

Board of Education Regular
Meeting/Business
Monday, July 20, 2026 4:00 PM

Virginia Moon Administrative Center
8545 Park Drive
Ralston, NE 68127

Agenda

1. Call To Order
Speaker(s): Board President
2. Pledge of Allegiance
Speaker(s): Board President
 - 2.1. Roll Call - Excuse Board Members not in attendance
Speaker(s): Board President
3. Public Comment Sign In Procedure
 - 3.1. Public Comment
4. Strategic Plan Presentation and Review
Speaker(s): Various
5. Adjourn

2009
Public Participation at Board Meetings

The board of education shall conduct its meetings in accordance with the Nebraska Open Meetings Act.

The board shall make reasonable efforts to accommodate the public's right to hear the discussions and testimony presented at its meetings. The board shall make available at the meeting, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed in open session of the meeting.

Except for closed sessions, the board will allow members of the public an opportunity to speak at each meeting. The board may make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, photographing, or recording its meetings.

The board shall not require members of the public to identify themselves as a condition for admission to the meeting, nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. However, the board shall require members of the public desiring to address the board to identify themselves, including an address and the name of any organization represented by such person unless the address requirement is waived to protect the security of the individual.

Adopted on: _____

Revised on: _____

Reviewed on: _____

Board of Education Retreat Agenda

VMAC

Slides

July 20, 2026

- I. Opening (JB)
- II. Strategic Plan Overview(presentation) (JB et. al)
- III. Review of Strategic Plan Goals by each goal area
in terms of progress made and forecast for the upcoming year
 - a. Teaching and Learning (SZG)
 - b. Community Collaboration (JF)
 - c. Finance/Facilities (AB/JB)
 - d. HR, Staffing, Support and Leadership (RP)
- IV. Next steps for Strategic Plan
 - A. Teaching and Learning
 1. Develop instructional framework to strengthen consistency in PK-12 educational quality. (SZG/MH)
 2. Create an engaging learning environment that inspires creativity, collaboration and problem-solving among PK-12 students, leading to improved technology skills and academic success. (SZG/MH)
 3. Embrace diversity, promote inclusion, and ensure all students, regardless of background or ability, have the support and resources they need to thrive academically and personally throughout their PK-12 journey and into adulthood. (JP)
 4. MTSS and Data Dashboard progress (AB)
 - Show how Data Dashboard was used in CIP
 5. CIP Debrief (AB/SZG)
 - 4 Step Problem Solving Process

- [ICEL x RIOT Matrix](#)
- [IDEAL Action Plan](#)
- [IDEAL Action Plan & 4 Step Problem Solving Process Connector](#)

B. [Community Collaboration](#)

1. Foster community participation and engagement by developing strategies to promote two-way communication with members of our community (JF)

a. 2024 - 2025

b. 2026 and beyond

2. Expand partnerships with local businesses, government, non-profit organizations and community leaders (JF/JB)

3. Expand relationships with community organizations to provide support services, resources and opportunities for staff, students and families (JF)

4. Empower parents and families to become more actively involved in their child's education (JF/AN)

5. Utilize multiple communication strategies to keep our patrons, families and staff informed and engaged with our current goals, initiatives and achievements (JF/AN)

6. Continue to grow and develop engagement in our alumni association through newsletters, awards and scholarship opportunities (AN)

C. Finance/Facilities

1. Finishing current project list, 2nd facility assessment analysis (JB)

2. [Roof](#) and [Tech](#) replacement schedule (JB/AB)

3. FY 26 distribution of funds report (Oct. BOE meeting) (AB)

4. Grant \$'s received report (Oct. BOE meeting) (AB)

5. Report

de-implemented initiatives/[contracts](#) being discontinued (Multiple)

D. HR, Staffing, Support and Leadership

1. Review hiring data based on position and ethnicity (Date? HR/Finance Subcommittee only?) (RP)

2. Review hiring and recruitment efforts including internal programming (RP)

3. Frameworks Survey (SZG) [Perceptual Survey – Nebraska Department of Education](#)

- [2025-2026 Perceptual Surveys](#)

4. Culture measurement - Exit/Stay interview (RP)
Measurement of distributed leadership, teamwork and staff engagement. - Stay interview (RP)

