

Board of Education Work Session
Monday, April 18, 2022 5:00 PM

Virginia Moon Administrative Center
8545 Park Dr
Ralston, NE 68127-3621

Agenda

1. Call To Order
Speaker(s): President Roarty
2. Board of Education Retreat
Speaker(s): Dr. Mark Adler
3. Adjourn
Speaker(s): President Roarty

Board of Education **COMMITTEE STRUCTURE & PROCESS**



Committee Assignments

Each Board member will serve on one committee. Committee assignments will change annually and become effective after election of officers in January.

Committee Meetings and Responsibilities

Committees will generally meet once per month for one hour. Meeting times and dates will be determined by committee members. Additional meetings may be scheduled by committee members as needed.


Committee Reports

Committee members will report important information to the Board of Education during regular meetings as needed.



BUILDINGS, GROUNDS, & OPERATIONS

- Technology, Hardware, & Infrastructure
- Transportation
- Nutrition Services
- Construction
- Technology Replacement Plan
- Maintenance Schedule
- Equipment/Vehicle Replacement Schedule
- Safety and Security
- Communications Program



FINANCE & HUMAN RESOURCES

- Certified Staff Evaluation
- Classified Staff Evaluation
- Staff Handbooks
- Board Policy
- District Budget
- Member Benefits
- Cash Management Strategies
- Recruitment
- On-boarding
- CADRE
- Contract Negotiations (classified/certified)
- Arbor Family Debt Management
- TEEOSA/Legislation
- Insurance Health
- Insurance Property/Casualty



TEACHING & LEARNING

- Curriculum
- Instruction
- Assessment
- Professional Learning
- Professional Learning Communities
- Curriculum Adoption Process
- Enrollment
- English Learner Program
- Special Education
- Technology Use - Instruction
- Framework for Teaching
- Principal Framework
- Committee on American Civics
- Title Programming
- Scheduling & Time Allotments
- Rule 10
- School Improvement Process
- Cognia Accreditation
- Student Handbooks
- Pre-Kindergarten
- New Teacher Induction Process
- High Ability Learner Programming
- Counseling Services
- Career & Technical Education
- Student Information System
- District Calendars
- Media Programming



**Board of Education Retreat
Monday, April 18, 2022
Virginia Moon Administrative Center**

5:00 PM	Opening Comments and Dinner	Dr. Mark Adler
5:20 PM	Humanex Leader 12 Team Blend +	Mr. Brad Black
6:40 PM	Break	
6:50 PM	Strategic Priorities Overview and Discussion	Dr. Cecilia Wilken
7:50 PM	Break	
8:00 PM	Superintendent Search Overview	Dr. Mike Lucas
9:00 PM	Final Thoughts and Adjournment	Dr. Mark Adler



Ralston Public Schools Strategic Plan

Purpose & Direction

Purpose

A community dedicated to achieving excellence through purposeful instruction and nurturing a climate of hope and inclusion.

Direction

Cultivating resilient citizens prepared for the diverse demands of the future.

Strategic Priorities

Buildings, Grounds, & Operations

1.1 Develop and implement a plan for extensive construction and remodeling projects for the next 3-5 years. Continue to monitor the construction budget and the balance of the building fund.

Teaching & Learning

2.1 Develop and strengthen the district Professional Learning Community culture and practices.

2.2 Develop and implement cultural and technical change that leads to high expectations for learning and hard work, strong connections and belonging, and organizational systems that further build an equitable community for all students.

2.3 Utilize a comprehensive continuous improvement process at the district, school, and program level to cultivate an organizational culture around growth, increased student achievement, and social-emotional development.

Finance & Human Resources

3.1 Complete a review of our talent acquisition, acceleration, advancement, and assessment processes and systems.



Strategic Priority

1.1 Develop and implement a plan for extensive construction and remodeling projects for the next 3-5 years. Continue to monitor the construction budget and the balance of the building fund.

