team has and will continue to work with NeMTSS on PD days that are built into the school calendar. Branding was developed for our Problem Solving Model that included all staff. Students spent time to create the branding for the problem solving model.

MTSS implementation is on track after two years of implementation. MTSS Framework for school improvement has been adopted by the District as our approved framework.

Guiding Principle IV: Personnel Effectiveness

Objective: To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.

Overall Progress: Developing

Please rate and explain the district's progress for planning and implementing the following strategies:

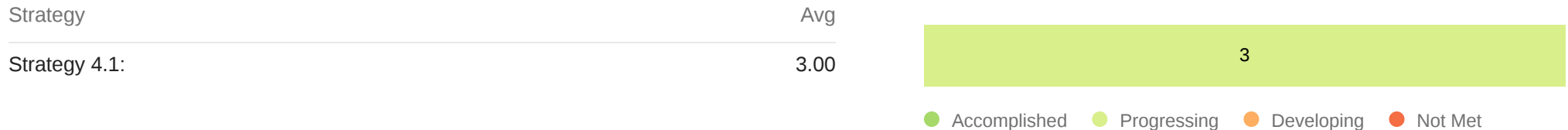
Strategy 4.1: Identify and implement a plan for administration and staff members to work cooperatively, build trust, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.

4.1(a) Build relationships and engagement between staff and administrators in ongoing conversations to determine how the district can best support long-term improvements.

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

4.1(c) Allow and encourage staff regular and safe opportunities to work together to provide feedback for growing and improving student learning.

4.1(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.



Please describe some of the steps you are taking to accomplish this strategy:

I marked this as "progressing", but it should be noted that the high school and elementary buildings are developing at different rates. Through the MTSS essential elements, we are practicing shared leadership. We are also engaging in teaming structures that require high levels of collaboration between staff and administration. In the high school, we scheduled time for collaborative learning and planning (CLP).

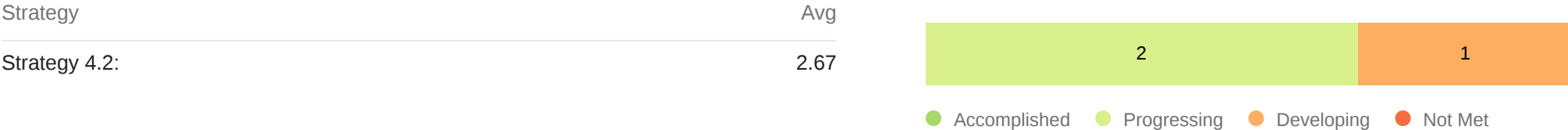
This has effectively been done through the District Leadership Team that was developed. Administration and staff work together to solve issues and develop solutions within the school district. Gratitude circles were used throughout the year to show appreciation for one another.

We are developing a new administrative team. Adding a teacher mentorship director, EL director, and SPED director. We have professionally dealt with underachieving staff.

By instituting our MTSS teams, we have provided venues for problem-solving and data-driven decision-making.

Strategy 4.2: Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students’ academic, social-emotional, and mental health well-being.

- 4.2(a) Complete a staff analysis of endorsements of all staffing assignments to benefit the learning opportunities.
- 4.2(b) Budget and allocate resources to support staffing needs. Consider existing priorities identified in the strategic plan needs analysis, including but not limited to:
 - Technology Integration Specialist
 - Paraprofessionals
 - EL Teachers and Support Staff
 - Learning Intervention Specialist
 - Coaches
- 4.2(c) Maintain accountability of staff to ensure systematic growth that supports and rewards continuous improvement for every student, building or learning level, and educator.
- 4.2(d) Promote an atmosphere of mutual trust through regular collaboration and feedback from peers and administrators.
- 4.2(e) Ensure the capacity, infrastructure, staffing, and equipment to meet the academic and administrative needs for effective and efficient operations across the district.
- 4.2(f) 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.
- 4.2(g) Evaluate the effectiveness of the alignment of resources to support learning environments, quality of educators, and student successes.



Please describe some of the steps you are taking to progress/develop this strategy:

We added staff in needed areas and added programs and services.
 We need to finish the development of our instructional model and teacher evaluation tool.

