

BOARD-Bloomfield Strategic Plan Working Doc



Bloomfield Community Schools

2024-2029 DISTRICT STRATEGIC PLAN

Todd Strom, Superintendent of Schools

BLOOMFIELD COMMUNITY SCHOOLS

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BLOOMFIELD COMMUNITY SCHOOLS

Todd Strom

Superintendent

BOARD OF EDUCATION

Deb Wragge, President

Hally Ziegler

Dee Bratetic

Brady Folck

Justin Jindra

Casey Schmeckpeper





Introduction

This strategic plan is a recognition by the Bloomfield Community Schools’ Board of Education that its mission requires not only the commitment and contributions of the teachers, administrators, and staff of BCS, but also the commitment and contributions of our district’s internal and external stakeholders: parents, students, community leaders, and citizens of our community. We all have a stake in the success of BCS and we should all have the opportunity to help shape the idea of what success looks like for our district. Therefore, it was central to this entire strategic planning process that we engage all stakeholder groups.

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

Bloomfield Community Schools

Strategic Overview Committee

Administrators

Todd Strom
Klint Conroy
Tabitha Gilsdorf

Board Members

Deb Wragge
Justin Jindra
Dee Bratetic

Other Members:

Abby Folck, Teacher
Ava McFarland, Student
Tony Kauth, Community Member
Hannah Schmeckpeper Pena, Business Leader

Brad Eckmann, Mayor/Community Member
Reann Risor, Teacher
Cole Bruns, Business Leader
Dr. Riley Eckmann, Community Member
Brooke Schmeckpeper, Teacher





Strategic Process

Working with facilitators from the Nebraska Association of School Boards, we established a Strategic Overview Committee comprised of board members, administrators, teachers, students, parents, and community leaders. The Strategic Overview Committee reexamined our district mission for our future and helped guide the strategic planning process. We conducted a community focus group meeting to engage patrons. Internal stakeholders were also engaged in the need's assessment including the board of education, administrators, certified staff, classified staff, parents, students, and business leaders utilizing online surveys. We asked all of these groups to share their thoughts, ideas, and concerns about the district. We listened.

This process allowed us, as a community, to closely examine where we are now as a district. We examined our strengths, but also had frank conversations about what our most pressing needs are today and the challenges we are sure to face in the days ahead. To be clear, while we reaffirmed that we have much to be proud of in our district, we also learned that we have many areas in which we must improve if we are to fulfill our mission.

Because all of us – the Bloomfield Community Schools' board, administrators, teachers, and staff – are committed to doing all we can to improve our district, we used those identified areas of need to form the structure of this strategic plan. These are the priorities we have set for our district for the next three years. The effort to address these priorities – by setting goals, defining specific strategies, and completing concrete actions – will inform much of what the district does over the next three years. Methodologies employed in individual classrooms, programs enacted in buildings, district-wide initiatives implemented by district administration, and policy set by the Bloomfield Community Schools' board will all be influenced by this 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 state with specificity a goal that, when achieved, will have a direct impact on BCS'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 action steps (performance indicators).

Implementation of the Strategic Plan Phase I

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 2024-2029 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 action steps (performance indicators) and work to integrate the strategic plan into the regular operation of the district.

To ensure the success and implementation of the BCS 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. Collect evidence to illustrate the progress/success of the implementation of the strategies
- D. Commit resources needed to ensure the progress and success of the plan
- E. Align the plan to the board's annual calendar and monthly meeting agenda to measure progress and success of the plan
- F. Communicate progress of the plan to internal and external stakeholders annually



Final Steps Remaining

SIT

The Strategic Implementation Team (SIT) provides accountability and validation of work and progress completed by the assigned staff member.

Progress Analysis

Once the strategic plan has been adopted, superintendent and school administrators will begin implementing strategies. At the end of every year there after the Association will administer a progress analysis to monitor the progress/successes the district has made. The district will continue following the strategic plan, sustaining the strategies where growth has been made and moving forward on other strategies. At the end of year three along with the progress analysis, the district will take a deeper dive to assess the impact of the strategic plan related to student learning within the district. Districts will reengage all internal and external stakeholders to gain perspective.





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 BCS Strategic Plan.

I. Expanded Student Learning Opportunities – Priority #3

Enhancing and expanding learning opportunities, programs, and electives will align with the mission of BCS to “**empower students to become responsible citizens.**” Comprehensive and diverse learning experiences are critical to student growth. By offering diverse experiences (i.e., AP, HAL, STEM, CTE, etc.) students will be able to achieve greater success. Relevant, adopted curriculum and effective instructional methods are critical to student learning and support the BCS goals and objectives that provides for the needs of all students.

II. Culture and Cohesion – Priority #1

Creating opportunities for students and staff to establish and maintain a district culture that emphasizes the importance of respect, acceptance, inclusion, social-emotional, mental health well-being, and connectedness is vital to the success of students and staff of BCS.