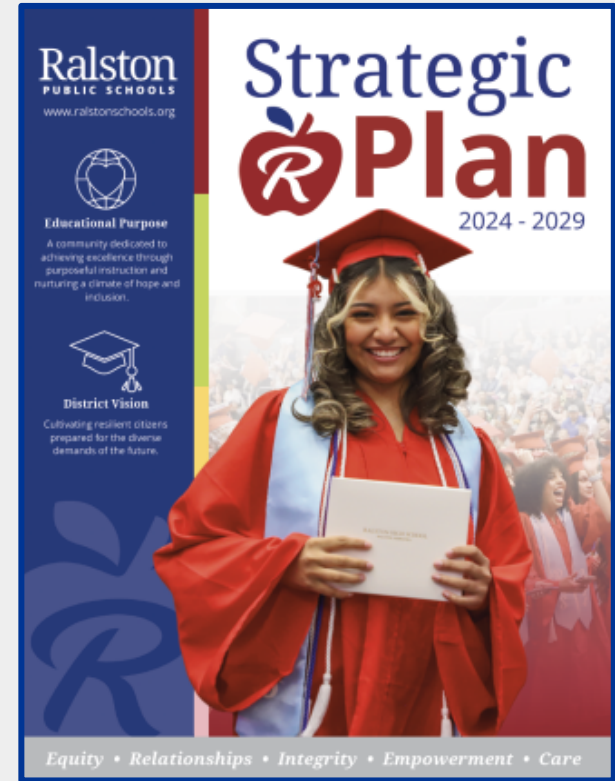
5. Attendance reports on a quarterly basis to the BOE, each building to report initiatives as a part of their CIP. (JB, AB)

V.

Adjourn

BOE Work Session Monday, July 20, 2026

Strategic Plan Update



Strategic Plan

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

District Vision: Cultivating resilient citizens prepared for the diverse demands of the future.



Update: Teaching and Learning

Action Step 1: Develop an instructional framework to strengthen consistency in PK-12 educational quality.

- Continue this work throughout the 2026-2027 school year through our District Steering Committee
- Universal Design for Learning (UDL) and Sheltered Instruction Observation Protocol (SIOP) for new teachers

Action Step 2: Create an engaging learning environment that inspires creativity, collaboration, and problem-solving among PK-12 students, leading to improved technology skills and academic success.

- Continue the MTSS work at the district level and through our Data Toolbox
 - Development of Decision Rules for Tier 2 Interventions and Tier 2 Agenda
 - Began work on MTSS - B
 - Problem Solving Process during June CIP Retreat
- Backwards Planning
 - Updated pacing and curriculum guides (Summer 2026 - ELA focus)
- Technology Toolbox
 - Artificial Intelligence
- Science of Reading for all
 - PK-3 Early Literacy
 - 4-12 Secondary Science of Reading (CLSD grant)

% Proficient Language Arts

Year	21-22	22-23	23-24	24-25	25-26**
RPS grade					
3	30	49	49	41	42
4	38	41	47	51	51
5	35	43	46	52	48
6	27	51	50	44	58
7	31	52	58	52	48
8	31	54	62	59	56

Year	21-22	22-23	23-24	24-25	25-26**
NE grade					
3	50	62	59	57	58
4	53	55	59	60	60
5	47	57	57	56	58
6	44	55	58	59	58
7	42	54	58	59	58
8	46	63	63	63	64

Difference between State % proficient and RPS % proficient

21-22	22-23	23-24	24-25	25-26**
20	13	10	16	16
15	14	12	9	9
12	14	11	4	10
17	4	8	15	0
11	2	0	7	10
15	9	1	4	8

***25-26 is UNOFFICIAL

NSCAS ELA
2021-2026

Year over year	21-22	22-23	23-24	24-25	25-26**	Growth by % proficient		
						3 yr	2 yr	1 yr
Class of '34				41	51			10
Class of '33			49	51	48		-1	-3
Class of '32		49	47	52	58	9	11	6
Class of '31	30	41	46	44	48	7	2	4
Class of '30	38	43	50	52	56	13	6	4
Class of '29	35	51	58	59	-			

Update: Teaching and Learning

Action Step 2: Create an engaging learning environment that inspires creativity, collaboration, and problem-solving among PK-12 students, leading to improved technology skills and academic success.

- Implement Data-Driven Instruction
 - Utilized during the annual CIP retreat for team's to complete Step 1 of the 4 Step problem solving process.
 - Data toolbox
- Provide professional development for teachers on assessment and data literacy
 - Data Toolbox
 - Drafting a data and assessment handbook in the 26-27 school year
 - DIBELS data team and data work 26-27
 - District and building data work
- Embrace the PLC culture of ongoing, organic collaboration to analyze data, share best practices, develop strategies to address student needs, and help each other grow professionally
 - 26-27 Aaron will lead RHS and RMS through a PLC reboot
 - Megan will model PLC around our ELA UbD at each elementary building in the fall and spring

