

**BOARD OF EDUCATION
YUTAN PUBLIC SCHOOLS**

**High School Media Center
August 3, 2026**

AGENDA

1. Call to Order

2. Open Meetings Act

This meeting will be conducted in accordance with the Nebraska Open Meetings Act. The Board of Education makes available at least one current copy of the Open Meetings Act posted in the meeting at a location accessible to members of the public.

3. Public Notice

Per board policy 2008, advance notice of all board meetings, other than emergency meetings, shall be publicized 48 hours or more in advance of the meeting in a newspaper of general circulation in the district. Meeting notices may also be posted on the school district website and posted in three prominent places in the school district.

- Meeting notice was published in the Wahoo Newspaper on _____
- Meeting notice was posted at the entrance of Yutan High School, Yutan Post Office, and First State Bank-Yutan on _____
- The agenda is kept current and available for public inspection at the Superintendent's office during normal business hours, and is posted on the school website. The agenda may not be altered later than 24 hours prior to the beginning of the meeting. The order of the items on the agenda may be changed by the board at or during the meeting.

4. Public Comment

Instructions for those who wish to speak during Public Comment:

The Board of Education recognizes the importance of citizen participation in school district matters. In order to assure citizens are heard and board meetings are conducted effectively and in an organized manner, a Public Comment period will be scheduled at some meetings. A Public Comment sign-in sheet is located on the table near the entrance and your name and topic must be entered on the sheet prior to the start of the meeting. If you are planning to speak about a personnel or a student matter involving an individual, please understand that the district has complaint procedures to address such complaints and concerns. The Board requests that you follow the policy and procedures before commenting on these matters to the Board. Board members will not respond to any questions you ask or comments about individual staff members or students, but may direct your concerns to the appropriate administrator for further review. Each speaker shall be allowed a maximum of five minutes, and not more than twenty minutes will be allowed for a specific topic. Policy 2009-Procedure for Addressing the Board is made available in the meeting room.

5. Work Session

The Board of Education is convening a Strategic Plan work session as part of its commitment to continuous improvement. Facilitated by the Nebraska Association of

School Boards (NASB), the session will provide an update on the district's Strategic Plan, review progress toward established goals, and discuss priorities and next steps for continued implementation.

6. **Next Board Meeting**

The next regular meeting of the Board is scheduled for _____ at 6:00pm in the high school media center.

7. **Adjournment**



YUTAN PUBLIC SCHOOLS

STRATEGIC PLAN

2024-2029



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Yutan Public Schools

Rex Pfeil, Interim Superintendent

Yutan Board of Education

Adam Wacker, President

Bill Hancock, Vice President

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Gary Hollst, Treasurer

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Eric Wilke

Yutan Public Schools

Mission Statement

Empowering growth in and beyond the classroom.



Yutan Public Schools Strategic Plan Framework

Purpose of the Framework

Through the engagement of students, parent, staff, administrators, and community via online surveys and an in-person community meeting, the needs of Yutan Public Schools were identified and categorized into ten Guiding Principles of a high-functioning school district. For more information and a look at the data, please see the Yutan Public Schools' Comprehensive Needs Analysis. This strategic plan framework is the first step in creating a plan of action to address the identified needs. The action items to follow align to the data gathered, as well as extant data available about the community and school district. This use of local data ensures that the strategic plan is custom designed to address the specific characteristics of local challenges. Through purposeful implementation and a commitment to collective development, this framework defines the path to creating a more connected and high achieving school district.

Utilization of the Strategic Plan Framework

This Strategic Plan represents the collective resolve to inspire and empower students. The Guiding Principles, Objectives, and Strategies set forth below are the building blocks of the path toward success of the 2024-2029 benchmarks for student learning. Meeting benchmarks is dependent upon more than the simple design – we must be dedicated, at every level, to the consistent and effective implementation of the specific Strategies and measurable Performance Indicators and work to integrate the Strategic Plan into the regular day-to-day operations of the district.

Definitions of Framework Terms

Guiding Principles

The Guiding Principles highlight the areas Yutan Public Schools will build upon to support the mission and vision of the school district.

Objective

The Objective states the area of focus and outcome that Yutan Public Schools will achieve.

Strategy

The Strategy provides details of how the objective will be met.