Status: In Progress - 20% Complete

Outcomes

- Conduct and communicate the results of a district wide facility study.
- Completion of construction/remodel at all eight facilities
- Develop and install standard classroom technology packages for most classrooms.
- Monitor bond funds and set levy to match payments
- Develop and execute a comprehensive communication plan for construction and completion of projects.

Timelines

2018-2021
 2022-2027
 2023-2027
 2022-2047
 2022-2027

Strategy Leader: Jason Buckingham

Key Members: Dr. Mark Adler, Jim Frederick, Jason Fink, Pat Flinn, Kenny Derby, Ray Smith

Key Teams: Construction Meeting Teams

Progress Update:

11/8/2021: Bond passed, in the process of selling bonds and planning projects.

3/28/2022: Plan for MB elementary is near completion, plan for Meadows Elementary is in development.

Strategic Priority

2.1 Develop and strengthen the district Professional Learning Community culture and practices.

Status: In Progress - 50% complete

Outcomes

- Initiate work around Professional Learning Communities.

Timelines

2018-2019



<ul style="list-style-type: none"> ● Complete initial implementation at all schools. ● Develop a common framework for equitable access to tiered supports. ● Develop common formative and summative assessments. ● Complete district wide implementation of framework for equitable access to tiered supports (RPS Layered Continuum of Support). ● Explore and implement evidence of learning and grading practices, policies, and framework. 	<p>2019-2020</p> <p>2019-2021</p> <p>2019-2023</p> <p>2021-2023</p> <p>2021-2024</p>
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Strategy Leader: Cecilia Wilken
Key Members: Dr. Mark Adler,
Key Teams: Building Early Adopter & New Adopter Work Groups (Now PLC Work Groups), Certain Access Subcommittee, Districtwide Grading Committee

Progress Update:
 11/8/2021: Our team has focused heavily on implementing WIN time in reading, math, and for behavior (some buildings). Every building is now implementing WIN, some in one subject, some in all areas. Our K-6 teachers have had the opportunity to share how WIN looks at their building with each other, and our 7-12 has been trained on the flex period program. The RPS Grading Committee has met four times to discuss our goal for grading and expectations, dug into best practices in grading, looked at various frameworks, and identified practices we need to further explore. We have built in time for teacher teams to develop common formative and summative assessments during each professional learning day. The PLC Work Groups have been restructured to focus on specific areas that buildings are wanting more information on (i.e. deeper dive into WIN time, responding when students get it, etc).
 3/28/2022: We are continuing to focus on our implementation of WIN time, collaborative processes, and development of common formative and summative assessments. This work will continue in the fall with an emphasis on English Language Arts at the Elementary and all course areas in the secondary grades.

Strategic Priority



2.2 Develop and implement cultural and technical change that leads to high expectations for learning and hard work, strong connections and belonging, and organizational systems that further build an equitable community for all students.

Status: New Strategic Priority

Outcomes: Environment

- 2.2a. Developing systems and opportunities to increase student voice and ownership at all levels in our organization.
- 2.2b. Utilize culturally relevant pedagogy as outlined in the Framework for Teaching.

Outcomes: Instruction

- 2.2c. Implement high quality core instruction in ELA.
- 2.2d. Implement a core Social Emotional Learning curriculum.
- 2.2e. Develop the Tier 2 and 3 structures of an MTSS SEL Framework.
- 2.2f. Explore dual language instruction models.
- 2.2g. Utilize engaging instructional strategies that meet diverse learning needs.
- 2.2h. Implement a project-based learning approach for High Ability Learner services.

Outcomes: Systems

- 2.2i. Develop a system for data collection and monitoring of student participation in extracurricular activities and athletics.
- 2.2j. Adjust and build upon communication processes and protocols related to attendance, as well as family and community activities and events.
- 2.2k. Attract and retain a diverse and high-quality staff through creative and innovative partnerships and pathways.
- 2.2l. Define and monitor metrics around equity that will be used to identify progress and areas of need related to outcomes.