Identify the goal

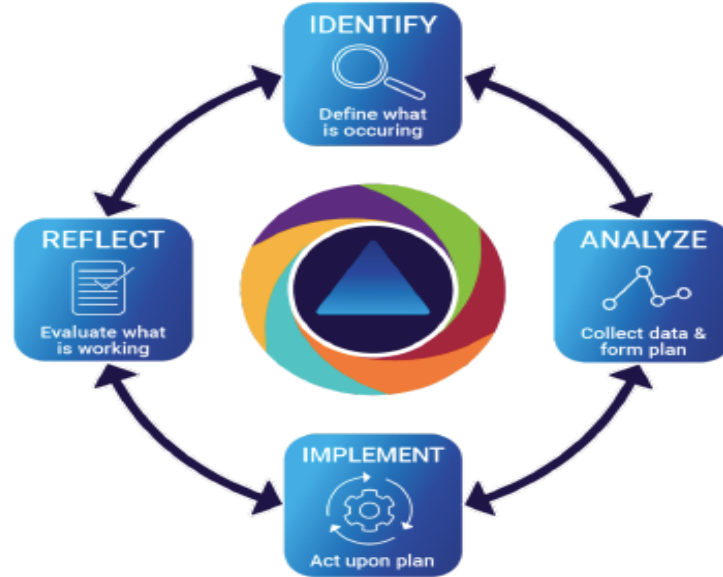
Define the Problem

What do we want students to know, understand, and be able to do?
Use data to identify the gap between desired outcome and actual outcome

Evaluate Outcomes

Did it work?

Response to
Instruction &
Intervention
Fidelity



Problem Analysis

Why is the goal not being attained?

Validating Problem
Identify Variables that
contribute to Problem
Hypotheses/Data
Collection

Develop a Plan

What are we going to do about it?

Implement as Intended
Progress Monitor and modify as Necessary

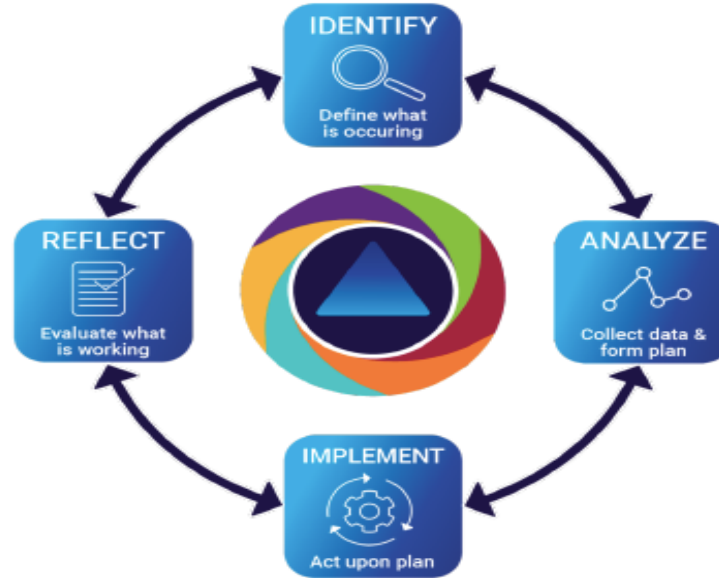


4 Step Problem Solving Process and IDEAL Connection

Identify the goal
IDENTIFY and DESCRIBE of IDEAL

Evaluate Outcomes
LEARN of IDEAL

Problem Analysis
EVALUATE of IDEAL



Develop a Plan
ACT of IDEAL



Step 1: Identify the Goal

1. What do we want the students to **be able to do**?
 - *Identify replacement behavior*
2. What is the **desired performance**?
3. What is the **current level of performance**?
4. What is the **performance of their peers**?
 - *Compare to students of similar demographics*
5. What is the **gap that must be closed** in the desired time frame?



Step 2: Problem Analysis

- Answers: Why isn't the goal being attained?
- Identifies **multiple possible** root causes
- Analyzes & **validates** supplemental data to support **OR** refute each hypothesis



Why is it important to test and validate your hypothesis?

If the hypothesis is inaccurate and the wrong intervention is implemented, valuable time and energy is wasted on something that was NOT an appropriate instructional match for the student(s) needs.

**In other words,
WE GO DOWN THE WRONG RABBIT HOLE!**



Data-Based Problem-Solving & Decision-Making



NeMTSS
FRAMEWORK



Step 2: Problem Analysis

HYPOTHESIS #1		
I C E L <i>(Highlight/circle the relevant domain)</i>	<i>[Insert goal here] is not occurring because [insert hypothesis here].</i>	
Prediction "If...,then..."	If:	
	Then:	
Relevant Data R I O T <i>(Highlight/circle the relevant method)</i>		
Validated?	Yes / No	



ICEL x RIOT Matrix

Develop your
Hypothesis
using **ICEL**

Key Domains of Learning		
I	Instruction	Instruction is <u>how</u> the curriculum is taught.
C	Curriculum	Curriculum refers to <u>what</u> is taught.
E	Environment	The environment is <u>where</u> the instruction takes place.
L	Learner	The learner is <u>who</u> is being taught.