- *On site School Pysychologist
- *On site Guidance Counselor and Heartland Counselor
- *Learning Strategist implemented into the HS for EL students
- *Class offerings have increased to accommodate the needs of EL students and/or SPED students as well.
- *Classroom Walkthroughs and evaluations occur annually

We began looking at the effectiveness of our instructional model and evaluation tool. Our instructional model is under construction. Our current evaluative tool does not allow for instructional coaching or encourage growth. Neither our instructional model or evaluation tool aligns well with the NeMTSS framework.

Strategy 4.3: Set high expectations to ensure a diverse learning opportunity vital to the success of students by adopting challenging, creative, and rigorous data-based curriculum and instruction aligned both horizontally and vertically to support the success of students’ transitions from grade to grade and level to level.

- 4.3(a) Identify, adopt, and integrate districtwide curriculum to support all subject areas.
- 4.3(b) Ensure effective use of a variety of instructional strategies, materials, and resources in new and existing courses to equitably support the success of each learner (including but not limited to students with verified needs, high ability learners, low-socioeconomic learners, English Learners (EL), and other individual learner needs).
- 4.3(c) Identify and design WCS Vertical and Horizontal Subject-Area Teams made up of teachers from multiple grade levels and specified subject areas.
- 4.3(d) Commit in-service time to the collaboration and development of the WCS Vertical and Horizontal Subject-Area Teams.
- 4.3(e) Empower the WCS Vertical and Horizontal Subject-Area Teams to address curriculum alignment and instruction and academic and social-emotional needs to determine concepts and skills that students must master for successful transitions.
- 4.3(f) Empower the WCS 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.
- 4.3(g) Ensure that all curriculum at WCS is vertically and horizontally aligned with grade-level goals and established short and long-term plans for action.

Strategy	Avg				
Strategy 4.3:	2.00	1	1	1	
		● Accomplished	● Progressing	● Developing	● Not Met

Please describe some of the steps you are taking to progress/develop this strategy:

We have addressed the reading curriculum in grades K-3. We need to commit time and resources to focusing on instruction and curriculum. Our teaming structures are in place to evaluate data.

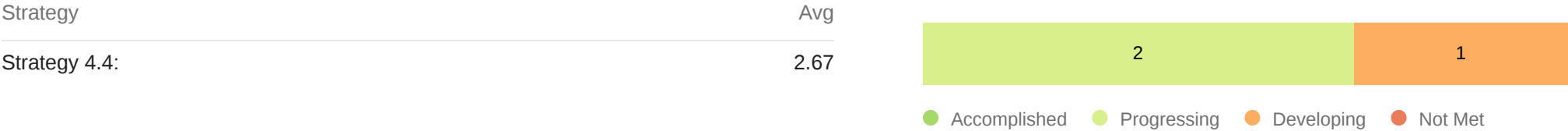
Wakefield Community School District has restructured the way new curriculum is chosen and purchased. Department specific groups work with ESU1 staff to follow a list of guidelines to select new curriculum and evaluate curriculum. Work has been done to align curriculum to ensure that State Standards are being taught and learned.

Please describe why this strategy has not been met:

We do not have an organized process for this.

Strategy 4.4: Provide high-quality professional development that increases staff’s capacity to collaborate, design, and implement an innovative curriculum.

- 4.4(a) Provide consistent and ongoing professional development that empowers staff to improve instruction to support student achievement.
- 4.4(b) Provide a structured WCS Professional Development Plan and Training to encourage the use of best practice, support programs and initiatives and enhance staff knowledge and skills. Consider existing priorities identified in the strategic plan needs analysis, including but not limited to:
 - PLC
 - SPED/504
 - MTSS
 - Teacher Collaboration
 - Policy
 - Behavior Intervention
 - Vision and Goals
 - Leadership Development
- 4.4(c) Budget and allocate resources to support the WCS Professional Development Plan and Training.
- 4.4(d) Engage staff and administration to assess personal development progress, impact, and benefits to WCS initiatives, instruction, and personal development.
- 4.4(e) Evaluate the effectiveness of the professional development opportunities given to the staff at WCS.



Please describe some of the steps you are taking to progress/develop this strategy:

I am marking this as "progressing" for the high school building. We have scheduled 1 full day of staff in-service a month to focus on continuous school improvement. We dismiss at 2 p.m. on Wednesdays for professional development. Each building principal provided an agenda for staff. The high school engaged in CLP and student problem solving teams.