**Timeline
(see below)**

Strategy Leader: Dr. Cecilia Wilken

Key Members: Mark Adler, Jim Frederick, Dr. Jamar Dorsey, Dr. Montessa Munoz, Missy Stolley, Dr. Josh Wilken



Color	Stage	Description
1	Develop & Research	Development of the action plan that will be done to arrive at the desired outcome.
2	Research & Pre-boarding	Explore and learn about options for programming and build shared knowledge where appropriate. This may include a small group of staff piloting or previewing to make recommendations or decisions.
3	Initial Implementation	Initiate implementation with a building or across the district. In this phase a basic level of implementation will take place. Adjustments, attention, and revisions may be made following initial implementation.
4	Sustained Implementation	During this phase the implementation becomes more automatic and embedded into practice.
5	Operational	The plan has been fully operationalized in the district and moves into the monitoring and evaluation phase to ensure fidelity of implementation.

<p>Strategic Priority 2.3 Utilize a comprehensive continuous improvement process at the district, school, and program level to cultivate an organizational culture around growth, increased student achievement, and social-emotional development.</p>	
<p>Status: New Strategic Priority</p>	
<p>Outcomes</p> <ul style="list-style-type: none"> Review, update, and implement the District and Building Cognia School Improvement Plans. Review, update, and implement the District wide program evaluation model. 	<p>Timelines 2021-2023 2021-2023</p>
<p>Strategy Leader: Dr. Mike Rupprecht Key Members: Dr. Mark Adler, Dr. Cecilia Wilken</p>	



Key Teams: District Steering Committee, District & Building Administration, Guiding Coalitions/School Improvement Teams

Progress Update:
 11/8/2021: The District Administration has met with each Building Principal to review School Improvement Plans. During this, they discuss action steps, support needed, and the data that will be used to guide decision making. Building administrators will meet with District Administration again following the winter data to support the continued improvement process.
 11/19/2021: During the 2020-21 school year, the District Steering Committee developed a research-based Program Evaluation model. This model was developed in response to the 2018-19 External Accreditation Team’s suggestions as a priority for improvement (2.12), and is designed to systematically assess the effectiveness of the program/suggest changes for improvement. The Program Evaluation Model consists of five distinct steps: (a) Program description, (b) Asking evaluation questions, (c) Methodology/gathering data, (d) Collecting and Reporting Results, and (e) Communication of Key Findings). The Program Evaluation model will be piloted by the DSC team during the 2021-2022 school year, and modified based on the results of the process.

Strategic Priority	
3.1 Complete a review of our talent acquisition, acceleration, advancement, and assessment processes and systems.	
Status: 20% Complete	
Outcomes	Timelines
<ul style="list-style-type: none"> Update hiring practices and procedures to include a talent, quality and fit component in the interview and selection process. Build upon recruitment strategies to encourage applicants from diverse backgrounds to apply. Identify, develop, and implement teacher self care supports. 	2019-2021 2021-2023 2021-2023 2021-2023



- Identify, develop, and implement leadership and professional development opportunities for staff.

Strategy Leader: Dr. Mike Rupprecht

Key Members: Dr. Mark Adler

Key Teams: Cabinet Leadership Team

Progress Update:

11/19/2021: The District Administration has worked in several areas to support the recruitment and retainment of quality candidates. Multiple Humanex tools have been implemented in the recruitment process as well as culture and climate assessments to review and impact the working environment for current staff. Building principals and teacher leaders are more involved with the selection of new staff allowing for deeper levels of ownership within their teams.

Dr. Rupprecht has implemented a Diversity Scholarship Program for potential student teachers to Ralston Public Schools. Diverse teacher candidates can earn stipends for completing their student teaching here in Ralston. This program allows the District to recognize talent early and immediately begin recruitment.

District Administration closely monitors staff workload and substitute teacher coverage across the District. The Board of Education and Administration have identified additional days during the 1st semester that staff will not have to report allowing for time to unplug and recharge. As 2nd semester begins District Administration will continue to closely monitor conditions and respond accordingly.