Data-Based Problem-Solving & Decision-Making



NeMTSS
FRAMEWORK



ICEL x RIOT Matrix

Validate
your
Hypothesis
using **RIOT**

R	Review	Review of historical records and products and/or
I	Interview	Interviews of key stakeholders and/or
O	Observe	Observe performance in real time functional settings and/or
T	Test	Test through careful use of appropriately matched measurement strategies/methods



ICEL x RIOT Matrix

Domain	Variables	Review	Interview	Observe	Test
Instruction Instruction is how curriculum is taught. How content is presented to students can vary in many different ways. Level of Instruction Rate of Instruction Presentation of Instruction Is the curriculum being differentiated to meet the needs of the learners? Consider: • instructional techniques • presentation style • clarity of instruction • questioning • feedback techniques • cooperative learning • use of graphic organizers • instructional conversations • development of academic language/ vocabulary	Group/System • Instructional decision making regarding selection and use of materials • Use of progress monitoring • Explicit Instruction • Differentiated Instruction • Sequencing of lesson designs to promote success • Use of a variety of practice and application activities • Pace and presentation of new content • Block of time allotted per subject Individual • Instructional decision making regarding placement of the student • in groups • Use of progress monitoring • Communication of expectations and criteria for success • Differentiated Instruction • Direct instruction with explanations and cues • Use of a variety of practice and application activities • Pace and presentation of new content	• Unit/Lessons Plans • Permanent products (e.g. written pieces, worksheets, projects) for skill/degree of difficulty requirements • Benchmarks / standards • Assignments (calculate % of assign turned in, average amount-% of assignments completed), • Length/time required to complete assignments	Stakeholders about: • Effective teaching practices • Instructional decision making regarding choice of materials, placement of students, instructional strategies • Sequencing/pacing of instruction • Choice of screening, diagnostic and formative assessments • Product methods (e.g. dictation, oral retell, paper pencil, projects) • Grouping structures used • Accommodations/ modifications used • Reinforcement management/ engagement strategies • Allowable repetition for mastery/ understanding • Who is providing the supplemental/ intensive instruction • Use of supportive technology • Student/group performance compared to peers • Patterns of performance errors/ behavior • Setting(s) where behavior is problematic • Significance of academic, speech, social, task or motor difficulties • Onset and duration of problem • Consistency from day to day, subject to subject • Interference with personal, interpersonal, and academic adjustment • Performance using different modes of expression (e.g. verbal, written, kinesthetic) • Teacher perceptions/hypotheses regarding why the student is unable to demonstrate the desired behaviors-academic and/or behavioral • Philosophical orientation of curriculum (e.g. whole language, phonics) • Expectations of district for pacing/coverage of curriculum	• Teachers' instructional styles/preferred styles of presenting • Clarity of instructions/ directions • Effective teaching practices • Communication of benchmarks/expectations and criteria for success • How new information is presented • Percent of time with direct instruction, whole group instruction, practice time, differentiated instruction, etc. • How teachers gain/ maintain student attention • Academic engaged time • Transitions • Large group instruction • Small group instruction • Independent work time • Group work time • Teachers use of positive reinforcement, student-teacher interaction quality/quantity, (use of direct observation protocols) • Time on task • External supports necessary to sustain engagement	Classroom environment survey Develop checklists on effective instruction "Things to Look For" and "Ask About"

Consider each **DOMAIN**

Work your way through

$I \rightarrow C \rightarrow E \rightarrow L$

and challenge yourself to go

IN THAT ORDER!

Start with adult behaviors!

Not with blaming the students!

Look at the **VARIABLES**

Is it a system issue?

Is it a group/subgroup issue?

Is it an individual student issue?



Data-Based Problem-Solving & Decision-Making



NeMTSS
FRAMEWORK



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	Individual • Instructional decision making regarding placement of the student • in groups • Use of progress monitoring • Communication of expectations and criteria for success • Differentiated Instruction • Direct instruction with explanations and cues • Use of a variety of practice and application activities • Pace and presentation of new content				

Use these to develop your **Hypothesis/Prediction Statement**

Hypothesis:

The desired behavior is not occurring because _____.

Prediction Statement:

If/When _____ occurs, then the desired behavior(s) will occur.