III. Personnel Effectiveness – Priority #2

Fundamental to the success of BCS is the ability of the district to recruit, develop, and retain high-quality educators. Creating a collaborative and supportive work environment will enable all employees to build trust and work to their full potential. Investing in their skills, knowledge, and personal expertise will advance the content and instruction districtwide. By providing purposeful and meaningful professional development for all staff builds collaboration and ensures a cohesive and growing school community.

IV. Family and Community Partnerships– Priority #4

Creating the necessary partnerships and shaping the narrative that emphasizes the importance of the school district to the future of the community, will renew our efforts to model high expectations that inspires excellence and promotes learning for all students. To fully engage and empower our staff and our community and partners, BCS must continue to grow and sustain our methods of communication, engagement, and transparency to build trust and engage the community at large.

V. District Resources – Priority #5



We aspire and are committed to providing well-maintained and safe buildings and grounds to support an environment in which students can learn and staff can perform effectively. To ensure that we continue to meet this priority, purposeful budget planning, and management will help to sustain financial stability while continuing to improve our district. We will further invest our resources in meaningful instruction, professional development, technology, and learning opportunities for all students in BCS.

VI. Board Governance – Priority #6

As the board, we will commit resources to support the long-term goals of the school district. Through evaluation, accountability, and policy, we leverage the capacity to ensure the success of our goals. Our collective voice must be represented at the state level by developing a board advocacy committee to tell our district's story.





PRIORITIZATION SUMMARY

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

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 II: Culture and Cohesion

1. Strategy 2.1: Improve the school district climate and learning environment through implementing positive behavior models and character education to support better student behavior and increased social-emotional skills.
2. Strategy 2.2: Continue to focus on providing social-emotional and mental health support for all students and staff to improve the climate and culture at Bloomfield Community Schools.
3. Strategy 2.3: Continue progress made in Grades K-6 in the Multi-Tiered System of Supports (MTSS) model with fidelity and fully grow and implement in Grades 7-12 to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students with emphasis at the secondary level.

2) Guiding Principle III: Personnel Effectiveness

1. Strategy 3.2: Cultivate a positive learning culture for staff and administrators to work cooperatively, to build trust, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.
2. Strategy 3.3: Encourage and improve open communication and support from district/school level administration and staff.
3. Strategy 3.1: Develop and implement a leadership succession program within the district, and a transition process to proactively identify and transition new leadership within the district.
4. Strategy 3.4: Revise and utilize our teacher evaluation tool and ensure that it is aligned to the district instructional model to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.



3) Guiding Principle I: Expanded Student Learning Opportunities

1. Strategy 1.2: Continue to focus on providing social-emotional and mental health support for all students and staff to improve the climate and culture at Bloomfield Community Schools.
2. Strategy 1.1: Ensure the integrity, quality and rigor of the curriculum provided supports diverse learning opportunities for the students at Bloomfield Community Schools.
3. Strategy 1.3: Implement expanded learning opportunities for students to enhance college/career/post-high school readiness skills and knowledge.
4. Strategy 1.4: Study the current English Language Learner (ELL) program and supports to improve equitable services for ELL students.

4) Guiding Principle IV: Family and Community Partnerships

1. Strategy 4.1: Utilize targeted and wide-reaching means of communication that build a sense of involvement among community members and the school.
2. Strategy 4.2: Engage families and community support on foundational beliefs and the vision of the district.
3. Strategy 4.3: Foster a positive working partnership with business leaders and community members to enhance student learning opportunities.



5) Guiding Principle V: District Resources

1. Strategy 5.4: Provide strategic high-quality professional development and poverty training for staff to improve student learning and student and staff mental health well-being.
2. Strategy 5.2: Provide the structure and staffing in each building to ensure that every student is personally connected to the school community and supports the development of the students' academic, social-emotional, and mental health well-being.
3. Strategy 5.3: Provide updated technology availability, training, and educational resources to increase educational productivity and optimize academic results.
4. Strategy 5.1: Utilize the district's 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.

6) Guiding Principle VI: Board Governance

1. Strategy 6.2: Sustain 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 sustained long-term partnerships that will best serve education and advance student learning.
2. Strategy 6.3: Ensure meetings are effective, efficient, and orderly, focused on policy, proper board governance, conduct, and student learning.
3. Strategy 6.1: Annually review the district's mission statement and progress-success of the district strategic plan to support and advance student learning.



Guiding Principle Priority 6	BCS Guiding Principle VI: Board Governance		AQuESTT Tenets Aligning to Strategy 6.1: Leadership; Positive Partnerships, Relationships, and Success Nebraska Framework: Vision andPurpose; Governance and Leadership; Stakeholder Communication and Relationships	
Objective: To ensure the mission and vision of Bloomfield Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.				
Strategy 6.1: <i>Annually review the district’s mission statement and progress-success of the district strategic plan to support and advance student learning.</i>				Strategy Priority 3
PERFORMANCE INDICATORS	Group/Committee Responsible	Action Plan/ SMART Goal	Target Date	Performance Indicator Barriers
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) Review and assess progress-success of the strategic plan and the impact to 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) Annually complete a board self-assessment to measure progress and success of the board standards and governance.				