Recommended Performance Indicators*

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

*An individual/team/building may choose to write SMART goals to ensure the achievement of a performance indicator. A SMART Goal incorporates **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**imely criteria to help focus and increase the likelihood of accomplishing tasks/assignments/actions.

Guiding Principles

The ten Guiding Principles of the Nebraska Association School Boards (NASB) Strategic Planning process describes the structures, resources, and dynamics of a high-functioning school district. These elements were influenced by Marzano and Danielson Instructional Models and are in alignment with the Nebraska State Board of Education AQuESTT Tenets/Accreditation, and the NASB Board Governance Standards. Through careful planning, the use of quality data, and a commitment to continuous improvement, growth in these ten Guiding Principles can lead to lasting, positive change for a public school. The Guiding Principles are as follows:

Academic Learning and Success	<i>A balanced learning process that includes instructional methods to improve learning and growth for each student.</i>
Student Centered Learning Environment	<i>A learning environment centered on the health and safety of the staff and students is vital to the student's physical, mental, and emotional wellness.</i>
Cultural Inclusion and Engagment	<i>The school district fosters a positive and engaging climate for staff and students designed to meet the unique needs of under-represented groups.</i>
District/Building Climate and Culture	<i>Positive and stable relationships among staff, students, and families are the foundation of a school's culture and climate.</i>
Personnel Effectiveness	<i>Support the professional growth of effective staff and school leaders.</i>
Social-Emotional Mental Health Well-Being	<i>Social-emotional mental health well-being of students and staff is a critical component of a high functioning school district.</i>
Access to Educational Opportunities	<i>Providing all students with the opportunities to achieve their personal best after graduation is a cornerstone of a high-achieving school district.</i>
Family and Community Partnerships	<i>Student success and engagement relies on positive partnerships and relationships to fundamentally improve the outcomes for each student, school, district, and community.</i>
District Resources	<i>District leadership in collaboration with building administration aligns and manages district resources in a responsible manner to meet goals and to promote growth of instruction and student learning.</i>
Board Governance	<i>Effective board practice based on objective governance standards ensures accountability focused on growth and student learning.</i>

Guiding Principles of Focus

The identified Guiding Principles of Focus are targeted within the plan based upon multiple data points collected throughout the assessment phase of the NASB Strategic Planning Process. Data collection included stakeholder engagement through the Strategic Overview Committee (SOC) meetings, a community meeting, and online surveys of Yutan Public Schools administrators, certified and classified staff, students, parents, and business leaders. Through data analysis, the NASB Board Leadership team developed overarching objectives and specific strategies consistent with the needs presented through stakeholder engagement.

Yutan Public Schools Academic Learning and Success

A balanced learning process that includes instructional methods to improve learning and growth for each student.

Relevant and updated curriculum and an effective instructional model are critical to student learning. Both administration and certified staff identified the need for updated curriculum as well as vertical and horizontal alignment. Additionally, the data showed uncertainty among YPS staff regarding a district wide adopted instructional framework. Through adopted curriculum, in all subject areas, vertical and horizontal alignment, scope and sequence, and the use of an effective instructional model, the district will promote effective transitions for students at each grade and level throughout the PK-12 system.

Objective 1: To implement a challenging, relevant, data-based curriculum, aligned both horizontally and vertically, using an instructional framework that ensures depth of understanding and student-centered learning.

Strategy 1.1: Adopt a challenging, data-based curriculum for all subjects/courses and grade levels to support the success of students' transitions grade to grade and level to level.

Recommended Performance Indicators:

- a) The board, administration, and appropriate staff will adopt challenging data-based curriculum in all subjects, courses, and grade levels.
- b) The administration will develop a curriculum review/adoption cycle that reflects the Nebraska State Board of Education subject standards review/adoption cycle.
- c) The administration and appropriate staff will ensure that all curriculum at YPS has scope and sequence to support student learning and growth, adhering to state and/or district academic standards.
- d) The administration and appropriate staff will ensure that all curriculum at YPS is vertically and horizontally aligned with grade-level goals and established short and long-term plans for action.

Strategy 1.2: Implement a defined Instructional Framework to ensure teacher effectiveness for equitable student achievement. *(Personnel Effectiveness)*

Recommended Performance Indicators:

- a) The board will adopt a district-wide, evidence-based instructional framework that promotes increased student engagement, teacher efficacy, and quality feedback to students.
- b) The administration and appropriate staff will provide professional development to equip and prepare staff for success through the integration and implementation of the instructional framework.
- c) Appropriate staff will develop a variety of district-aligned, evidence-based, effective instructional strategies, materials, and resources in new and existing courses to equitably support the success of each learner.
- d) Certified staff will provide learning opportunities aligned to differentiated student learning styles utilizing the fully implemented instructional framework to support the needs of the student.