Data-Based Problem-Solving & Decision-Making



NeMTSS
FRAMEWORK



ICEL x RIOT Matrix

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	Group/System - Instructional decision making regarding selection and use of materials - Use of progress monitoring - Explicit Instruction - Differentiated Instruction - Sequencing of lesson designs to promote success - Use of a variety of practice and application activities - Pace and presentation of new content - Block of time allotted per subject Individual - Instructional decision making regarding placement of the student - in groups - Use of progress monitoring - Communication of expectations and criteria for success - Differentiated Instruction - Direct instruction with explanations and cues - Use of a variety of practice and application activities - Pace and presentation of new content				

Then **VALIDATE** your hypothesis using RIOT

This will require time and may require creation of resources (such as walk-thru forms, student surveys, etc)

DO NOT SKIP THIS STEP!
BEWARE THE RABBIT HOLE!



Data-Based Problem-Solving & Decision-Making

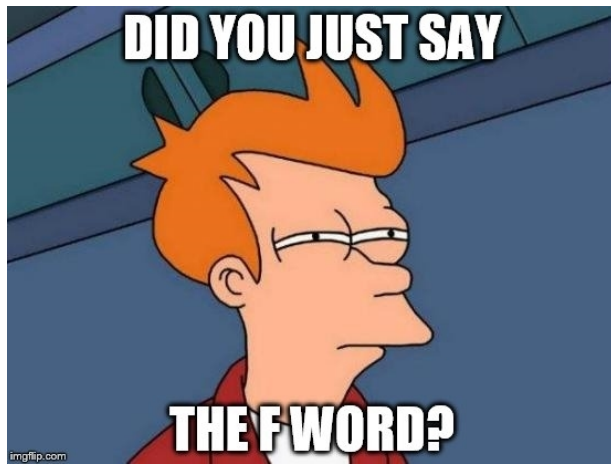


NeMTSS
FRAMEWORK



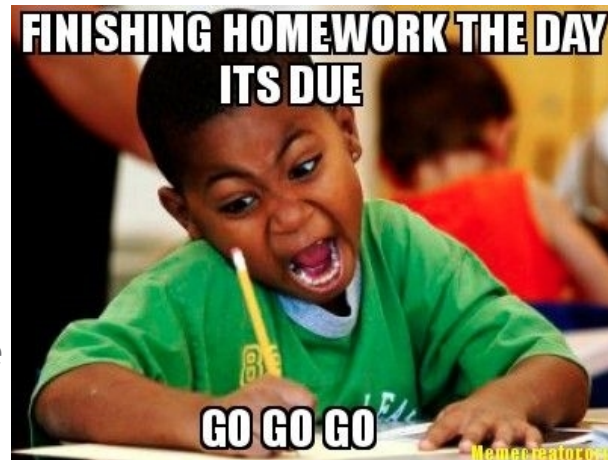
Step 3: Develop & Implement Plan

- Select the intervention(s), intensified instruction, or strategies that will address the problem and meet the goal
 - Make sure it aligns to the tier identified in Step 1!
- Develop and implement the plan with **fidelity**
 - **Fidelity = Did we do what we said we were going to do!**



Homework

- ❑ **MEET AS A TEAM OUTSIDE OF TODAY!!**
 - ❑ Meet monthly to create momentum
- ❑ Complete Step 3 of the 4 Step Problem Solving Process
 - ❑ **Make sure to validate Step 2!**
- ❑ Complete the building IDEAL Action Plan alongside completing Step 3
- ❑ Schedule team time to meet with CO in Q1 TODAY
- ❑ Be ready to present on December 7th at “Half Way to CIP Retreat” Mini Retreat



NeMTSS
FRAMEWORK



Update: Teaching and Learning

Action Step 3: Embrace diversity, promote inclusion, and ensure that all students, regardless of background or ability, have the support and resources they need to thrive academically and personally throughout their PK-12 journey and into adulthood (annual increases in student group achievement and SEL results.)

- Inclusive Practices Academy
- Character Strong at RMS
 - PBIS Reboot @RMS
- MTSS-B Work
- EL Data Dig Process, Handbook
- UNO B3 Partnership, Y2
- PK 3&4 Blended Classrooms, Supplemental Curriculum (Kickstart),
- Focused/Strategic professional development opportunities for staff working with students with disabilities

Update: Community Collaboration

[Link to Update
Description
Document](#)

Goal #1: Enhancing partnerships and engagement with families, community organizations, and other stakeholders by strengthening trust, collaboration and community pride within our school district.

Goal #2: Expand partnerships with local businesses, government entities, non-profit organizations and community leaders (school business partnership program).

Goal #3: Expand relationships with community organizations to provide support services, resources and opportunities for staff, students and families

Goal #4: Empower parents and families to become more active in their children's education by involving them more thoroughly in the educational experience.

Goal #5: Utilize multiple communication strategies to keep our patrons, families and staff informed and engaged with our current goals, initiatives and achievements

Goal # 6: Continue to develop engagement from our alumni through newsletters, awards and scholarship opportunities



Update: Finance/Facilities

Action Step 1 Continue to assess and identify areas of our facilities in need of improvement, including life safety, comfort, air quality and conduciveness to learning.