Guiding Principle Priority 6	BCS Guiding Principle VI: Board Governance		AQuESTT Tenets Aligning to Strategy 6.2: Leadership; Positive Partnerships, Relationships, and Success Nebraska Framework: Governance and Leadership; Stakeholder Communications and Relationships; Commitment to Continuous Improvement	
Objective: To ensure the mission and vision of Bloomfield Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.				
Strategy 6.2: <i>Sustain 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 sustained long-term partnerships that will best serve education and advance student learning.</i>				Strategy Priority 1
PERFORMANCE INDICATORS	Group/Committee Responsible	Action Plan/ SMART Goal	Target Date	Performance Indicator Barriers
6.2(a) Continue to engage the community to build understanding and support for public education, the school district, and district initiatives and goals.				
6.2(b) Re-engage district patrons annually/biannually to provide timely updates on the progress of the strategic plan, to seek input from internal and external stakeholders, to engage in discussion of the needs and vision of the school district, and to update all stakeholders on the progress-success of the 2024-2029 strategic plan.				
6.2(c) Maintain a cohesive communications plan to inform and educate the community on district issues.				
6.2(d) Ensure that a district report is provided to patrons annually.				



Guiding Principle Priority 6	BCS Guiding Principle VI: Board Governance		AQuESTT Tenets Aligning to Strategy 6.3: Leadership Nebraska Framework: Vision and Purpose; Governance and Leadership	
Objective: To ensure the mission and vision of Bloomfield Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.				
Strategy 6.3: <i>Ensure meetings are effective, efficient, and orderly, focused on policy, proper board governance, conduct, and student learning.</i>				Strategy Priority 2
PERFORMANCE INDICATORS	Group/Committee Responsible	Action Plan/ SMART Goal	Target Date	Performance Indicator Barriers
6.3(a) Regularly participate in board development to grow understanding of the board’s role and responsibilities.				
6.3(b) Conduct an effective, annual self-assessment, set goals, and monitor progress-success.				
6.3(c) Ensure board meetings are focused on student achievement, clearly aligned with the district’s goals and priorities, and celebrate the success of the district.				



Strategic Leadership Accountability

GUIDING PRINCIPLE VI: BOARD GOVERNANCE	(5) Accomplished This strategy has been realized and is sustainable.		(3) Progressing Some measurable progress has been made, but this strategy has not been fully realized.		(1) Developing This strategy has not been initiated.		(0) Unmet This strategy has not been addressed.
STRATEGY	End of Year 1: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 2: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 3: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		
6.1: Annually review the district’s vision and mission statements, and progress/updates of the strategic plan to support and advance student learning.	O		O		O		
6.2: Sustain 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 best serve education.	O		O		O		
6.3 Ensure meetings are effective, efficient, and orderly, focused on policy, proper board governance, conduct, and student learning.	O		O		O		





NASB Strategic Planning Service

Next Steps: *Following the completion of the strategic plan working document sent to the district, the board may expect that:*

***District Administration/Board Responsibilities**

***NASB Board Leadership Responsibilities**

- 1) Association staff (Kari Stephens) will embed the final Strategic Plan into the working template along with the administrative Prioritization results and forward for board approval.
- 2) Association staff (Kari Stephens) will forward the Strategic Implementation Team (SIT) criteria.
- 3) Association staff (Marcia and/or Kari) will conduct an in person meeting with the Superintendent, Administrators, and Board President to review the progress analysis process and Strategic Implementation Team (SIT) criteria.
- 4) **Board will take action in a regular board meeting to adopt the District Strategic Plan. [Timeline: Next Regular Board Meeting]**
- 5) **Administration will assign Priorities to the responsible administrator/building/districtwide.**
- 6) Association staff (Kari Stephens) will facilitate a 3rd SOC Meeting to present the adopted, prioritized plan.
- 7) **Administration will assign Priorities to the responsible administrator/building/districtwide.**
- 8) **Administration or Association** will embed the strategic plan goals into SPARQ Meetings and the Board's Annual Board Calendar.
- 9) **Board and Administration will align board agenda to monitor and assess monthly progress-success of the Strategic Plan.**
- 10) Association staff will administer a Progress Analysis Survey to administrators at the end of the first, second, and third year of the strategic plan work. A report will be presented to the board following each Progress Analysis.
- 11) Association staff at the end of year three, four, or five, will administer a comprehensive Progress Analysis and initiate the engagement of stakeholders for the purpose of updating the strategic plan (Phase II).

Questions, please contact Marcia Herring or Kari Stephens at NASB 1.800.422.4572 or via cell phone 979.450.8228.