PLC's are taking place every Wednesday from 2-4p.m. during the school year. Teachers work in teams to collaborate with in their departments. The whole staff meets around 3p.m. to discuss and analyze particular issues and work through the problem-solving model to develop solutions. The assessment calendar was develop through whole staff collaboration. District Leadership team works through MTSS once a month during teacher in-service days. We also worked to develop an updated School mission and vision as well.

Provided 7 steps to a language-rich classroom professional development to all staff.
Both principals created professional development plans for their staff.

Guiding Principle V: Facilities

Objective: To provide a safe and secure environment that upholds educational advancements which are accessible to all.

Overall Progress: Developing

Please rate and explain the district's progress for planning and implementing the following strategies:

Strategy 5.1: Creation of a comprehensive facilities plan to address both short-term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities, and acquiring property to meet the future needs of the district.

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


5.1(b) Consider and evaluate the data collected in regards to a building remodel versus demolition and reconstruction.

5.1(c) Develop a short-long term facility plan to support needs and enable the district to plan in a purposeful and efficient manner. Consider existing priorities identified in the strategic plan needs analysis, including but not limited to:

- Security and Safety
- Educational Learning Spaces
- Expansion
- Drop Off and Pick Up
- Parking

5.1(d) Continue to engage stakeholders to educate and inform patrons of the identified needs and plans for addressing facilities and grounds, maintenance and upkeep, renovations, and new construction, and transportation services needed to sustain safe and quality learning facilities and grounds.

5.1(e) Develop and adopt a timeline to support fiscal planning and required resources to maintain district facilities and grounds.

Strategy	Avg	
Strategy 5.1:	3.00	

● Accomplished ● Progressing ● Developing ● Not Met

Please describe some of the steps you are taking to accomplish this strategy:

The master planing process is on target.

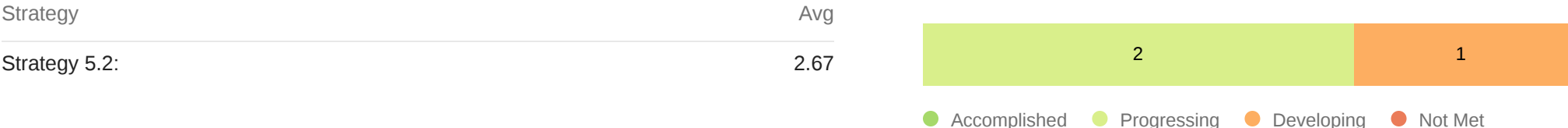
Security and safety of staff has been increased through the purchase of updated cameras and door security. The pick up and drop off of students has been altered to insure the safety of the students.

Our superintendent and school board have been working together to develop a plan to improve our facilities. Data has been collected and shared with stakeholders.

Strategy 5.2: Build district resource capabilities to support internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.

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

5.2(b) Commit the resources needed to sustain integrated technology to support instructional needs and access to learning for the students at Wakefield Community School.



Please describe some of the steps you are taking to progress/develop this strategy:

We have procured many grants to help fund programs. ESSER III, ESSER ELO after-school program grant, MTSS mental health grant, Healthy Schools Grant.

We will have a designated individual holding the title of the Director of EL. She is very talented and determined to improve EL students learning and overall school experience. Technology has been increased and an additional technology teacher has been added to our staff to allow for the growth of course offerings.

Our district leadership team reviews district data to determine resources needed to meet the needs of students. Technology needs are met. Our district technology coordinator regularly communicates needs to the superintendent.

Guiding Principle VI: Board Governance

Objective: To ensure the mission and vision of Wakefield Community School aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Overall Progress: Progressing

Please rate and explain the district's progress for planning and implementing the following strategies:

Strategy 6.1: Annually review the district's vision and mission statements, review and assess the progress-success of the district strategic plan.

6.1(a) Include stakeholders and the community in the development and revisions of the district's mission, vision, and strategic plan.