- [Facility Assessment Phase II update](#) on completion and projected timeline, projects remaining.

Action Step 2 Develop a repair/replacement schedule for [roofing](#), HVAC and [Technology Replacement](#)

- Phase II Facility Plan and Tech replacement plan completed

Action Step 3 Create and maintain a district budget that addresses short and long-term planning strategies, including the equitable distribution of resources and the effective utilization of budget management strategies.

- Re-evaluated and reallocated elementary and Science department budgets
- Increase contribution to the depreciation fund for fully 1-to-1 technology

Action Step 4 Identify areas of opportunity for cost reduction and efficiency improvement.

- Continued consolidation of technology/software vendors
 - EXAMPLE: All student records now located in Parchment
- Re-established use of PaperCut on copiers districtwide

Update: Staffing, Support, and Leadership

Action Step 1 Enhance our current candidate pool to include more staff that resemble our current student body.

Action Step 2 Create a climate and culture that best fosters engagement, safety and belonging.

Action Step 3 Continue to build upon our internal employment pipeline by sponsoring internships, leadership education classes, paraprofessional to teacher programs and Educator Rising.

Action Step 4 Offer professional development opportunities which are timely and relevant to staff from induction to retirement.

Action Step 5 Grow a culture of distributed leadership, teamwork and staff engagement.

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Update: Staffing, Support, and Leadership

Action Step 1: Enhance our current candidate pool to include more staff who resemble our current student body.

- Prioritize recruitment strategies that reflect and value diversity, equity, and inclusion - *Ongoing*
- Promote our Bilingual bonus program for Classified applicants - *Ongoing*
- More actively recruit in the Ralston community
 - Recruitment booth at Rams Under the Lights and District Vocal Festival (as needed)
 - District Social Media & Newsletter
 - "Community drop-in interview day" - *Planning*

Action Step:2 Create a climate and culture that best fosters engagement, safety, and belonging.

- "Stay" interviews with certified and classified staff ~~FALL 2025~~ **FALL 2026**
- In addition to Frameworks Surveys, administer "Check the pulse" perception surveys **SPRING 2027**
- Expanded opportunities for cross-district outings to build district-wide community - **In Development**
 - (e.g.. RPS trivia night with a travelling trophy)
- Review feedback from exit interviews and share helpful insights with Cabinet-level leadership and building principals when appropriate, to support thoughtful planning and future decision-making (*see summary below*)- **Ongoing**.
 - Updated exit survey to provide anonymity in open responses

Action Step 3: Continue to build upon our internal employment pipeline by sponsoring internships, leadership education classes, paraprofessional-to-teacher programs, and Educator Rising.

- Develop and maintain a database to track Educators Rising alumni. *Currently In Progress*
- Broaden the pool of student teacher candidates.
 - Collaborate with local universities to place student teacher candidates within RPS- *Ongoing*
 - Design and implement an incentive program to encourage RPS teachers to host student teacher candidates- *Ongoing*
 - Monitor and evaluate stipend packages offered by other districts for competitive comparison- *Ongoing*
- Maintain and enhance initiatives that motivate paraprofessionals to participate in para-to-teacher pipeline programs, leveraging partnerships with local Universities *Currently In Progress*
- Continue to offer the Ralston Public Schools Leadership Academy (Dr. Zabrowski-Gates)
- **New** partnership with UNO EdS Principal Cohort Pilot Program (Ralston, Papillion-LaVista, Westside, Gretna)

Action Step 4: Offer professional development opportunities that are timely and relevant to staff from induction to retirement.

- Develop a professional development system for classified staff that aligns with best practices, supports the specific responsibilities of their roles, and advances the objectives of the district's strategic plan

Currently In Progress

- Collaborate with Teaching & Learning to provide multiple professional development opportunities, ensuring they meet the varied needs and expertise of all certified staff members

Currently In Progress

- Expand PD offerings to include paraprofessionals and substitute teachers - *In progress/Developing*

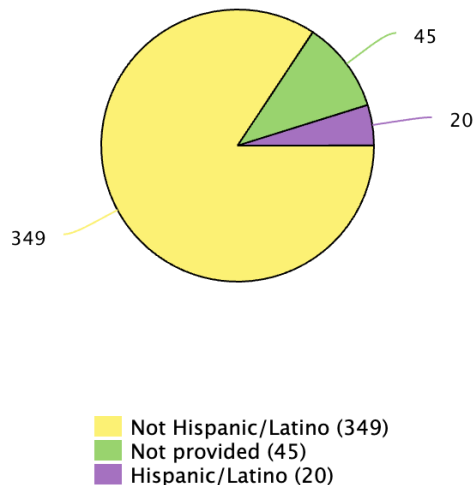
Action Step 5: Grow a culture of distributed leadership, teamwork, and staff engagement.