Yutan Public Schools Personnel Effectiveness

Support the professional growth of effective staff and school leaders.

Fundamental to the success of YPS is the ability of the district to recruit, develop, and retain high-quality educators and leaders. Creating a collaborative and supportive work environment will enable educators to work to their full potential. While adopting a district wide instructional framework was identified as outlined in the previous Guiding Principle, aligning the teacher evaluation tool to the instructional framework is critical to a growth mindset. Additionally, providing professional development for both the implementation of the instructional framework and the evaluation is essential to a comprehensive implementation strategy. Investing in the skills, knowledge, and personal expertise of certified staff will advance the content and instruction throughout the district.

Objective 2: Ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and mentally as well as building and sustaining cohesion and unity among staff.

Strategy 2.1: Revise the teacher evaluation tool to align to the defined Instructional Framework.

Recommended Performance Indicators:

- a) Administration, in collaboration with the Educational Service Unit, will develop an evidence-based teacher evaluation tool aligned to the instructional framework that measures accountability through a defined rubric.
- b) Administration, in collaboration with the Educational Service Unit, will be trained in how to appropriately evaluate staff using the newly adopted evaluation tool aligned to the instructional framework.
- c) The administration, in collaboration with the Educational Service Unit, will train certified staff in the evaluation rubric and process to help support growth in the instructional framework.

Strategy 2.2: Develop and implement an organized and purposeful professional development plan to support relationships, skills knowledge, and application of instruction for long-term improvements. (*Academic Learning and Success, Student Centered Learning*)

Recommended Performance Indicators:

- a) Administration will provide a structured and relevant YPS Professional Development Plan and Training to focus on teacher growth, encourage the use of best practice, support programs and initiatives, and enhance staff knowledge and skills. Consider including priorities identified in the strategic planning process, including but not limited to instructional framework, behavior interventions, SPED/504 training, social-emotional and mental health well-being, and classified staff training opportunities.
- b) Administration will provide time for inquiry-based, job-embedded discussions of best practices in teaching and learning, specifically Professional Learning Communities (PLCs).
- c) Administration and appropriate staff will develop and implement a certified staff on-boarding and mentorship program to support and retain staff while encouraging professional growth.

Strategy 2.3: Develop and implement a leadership succession program and transition process to identify and develop new leadership within the district. *(Board Governance)*

Recommended Performance Indicators:

- a) The Board and district administration team will create an onboarding transition process for the new superintendent that includes the current and future needs of the district and community—including a focus on instructional programs, financial well-being, AQuESTT and NSCAS scores, school improvement goals, and community relations.
- b) The Superintendent will design and implement a district administration/leadership succession plan to ensure the school district is prepared for maintaining organizational stability.
- c) The Board and district administration team will provide appropriate training for all leadership within the district to ensure the effectiveness of everyone in their role and to have the tools and resources necessary to their position.

Yutan Public Schools Student Centered Learning

A learning environment centered on the health and safety of the staff and students is vital to the student's physical, mental, and emotional wellness.

Comprehensive support and diverse learning experiences are critical to student growth. When analyzing the cumulative survey responses, the adoption and implementation of a Multi-Tiered System of Support (MTSS) was identified as a need by both certified staff and administration. Integrating social-emotional support and self-management skills within current instructional practices will provide a foundation for student success. Additionally, access to educational opportunities presented as an identified need from all stakeholders. While YPS offers a selection of courses in all subject areas, stakeholders expressed interest in expanding and increasing opportunities for students through a High Ability Learner program and a more diverse curriculum and course catalogue. By offering diverse experiences (i.e., Dual Credit, HAL, CTE, Before/After School Programming) students will be able to achieve greater success.

Objective 3: Provide students with the opportunity and support to develop their own capacity to make educational choices, set individual goals, monitor their progress, and reflect upon their learning.