Looking ahead to the 2nd semester, the district will be implementing a new substitute teacher model designed to complement our two existing programs. The goals of this program are to (a) promote



collaboration and communication, (b) foster relationships, (c) enhance performance, and (d) provide reliable support to our staff members.





Ralston Public Schools Strategic Plan

Purpose & Direction

Purpose

A community dedicated to achieving excellence through purposeful instruction and nurturing a climate of hope.

Direction

Cultivating resilient citizens prepared for the diverse demands of the future.

Strategic Priorities

Facilities

1.1 Develop and execute a short (1-3 years) and long-term (3 to 20 years) facility plan that includes an outline for funding, building upgrades and replacement, technology, and addresses safety and security needs.

College & Career Readiness

2.1 Develop and implement a systematic, cohesive, and comprehensive pre-kindergarten to twelfth-grade Career Education Program.

2.2 Develop and strengthen the district Professional Learning Community culture and practices.

2.3 Conduct an instructional time study that includes a review of the PK-12 scheduling structure.

Social & Emotional Supports for Students

3.1 Create a cohesive and systematic multi-tiered system of support framework for social-emotional learning.

Organizational Culture

4.1 Utilize a comprehensive continuous improvement process at the district, school, and program level to cultivate an organizational culture around growth, increased student achievement, and social-emotional development.

4.2 Reflect, analyze, and evaluate the Districts' current culture and practices related to equity of education for all students.



4.3 Recruit, hire, and retain highly effective staff members that support the purpose and direction of the organization.

<p>Strategic Priority 1.1 Develop and execute a short (1-3 years) and long-term (3 to 20 years) facility plan that includes an outline for funding, building upgrades and replacement, technology, and addresses safety and security needs.</p>									
<p>Status: In Progress - 10% Complete</p>									
<p>Outcomes</p> <ul style="list-style-type: none"> • Conduct and communicate the results of a district wide facility study. • Develop a short and long term facility plan. • Implement the short and long term facility plan. • Develop and execute a district wide bond referendum. • Develop and execute a comprehensive communication plan for fiscal performance and funding awareness. 	<p>Timelines</p> <p>2018-2021</p> <p>2019-2022</p> <p>2021-2027</p> <p>Fall 2021</p> <p>2021-2022</p>								
<p>Strategy Leader & Team Members</p> <table> <tr> <td>Dr. Mark Adler</td> <td>Pat Flinn</td> </tr> <tr> <td>Jason Buckingham (Leader)</td> <td>Kenny Derby</td> </tr> <tr> <td>Jim Frederick</td> <td>Ray Smith</td> </tr> <tr> <td>Jason Fink</td> <td>Principal/Teacher TBD</td> </tr> </table>		Dr. Mark Adler	Pat Flinn	Jason Buckingham (Leader)	Kenny Derby	Jim Frederick	Ray Smith	Jason Fink	Principal/Teacher TBD
Dr. Mark Adler	Pat Flinn								
Jason Buckingham (Leader)	Kenny Derby								
Jim Frederick	Ray Smith								
Jason Fink	Principal/Teacher TBD								
<p>Progress Update: 11/8/2021: Bond passed, in the process of selling bonds and planning projects.</p>									



Strategic Priority

2.1 Develop and implement a systematic, cohesive, and comprehensive pre-kindergarten to twelfth-grade Career Education Program.