- Actively support and empower teacher-leaders to participate in decision-making processes and serve on leadership committees
 - CIP retreat
 - Toolbox
- *Ongoing*
- Teacher-led PD sessions at district in-service & teacher mentor meetings - *Ongoing*
- Support teacher-leaders in presenting at state and national conferences to showcase their expertise and the outstanding initiatives within the Ralston District-*Ongoing*

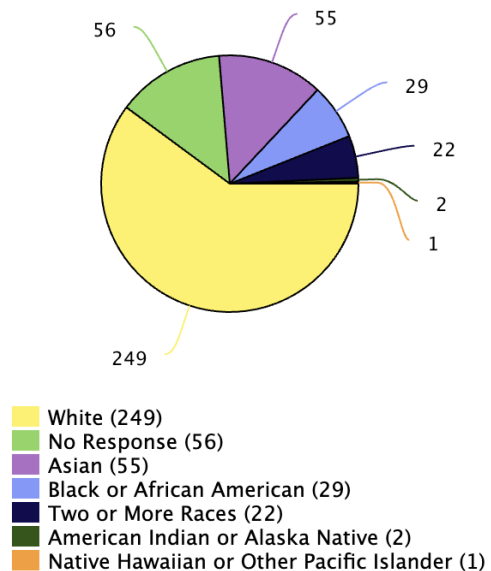
CERTIFIED DEMOGRAPHIC INFORMATION 2025-2026

Demographics

Ethnicity



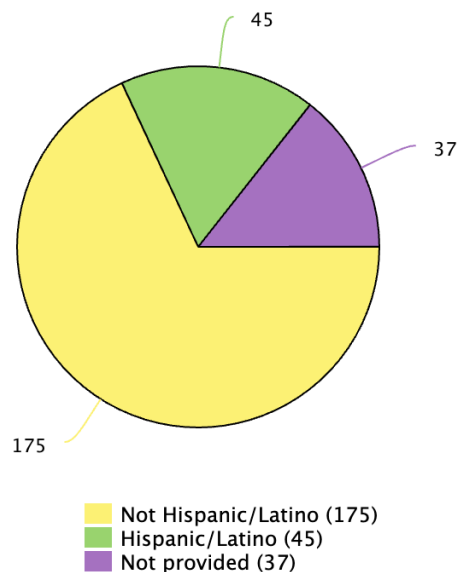
Race



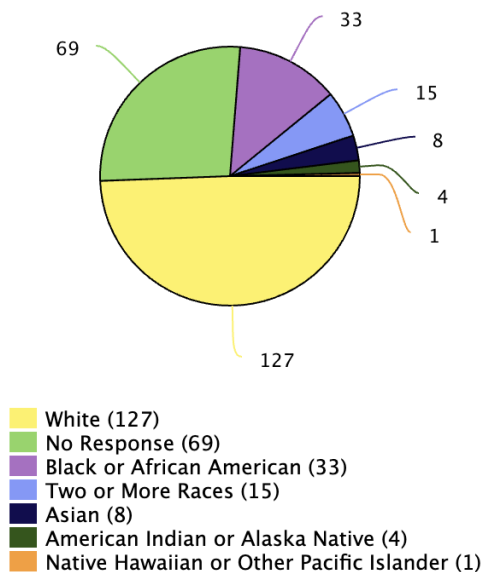
CLASSIFIED DEMOGRAPHIC INFORMATION 2025-2026

Demographics

Ethnicity



Race



CERTIFIED STAFFING 2026-2027				POSITION		# OF APPLICANTS	
POSITION		# OF APPLICANTS		Lower Elementary		38	
Agriculture		2		Math		6	
B-3 ECSE		2		Elementary Resource		13	
Band		13		School Psychologist		2	
Behavioral Coach		3		Science		3	
Counselor		4		Social Studies		28	
Deaf Education		3		Spanish		4	
EL		5		French		3	
English		15		Secondary Special Education		9	
Kindergarten		9				HOW DID THEY HEAR ABOUT RPS?	
Upper Elementary		36				WEBSITE	42%
CANDIDATE GENDER						EMPLOYEE REFERRAL	16%
FEMALE	63%					INDEED	4%
MALE	34%					CAREER FAIR	4%
NONE INDICATED	3%					NDE	15%
						SCHOOLS/SPRING	15%
						NONE GIVEN	4%