Strategy 3.1: Adopt and implement the Multi-Tiered System of Supports (MTSS) model with fidelity throughout the entire district to accelerate academic, career, and social-emotional/behavioral instruction and intervention to benefit a unified student-centered learning initiative. *(Academic Learning and Success, Personnel Effectiveness)*

Recommended Performance Indicators:

- a) District leadership and appropriate staff will develop a mutual understanding across the district in all buildings of Multi-Tiered System of Supports (MTSS).
- b) District leadership will develop a consistent process across all buildings for implementation of the various tiers.
- c) District leadership will encourage and promote targeted professional development focused on implementation of MTSS.

Strategy 3.2: To create and sustain a safe nurturing learning environment that models high expectations for all students while supporting the social-emotional, and mental health well-being of students and staff. *(Social-Emotional Mental Health Well-Being, District/Building Culture and Climate)*

Recommended Performance Indicators:

- a) District leadership and appropriate staff will research bullying prevention programs with the intention to establish an anti-bullying campaign and a culture of positive student to student relationships district wide.
- b) District leadership and staff will emphasize to students the importance of self-management skills, including social-emotional mental health well-being, conflict resolution, respectfulness, and collaboration through life skills and social-emotional learning.

- c) District leadership and appropriate staff will develop student outcome goals and competencies to support social-emotional learning for the purpose of enhancing student decision-making skills, responsible behavior, and a student's independent role personally, at school, and as a community member.

Strategy 3.3: Evaluate the effectiveness of instructional support and benefits of Multi-Tiered System of Supports (MTSS).

Recommended Performance Indicators:

- a) Administration and appropriate staff will utilize district data points (academic, behavioral, etc.) to determine the effectiveness of the instructional supports and benefits of MTSS, social-emotional supports, and instruction.
- b) Administration will regularly communicate the MTSS model and additional academic, social-emotional, and behavioral supports with Yutan Public Schools families and community.

Yutan Public Schools District/Building Climate and Culture

Positive and stable relationships among staff, students, and families are the foundation of a school's culture and climate.

Creating an environment that is supportive, collaborative, and cohesive will foster and grow the productive relationships and success of students and staff. All internal stakeholders identified a unified vision and staff and student accountability as areas of growth. Additionally, while all stakeholders agreed that communication was respectful throughout the district, the data shows the effectiveness of that communication can be improved upon. Consistent policy enforcement and a clear sense of direction will give accountability and structure to staff and students while effective communication will build relationships and increase the connectedness of the district.

Objective 4: To create and sustain a district culture that exemplifies and models consistent, high expectations for all staff and students while providing an environment focused on collaboration and trust among all stakeholders.

Strategy 4.1: Improve the school district climate that enables staff, students, and parents/guardians to connect through a culture that embraces consistency, fairness, positivity, and inclusion. *(Student Centered Learning, Family and Community Partnerships)*

Recommended Performance Indicators:

- a) The administration will create a plan for promoting and communicating policy changes that establish unified expectations and accountability for all staff, students, and parents/guardians.
- b) The administration and staff will foster a caring, inclusive culture where all staff and students feel valued and supported.
- c) Consider methods of improving Parent-Teacher Conference format, expectations of students, parents/guardians, and teachers at the conference, and teacher communication with parents/guardians.

Strategy 4.2: Identify and implement a plan for administration and staff to work cooperatively, build trust, and establish relationships to sustain long-term improvements while working together to improve student achievement. *(Personnel Effectiveness)*

Recommended Performance Indicators:

- a) The Board and Superintendent will develop a communication plan that supports and keeps teachers and staff informed of the district's efforts to meet its strategic goals.
- b) The administration will develop protocols and procedures to ensure timely, consistent, and purposeful communication to all staff when appropriate and to improve staff engagement.
- c) Administration will engage staff to assess the impact and benefits of YPS initiatives, instruction and evaluation, and professional development.

Strategy 4.3: Promote a climate and culture within Yutan Public Schools to ensure that student and staff actions align to the core beliefs and vision of the district. *(Student Centered Learning)*

Recommended Performance Indicators:

- a) The administration will develop protocols and procedures for students and staff to engage in positive, safe, and health-protective behaviors.
- b) The administration will encourage and/or provide on-going professional development to all staff focused on cultural awareness and social-emotional support centered on improving student outcomes.
- c) The administration will encourage and promote culturally competent teaching and family engagement practices, including distinguishing between behavioral challenges and cultural differences.

Yutan Public Schools Board Governance

Effective board practice based on objective governance standards ensures accountability focused on growth and student learning.