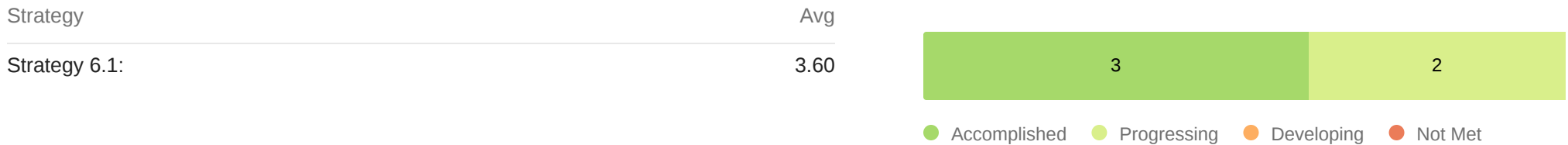
6.1(b) Align the mission and vision to drive planning, decision-making, and evaluation of district operations and progress.

6.1(c) Adopt a strategic plan or district goals to support the progress and growth of student learning.

6.1(d) Align board agenda discussion and action items to the strategic plan.

6.1(e) Continually monitor the progress and success of the strategic plan and hold the superintendent accountable to providing timely and purposeful updates.

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



Please describe how this strategy has been accomplished:

All of the above has been completed. This is a continuous improvement process so we are intending to leverage that for growth and tracking by goal setting and imbedding the improvement plan into the strategy so administration, the board and staff are all on the same page and rowing in the same direction.

We have adopted a new mission, vision statement. After adopting the strategic plan, we had a meeting with our SOC committee to show what has been completed and what is in progress. We just completed a board self assessment in April and see the benefit from doing so. It will become an annual assessment.

We have included both inside and outside stakeholders, our Superintendent gives updates, and our entire admin relates our strategic plan into their monthly reports. We recently completed a board self assessment

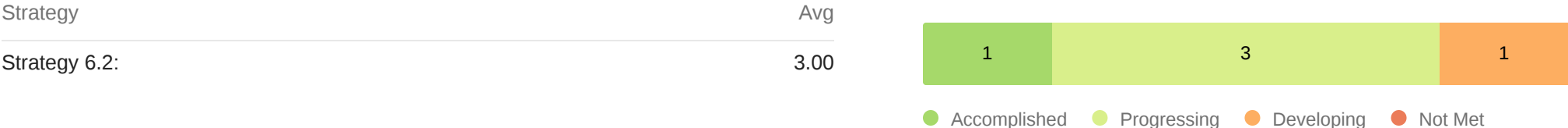
Please describe some of the steps you are taking to progress/develop this strategy:

Our priority should be expand student learning.

We have adopted a new mission statement and strategic plan. We have began to structure board meetings according to such.

Strategy 6.2: Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district’s image, build positive working relationships and sustain long-term partnerships that will serve education.

- 6.2(a) Engage the community to build understanding and support for public education and the school district.
- 6.2(b) Seek input from internal and external stakeholders (i.e., administrators, certified and classified staff, parents, students, community members, and business leaders) when setting goals.
- 6.2(c) Ensure that a district report is provided to patrons annually.



Please describe how this strategy has been accomplished:

We have done all of these.

Please describe some of the steps you are taking to progress/develop this strategy:

Work in progress.
For family and community partnerships, meetings with groups to get feedback.

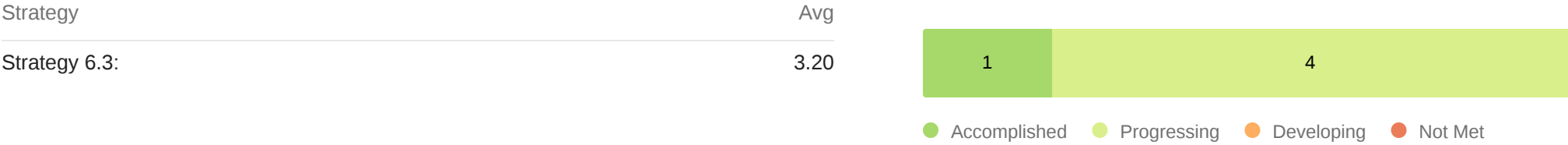
This isn't where we want it to be but I think we are very mindful and intentional in this area to build and develop this muscle and discipline. We have a long way to go but I think our Master Plan process has been super helpful and top of mind behind why this is so important.