CLASSIFIED STAFFING 2026-2027		CANDIDATE GENDER	
POSITION	# OF APPLICANTS	FEMALE	60%
Paraprofessional	95	MALE	39%
Kitchen Assistant	19	NONE INDICATED	1%
Custodian	61		
Technology Specialist	22	CANDIDATE LOCATION	
Bilingual Liaison	13	NEBRASKA	90%
Accompanist	6	IOWA	6%
Transportation Para	6	OTHER U.S. STATE	4%
Executive Assistant to the Superintendent	17		
Secretary	10	HOW DID THEY HEAR ABOUT RPS?	
SLI	4	WEBSITE	15%
Sign Language Para	6	EMPLOYEE REFERRAL	7%
Driver	11	INDEED	66%
		SCHOOLSPRING	4%
		NONE GIVEN	8%

OTHER APPLICANT CATEGORIES	
POSITION	# OF APPLICANTS
Future positions	60
International applicants	83
Substitute teachers	89
Coaches	15
	

RPS Student Teacher Trend Data		
SEMESTER	# OF STUDENT TEACHERS	# HIRED
FALL 2023	5	1
SPRING 2024	7	1
FALL 2024	6	1
SPRING 2025	6	3
FALL 2025	3	1
SPRING 2026	7	4
FALL 2026	5	TBD

GROW YOUR OWN CANDIDATE DATA

COHORT	# OF PARTICIPANTS	# HIRED
2024 - 2026	2	2
2025 - 2027	1	TBD
2026 - 2028	4	TBD



Themes & Highlights from Certified Exit Surveys - Spring 2026

Top 6 Positive Themes:

1. **Student Interaction and Growth:** The most frequently cited rewarding aspect of the job is working directly with students, building meaningful relationships, and witnessing their academic and personal growth.
2. **Colleague Collaboration and Support:** Building professional connections, engaging in team planning, and social time with coworkers are viewed as essential highlights that foster a positive work environment.
3. **Community and Culture:** Many staff members value the district's "small-town" atmosphere, sense of pride, and inclusive environment that effectively supports diverse student cultures.
4. **Administrative Support:** Despite some criticisms, many staff reported positive experiences with administrators who were accessible, responsive to questions, and provided an "open door" policy.
5. **Student-Focused Initiatives:** Staff take pride in the district's ability to provide a variety of afterschool clubs, athletics, and diverse course pathways that prepare students for future success.
6. **Staff and Resource Support:** Teachers appreciate the availability of Foundation Grants for materials and effective mentorship programs that help new staff integrate into the environment.

Top 6 Areas of Concern:

1. **Workload and Administrative Burden:** Staff report being overwhelmed by excessive documentation (IEPs, progress reports), grading, data entry, and test preparation, often leading to burnout and a lack of work-life balance.
2. **Leadership and Communication:** There is significant frustration regarding a lack of transparency, top-down decision-making without staff input, and inconsistent or dismissive administrative communication.
3. **Student Behavior and Accountability:** Persistent disruptive student behavior, coupled with inconsistent enforcement of school policies and a lack of administrative support for managing these behaviors, undermines staff authority and creates a challenging learning environment.
4. **Professional Environment and Culture:** Many respondents describe a challenging, sometimes toxic, climate characterized by feelings of isolation, cliquishness, and a sense that professional expertise is undervalued or unfairly scrutinized.
5. **Logistics and Resource Constraints:** Staff are impacted by staffing shortages, inadequate physical resources, and a lack of dedicated planning time, with traveling staff facing additional strain due to commute times and lack of workspace.
6. **Professional Development and Growth:** There is dissatisfaction with the quality and relevance of professional development, which is often described as patronizing, disconnected from classroom realities, or compliance-focused rather than supportive.

Continuous Improvement Surveys

What are general themes you noticed?

Where do you see areas of celebration?

Where are there opportunities for improvement?

Additional Questions or Comments?

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Educational Purpose

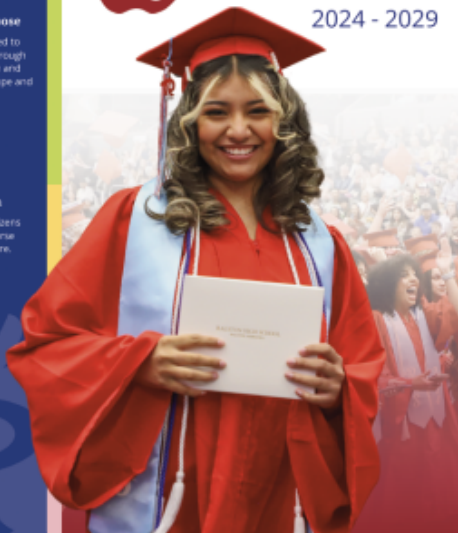
A community dedicated to achieving excellence through purposeful instruction and nurturing a climate of hope and inclusion.



District Vision

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

Strategic Plan 2024 - 2029



Equity • Relationships • Integrity • Empowerment • Care



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