The Board of Education commits resources to support the long-term goals of the school district. The Board identified focusing on and ensuring alignment to the district's mission, vision, and goals as an area of growth. Through evaluation, accountability, policy, and allocation of resources, the Board can ensure the success of the strategic plan and its alignment to the district's mission. The survey data also identified the Board's collective interest in professional development opportunities to further their knowledge of best governing practices and educational issues. Professional growth for the YPS Board of Education supports both superintendent-board relations and student achievement. Additionally, communicating the progress of the strategic plan and the on-going needs of the district to stakeholders is fundamental to student success.

Objective 5: To ensure the mission and vision of Yutan Public Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Strategy 5.1: Annually review the district's mission statements and progress-success of the strategic plan to support and advance student learning.

Recommended Performance Indicators:

- a) The Board will continually monitor the progress and success of the Strategic Plan and hold the Superintendent accountable for providing timely and purposeful communication with the Board.
- b) The Board will 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.

Strategy 5.2: Continually review and revise a comprehensive facilities plan to assess both short-term and long-term goals including, but not limited to, new construction, renovation, maintenance of facilities, and acquiring new property to meet the future needs of the district.

Recommended Performance Indicators:

- a) The Board will regularly evaluate current operations, programs, facilities, and the investment of resources to ensure the district is maximizing the functionality of educational spaces.
- b) The Board will continue to engage stakeholders to educate and inform patrons of the identified needs and plans for addressing facilities and grounds maintenance, renovations, and possible new construction.

Strategy 5.3: Participate in continuous and appropriate professional development to build shared knowledge and values that will impact student learning.

Recommended Performance Indicators:

- a) The Board will regularly participate in board development opportunities.
- b) The Board will participate in professional development regarding board-superintendent relations that will lead to mutual trust, teamwork, and clear communications between the board and superintendent.

Strategy 5.4: 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.

Recommended Performance Indicators:

- a) The Board will continue to engage the community to build understanding and support for public education, the school district, and initiatives and goals.
- b) The Board will maintain a community engagement plan to inform and educate the community on district issues.
- c) The Board will ensure that a district report is provided to patrons annually per Nebraska Department of Education Rule 10.

Remaining Guiding Principles

Cultural Inclusion and Engagement

Objective: Develop and sustain a healthy, respectful, safe learning environment that encourages all voices and perspectives.

Strategy 1: Use a variety of traditions and activities to build community, honor students and their families, give students a voice, and promote a school culture of positive engagement.

Strategy 2: Implement a positive character program to ensure a safe and healthy school culture at YPS. *(Student Centered Learning)*

Strategy 3: Create and nurture a supportive, welcoming culture for all students and stakeholders.

Social-Emotional and Mental Health Well-Being

Objective: Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in individual employee learning, student achievement, and overall school improvement.

Strategy 1: Provide social-emotional and behavioral support for all students integrated through the Multi-Tiered System of Supports (MTSS) model. *(Student Centered Learning, Cultural Inclusion and Engagement)*

Strategy 2: Integrate social-emotional learning into the academic and extra-curricular activities through consistent curriculum, skills development, service learning, and community service. *(Family and Community Partnerships)*

Strategy 3: Implement a plan that will build and reinforce life skills and social competencies, mental health, and problem-solving skills, and social support for all students with special attention to those students in transition or crisis.

Access to Educational Opportunities

Objective: Provide diverse learning experiences for all students through expanded learning opportunities focused on college and career readiness, High Ability Learner programming, early childhood education and before and after school programming.

Strategy 1: Implement expanded learning opportunities for students to enhance college/career/post-high school readiness skills and knowledge. *(Academic Learning and Success, Family and Community Partnerships)*

Strategy 2: Provide a High Ability Learning (HAL)/Gifted Program to challenge identified students to advance their individual academic knowledge, skills, and abilities. *(Academic Learning and Success)*

Strategy 3: Partner with the community and local businesses to develop and implement a before and after school program to extend student learning beyond the traditional classroom and support the needs and success of the community and the school district. *(Family and Community Partnerships)*

Family and Community Partnerships

Objective: Grow and sustain a mutually supportive and trusting partnership with all stakeholder groups to sustain a positive connection with and among the community.