It's hard to say that this has been accomplished. We have developed a committee involving the board and community. As we begin the process of a bond referendum we will have several meetings with the community. The big question is if it will continue when the bond is passed. It's a continuous challenge

We are always looking for ways to reach our diverse population, and have done a decent job. We will however need to do everything we can to keep the community engaged in the next few months and so on as we enter a crucial Crossroads in our district with a possible expansion.

Strategy 6.3: Align and manage district resources in a responsible manner align to strategic plan and to promote growth of student achievement.

- 6.3(a) Adopt a fiscally responsible annual budget that is aligned with the district’s mission, vision, and strategic plan.
- 6.3(b) Consider a budget that is aligned to the strategic plan and/or goals.
- 6.3(c) Ensure the superintendent’s financial recommendations align with the district’s mission and goals and allocate budget resources accordingly.
- 6.3(d) Review and adopt a master facility plan to support a safe and effective learning environment districtwide.
- 6.3(f) Authorize an annual audit of all of the district’s financial records.



Please describe how this strategy has been accomplished:

The superintendent makes references to the strategic plan and/or the vision, mission and goals when he makes a recommendation concerning purchases and/or budget requests. We have a contract with first capital markets in order to align our budget with goals of the district

Please describe some of the steps you are taking to progress/develop this strategy:

We have garnered services from FNBO to help with budget/fiscal decisions as we move forward in a crucial time in entering our master plan.

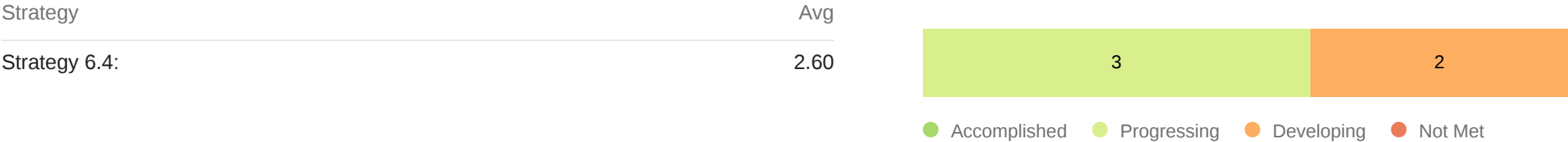
We have an annual audit every year that a board member is involved in. We have also worked with a company to develop an Master Plan. Mr Farup is working with First National to aid him in developing our budget due to the needs of our district.

We still have a long way to go here too, but have made considerable progress. We still have a lot to do regarding the Master plan too, but we have aligned these items and I believe we are close to firing on all cylinders for the good here.

Again, a work in progress, always reviewing and asking the questions, are we being effective in the process.

Strategy 6.4 : Advocate for children, public education, learning, and equity to support improved student achievement for all students.

- 6.4(a) Follow an adopted policy for communicating with state senators the district’s questions, concerns, comments, or feedback regarding proposed legislation.
- 6.4(b) Maintain legislative awareness and communications with area schools, local and state representatives, and stakeholders regarding potential and/or proposed legislation.
- 6.4(c) Attend the Legislative Issues Conference and engage NASB as a support system during the Legislative Session.



Please describe some of the steps you are taking to progress/develop this strategy:

We are being more intentional in this area. The supinate superintendent does a good job of reaching out to representatives, and he makes sure we are aware of current legislation and proposals and how it would impact our district. Rep Adrian Smith recently accepted an invitation to come to our district and was given a tour and some valuable information about what we look like, and how legislation affects our district. The board is more intentional about contacting our legislative representatives.

Matt has always been very good at following the legislative measures. If only we could get our current Senator to reciprocate and pay a visit to our building. She has never been here, and has been invited numerous times.

This strategy is something that has been discussed but is yet to be developed. We all acknowledge the need to be more involved in Legislature. I believe we will develop a committee to aid in that.

This is an area I feel we have a lot to still do on too. We have been very focused on our district and not so much this. It will be important to ensure we are informed and knowing what is coming and active on the legislative side. I think we do a very good job with Policy and managing and governing through that, but the legislative side of our activity is far from where we need it to be.

Work in progress, of knowing and providing opportunities for student enhancement, feedback from student, teachers and partents.