Status: In Progress - 90% complete

Outcomes

- Develop an action plan for 9-12 Career Education programming.
- Add 7th-8th grade to the Career Education Action Plan.
- Create systems for customized senior internships.
- Align the 7-12 grade College & Career Readiness classes.
- Align the 7-12 Career & Technical Education offerings.
- Offer programs of study in all 6 Career Fields.
- ~~Integrate Career Education awareness at the PK-6th level.~~

Timelines

2018-2019

2019-2020
2019-2020
2020-2021
2021-2023
2021-2023
~~2022-2023~~

Strategy Leader & Team Members

Dr. Josh Wilken (Leader)
Blueprint Leadership Team
CTE Department

Dr. Cecilia Wilken
Department Heads

Progress Update:

3/29/2022: We have begun the transition for the new College and Career Readiness classes at Ralston High School, as well as the revamping of Career Explorations at Ralston Middle School. In addition, we have started the Introduction to Agriculture class during fourth term at RHS, which has allowed us to offer CTE programs in all six career fields. Surveys have been created and will be implemented this week to help us determine additional Agriculture courses and programs of study, which will continue during the 2022-2023 school year.

11/8/2021: This year we have initiated the College & Career Readiness class updates in 7-12th grade. Throughout this initial implementation we are making revisions and adjustments as needed.

3/28/2022: We are beginning the Agriculture Program of Study in the second semester of the 2021-2022 school year with the initial course. We are also in the process of Greenhouse construction. The intermediate courses and program paths will be determined based on student interest over the summer of 2022.



Strategic Priority

2.2 Develop and strengthen the district Professional Learning Community culture and practices.

Status: In Progress - 60% complete

Outcomes

- Initiate work around Professional Learning Communities.
- Complete initial implementation at all schools.
- Develop a common framework for equitable access to tiered supports.
- Develop common formative and summative assessments.
- Complete district wide implementation of framework for equitable access to tiered supports (RPS Layered Continuum of Support).
- Explore and implement evidence of learning and grading practices, policies, and framework.

Timelines

2018-2019

2019-2020
2019-2021

2019-2023
2021-2023

2021-2024

Strategy Leader & Team Members

Dr. Cecilia Wilken (Leader)

Dr. Mark Adler

Building Early Adopter & New Adopter Work Groups (Now PLC Work Groups)

Certain Access Subcommittee

Districtwide Grading Committee

Progress Update:

11/8/2021: Our team has focused heavily on implementing WIN time in reading, math, and for behavior (some buildings). Every building is now implementing WIN, some in one subject, some in all areas. Our K-6 teachers have had the opportunity to share how WIN looks at their building with each other, and our 7-12 has been trained on the flex period program.

The RPS Grading Committee has met four times to discuss our goal for grading and expectations, dug into best practices in grading, looked at various frameworks, and identified practices we need to further explore.

We have built in time for teacher teams to develop common formative and summative assessments during each professional learning day. The PLC Work



Groups have been restructured to focus on specific areas that buildings are wanting more information on (i.e. deeper dive into WIN time, responding when students get it, etc).

3/28/2022: We are continuing to focus on our implementation of WIN time, collaborative processes, and development of common formative and summative assessments. This work will continue in the fall with an emphasis on English Language Arts at the Elementary and all course areas in the secondary grades. Elementary buildings have all started WIN time in either reading or math, some are starting initial implementation of both areas. Secondary has built the time in; however, with COVID the focus of this time has been more on addressing re-teaching due to high absences versus grouping based on data. This will be the focus as we move into next year.



Strategic Priority

2.3 Conduct an instructional time study that includes a review of the PK-12 scheduling structure.

Status: COMPLETE

Outcomes

- Develop a team to conduct an instructional time study and develop a process for reviewing the PK-12 scheduling structure.
- Develop and implement an aligned districtwide common early release schedule.
- Explore and initiate a Freshman Academy.
- Review and update (as needed) the high school schedule.

Timelines

2018-2019

2019-2021

2019-2021
2021-2022

Strategy Leader & Team Members

Dr. Cecilia Wilken (Leader)
Grade Level Leaders/Interventionists
Administrators at Elementary, Middle, and High School
Specialists
HS Guiding Coalition
Department Chairs

Progress Update:

11/8/2021: The team at RHS and District Administration have been reviewing the high school schedule with RHS staff. The team has looked at multiple models for a high school schedule, research, what neighboring districts are doing, and what the strengths and challenges would be with each type of schedule.

3/28: The team has explored the various master schedule options, and made the decision to go with an A/B Block schedule at RHS. The system will be operational Fall 2023 and a plan for added integration between the Freshman Academy, Homeroom, and Career Education programming will be implemented.



Strategic Priority

3.1 Create a cohesive and systematic multi-tiered system of support (MTSS) framework for social-emotional learning.

Status: In Progress - 40% complete

Outcomes

- Review current district needs and research on MTSS and social-emotional learning. Develop a 3 to 5-year rollout plan for Ralston’s MTSS social-emotional framework.
- Build a common understanding of resiliency and trauma-informed practices that support students' social-emotional development.
- Develop a MTSS social-emotional framework.
- Pilot SEL curriculum K-6, 7-12

Timelines

2018-2019

2019-2020

2021-2023
2020-2023

Strategy Leader & Team Members

Missy Stolley (Leader) Dr. Cecilia Wilken
 MTSS Core Team Dr. Mark Adler
 SEL Curriculum Council

Progress Update:

10/15/21: The district purchased the DESSA System for district-wide use (K-12) through Aperture Ed. Solutions.
 10/29/21-: District counselors and school psychologists were trained in the administrative programming of the DESSA.
 11/1/-11/5/21: Building level teachers were trained in the administration of the DESSA.
 11/17-12/1: Fall assessment window is open for all students K-12.
 12/3/21: Originally scheduled date to review data by counselors, school psychologists, and building level administrators by building. This has now been adjusted for buildings to determine a date and time at their convenience.
 January 2022: SEL Pilot Rollout K-12

 March 2022 update:



<ul style="list-style-type: none"> • Due to the continued demands on teachers pandemic and the impact of returning from winter break the SEL pilot rollout at K-6 was delayed. • 7-12 SEL pilot implemented • DESSA- assessments completed on all students district wide. DESSA progress assessment date May 2022 • District SEL team will work with ESU #3 in June to help develop the MTSS-SEL/Mental Health work. 	
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<p>Strategic Priority 4.1 Utilize a comprehensive continuous improvement process at the district, school, and program level to cultivate an organizational culture around growth, increased student achievement, and social-emotional development.</p>							
<p>Status: New Strategic Priority - 30% complete</p>							
<p>Outcomes</p> <ul style="list-style-type: none"> • Review, update, and implement the District and Building Cognia School Improvement Plans. • Review, update, and implement the District wide program evaluation model. • Prepare for the 23-24 external accreditation visit 	<p>Timelines 2021-2023 2021-2023</p>						
<p>Strategy Leader & Team Members</p> <table> <tr> <td>Dr. Cecilia Wilken (Leader)</td> <td>District Steering Committee</td> </tr> <tr> <td>Dr. Michael Rupprecht</td> <td>District & Building Administration</td> </tr> <tr> <td>Dr. Mark Adler</td> <td>Guiding Coalitions/School Improvement Teams</td> </tr> </table>		Dr. Cecilia Wilken (Leader)	District Steering Committee	Dr. Michael Rupprecht	District & Building Administration	Dr. Mark Adler	Guiding Coalitions/School Improvement Teams
Dr. Cecilia Wilken (Leader)	District Steering Committee						
Dr. Michael Rupprecht	District & Building Administration						
Dr. Mark Adler	Guiding Coalitions/School Improvement Teams						
<p>Progress Update: 11/8/2021: The District Administration has met with each Building Principal to review School Improvement Plans. During this, they discuss action steps, support needed, and the data that will be used to guide decision making. Building administrators will meet with District Administration again following the winter data to support the continued improvement process.</p>							



11/19/2021: During the 2020-21 school year, the District Steering Committee developed a research-based Program Evaluation model. This model was developed in response to the 2018-19 External Accreditation Team’s suggestions as a priority for improvement (2.12), and is designed to systematically assess the effectiveness of the program/suggest changes for improvement. The Program Evaluation Model consists of five distinct steps: (a) Program description, (b) Asking evaluation questions, (c) Methodology/gathering data, (d) Collecting and Reporting Results, and (e) Communication of Key Findings). The Program Evaluation model will be piloted by the DSC team during the 2021-2022 school year, and modified based on the results of the process.

3/28/2022: The District Steering Committee continues to gather information from the district’s stakeholders in preparation of our external accreditation visit. Our first round of ELEOT observations is complete, and we will be finishing with our perceptual surveys by the spring of 2023.

Strategic Priority

4.2 Reflect, analyze, and evaluate the Districts’ current culture and practices related to equity of education for all students.

Status: 80% Complete (will be completed by the end of the school year)

Outcomes

- Develop, recruit, and implement an Educational Equity work group.
- Develop, recruit, and implement a District Equity committee.
- Create a common shared vision and definition of Equity as a Board of Education and school community.
- Complete an Educational Equity culture audit
- Develop and initiate implementation of a District Wide Equity Strategic Plan

Timelines

2021-2022
2020-2023
2021-2022
2021-2022
2021-2023

Strategy Leader & Team Members

Dr. Cecilia Wilken and Dr. Mark Adler (Leaders)
Mr. Jim Frederick



Board of Education
 District Equity Committee
 Educational Equity Work Group

Progress Update:

11/8/2021: The Board of Education has participated in multiple work sessions centered around Educational Equity, focused on a development of a shared perspective and identifying a framework. The Quantum10 has been recommended for use as an Equity Framework.

Surveying of staff, students, and families has been completed or is almost complete depending on the stakeholder group. Surveys were developed in conjunction with the definition of equity in Ralston.

The district has developed a draft logic model which will be shared with the BOE in January. An Educational Equity Culture Audit is currently in progress, with the support of external stakeholders.

3/28/2022: The District has worked with ESU3 to develop a data dashboard as part of the Equity Audit. The District has also completed the Equity focus groups that included parents, students, certified, and classified staff at every school in the district. The last step is to develop the equity action plan based on the information compiled in our Educational Equity Audit, which will include support form an Educational Equity Advisory Group.

Strategic Priority

4.3 Recruit, hire, and retain highly effective staff members that support the purpose and direction of the organization.

Status: 40% Complete

Outcomes

- Update hiring practices and procedures to include a talent, quality and fit component in the interview and selection process.
- Build upon recruitment strategies to encourage applicants from diverse backgrounds to apply.

Timelines

2019-2021
 2021-2023
 2021-2023
 2021-2023



<ul style="list-style-type: none">• Identify, develop, and implement teacher self care supports.• Identify, develop, and implement leadership and professional development opportunities for staff.	2021-2023
Strategy Leader & Team Members Dr. Mark Adler (Leader) Dr. Michael Rupprecht Cabinet Leadership Team	
<p>Progress Update: 11/19/2021: The District Administration has worked in several areas to support the recruitment and retainment of quality candidates. Multiple Humanex tools have been implemented in the recruitment process as well as culture and climate assessments to review and impact the working environment for current staff. Building principals and teacher leaders are more involved with the selection of new staff allowing for deeper levels of ownership within their teams.</p> <p>Dr. Rupprecht has implemented a Diversity Scholarship Program for potential student teachers to Ralston Public Schools. Diverse teacher candidates can earn stipends for completing their student teaching here in Ralston. This program allows the District to recognize talent early and immediately begin recruitment.</p> <p>District Administration closely monitors staff workload and substitute teacher coverage across the District. The Board of Education and Administration have identified additional days during the 1st semester that staff will not have to report allowing for time to unplug and recharge. As 2nd semester begins District Administration will continue to closely monitor conditions and respond accordingly.</p> <p>Looking ahead to the 2nd semester, the district will be implementing a new substitute teacher model designed to complement our two existing programs. The goals of this program are to (a) promote collaboration and communication,</p>	



(b) foster relationships, (c) enhance performance, and (d) provide reliable support to our staff members.

3/28/2022: After piloting the Diversity Scholarship Program, in Nebraska post secondary institutions, the district is set to expand this program to HBCUs in the midwest. Virtual recruiting has also allowed the district to recruit candidates from underrepresented populations at events sponsored by both colleges/universities and 3rd party agencies which connect public and private schools with minority candidates.



Ralston Public Schools Strategic Plan

Purpose & Direction

Purpose

A community dedicated to achieving excellence through purposeful instruction and nurturing a climate of hope **and inclusion**.

Direction

Cultivating resilient citizens prepared for the diverse demands of the future.

Strategic Priorities

Facilities

1.1 Develop and implement a plan for extensive construction and remodeling projects for the next 3-5 years. Continue to monitor the construction budget and the balance of the building fund. **REVISE & MAINTAIN.**

College & Career Readiness

~~2.1 Develop and implement a systematic, cohesive, and comprehensive pre-kindergarten to twelfth-grade Career Education Program.~~ **OPERATIONAL - MOVE REMAINING WORK BUILT INTO CURRICULUM ADOPTION PROCESS.**

2.2 Develop and strengthen the district Professional Learning Community culture and practices. **MAINTAIN (until Cognia Accreditation visit completed).**

~~2.3 Conduct an instructional time study that includes a review of the PK-12 scheduling structure.~~ **OPERATIONAL.**

Social & Emotional Supports for Students

~~3.1 Create a cohesive and systematic multi-tiered system of support framework for social-emotional learning.~~ **REMOVE - LIVES WITHIN EQUITY.**

Organizational Culture

4.1 Utilize a comprehensive continuous improvement process at the district, school, and program level to cultivate an organizational culture around growth, increased student achievement, and social-emotional development. **MAINTAIN (until Cognia Accreditation visit completed).**



~~4.2 Reflect, analyze, and evaluate the Districts' current culture and practices related to equity of education for all students.~~ **COMPLETE.**

~~4.3 Recruit, hire, and retain highly effective staff members that support the purpose and direction of the organization.~~ Complete a review of our talent acquisition, acceleration, advancement, and assessment processes and systems. **REVISE & MAINTAIN.**

Develop and implement cultural and technical change that leads to high levels of rigor, strong connections and belonging, and organizational systems that further build an equitable community for all students. **ADD.**

Weekly Board of Education Update 2021-2022

March 29, 2022 Update

Highlights/Summary of the Week.

This would be a note to the board about anything general happenings, strategic planning updates, or things that we should let the BOE know about.

To Do's.

- This would be a list of things that need to be done by the BOE.

Upcoming Events & Activities.

- This would include any upcoming events & activities listed in sequential order w/ dates, times, locations.

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A community dedicated to achieving excellence through purposeful instruction and nurturing a climate of hope and inclusion.

Direction

Cultivating resilient citizens prepared for the diverse demands of the future.



STRATEGIC PLAN

Purpose

A community dedicated to achieving excellence through purposeful instruction and nurturing a climate of hope and inclusion.

Direction

Cultivating resilient citizens prepared for the diverse demands of the future.

STRATEGIC PRIORITIES



BUILDINGS, GROUNDS, & OPERATIONS

1.1 Building Remodels & Renovations

Develop and implement a plan for extensive construction and remodeling projects for the next 3-5 years. Continue to monitor the construction budget and the balance of the building fund.



TEACHING & LEARNING

2.1 Professional Learning Communities

Develop and strengthen the district Professional Learning Community culture and practices.

2.2 Educational Equity

Develop and implement cultural and technical change that leads to high expectations for learning and hard work, strong connections and belonging, and organizational systems that further build an equitable community for all students.

2.3 Continuous Improvement & Program Evaluation

Utilize a comprehensive continuous improvement process at the district, school, and program level to cultivate an organizational culture around growth, increased student achievement, and social-emotional development.



FINANCE & HUMAN RELATIONS

3.1 Human Resources System Analysis

Complete a review of our talent acquisition, acceleration, advancement, and assessment processes and systems.