Strategy 1: Create a committee of internal and external stakeholders to identify opportunities that exist in the community and communicate with the business leaders and career leaders in the community regarding opportunities for students. *(Access to Educational Opportunities)*

Strategy 2: The administration and appropriate staff will foster positive partnerships with business leaders and community members to enhance student learning opportunities. *(Access to Educational Opportunities)*

Strategy 3: Provide stakeholders with opportunities for meaningful engagement centered on open and honest discourse that builds trust between the school and the community. *(Board Governance)*

District Resources

Objective: Sustain effective and efficient use of all resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, provide effective professional development, and retain highly qualified staff and leadership.

Strategy 1: Create 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.

Strategy 2: Build community partnerships to support opportunities to expand district course offerings and/or explore the utilization of unique learning spaces within the community. *(Access to Educational Opportunities)*

Strategy 3: Provide 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. *(Student-Centered Learning, Social-Emotional Well-Being)*

Final Steps

District Leadership Action Steps

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

- A. Assign staff to manage and oversee Objectives and Strategies
- B. Monitor and assess the implementation, making necessary and appropriate adjustments as needed
- C. Collect evidence to illustrate the progress and 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 as appropriate

Prioritization Ranking

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

Alignment Matrix (if this option was selected)

The alignment matrix links the strategic plan strategies to the AQuESTT Tenets and Nebraska Framework Accreditation Standards.

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. The district will reengage all internal and external stakeholders to gain perspective.



Yutan Public Schools

2026 Strategic Plan Community Update

Board of Education Work Session
August 3, 2026

STRATEGIC PLAN
2024-2029

EMPOWERING GROWTH IN AND BEYOND THE CLASSROOM.



Our Journey

In 2024, the Yutan Board of Education adopted a five-year Strategic Plan with one purpose—to ensure every decision creates greater opportunities for students.

Tonight, we'll share how our Strategic Plan has strengthened teaching and learning, invested in our people, expanded opportunities for students, and built a culture that supports long-term success.

As we review each strategic priority, we'll answer four questions:

- What have we accomplished?
- How do we know it's making a difference?
- What are we most proud of?
- What's next?

EMPOWERING GROWTH IN AND BEYOND THE CLASSROOM.



Our Strategic Priorities

Academic Learning & Success

Building rigorous, engaging learning experiences for every student.

Personnel Effectiveness

Developing, supporting, and retaining outstanding educators.

Student-Centered Learning

Providing every student the support, opportunities, and ownership needed for success.

District Climate & Culture

Creating a school community built on relationships, trust, and high expectations.

Board Governance & District Leadership

Provide responsible leadership, ensure sound stewardship of district resources, and maintain a clear vision that supports continuous improvement and student success.

EMPOWERING GROWTH IN AND BEYOND THE CLASSROOM.



Academic Learning & Success



Building Strong Systems for Every Learner

Our Goal

Provide every student with rigorous, aligned instruction supported by high-quality curriculum, effective teaching practices, and timely intervention.

Why It Matters

- Great learning doesn't happen by chance.
- It happens when every classroom is supported by strong systems that ensure students experience consistent, high-quality instruction from Preschool through Grade 12.
- Over the past two years, our work has focused on building those systems.

EMPOWERING GROWTH IN AND BEYOND THE CLASSROOM.





What We Have Built

Curriculum & Instruction

- Aligned curriculum from Preschool through Grade 12
- Implemented high-quality instructional materials in Mathematics and English Language Arts
- Developed pacing guides to improve consistency across classrooms
- Strengthened teacher collaboration through professional learning and instructional planning

Student Support

- Expanded our Multi-Tiered System of Supports (MTSS)
- Established regular Data Dig meetings to guide instructional decisions
- Improved early intervention for struggling learners
- Expanded inclusive instructional practices for students with disabilities

Student Opportunities

- Increased participation in athletics and activities
- Strengthened leadership development through extracurricular programs
- Expanded partnerships that provide students with additional learning opportunities beyond the classroom





Evidence It's Working

As we've strengthened our instructional systems, we've seen encouraging evidence that our work is making a difference.

We know we're moving in the right direction because:

- Curriculum is consistently aligned across grade levels.
- Teachers collaborate more intentionally to improve instruction.
- Students receive earlier academic support through MTSS and Data Dig meetings.
- High-quality instructional practices are becoming more consistent across classrooms.
- Student participation in athletics and activities continues to grow.
- Teachers and coaches continue investing in their own professional growth.

While we still have work to do, we've established systems that position our students for long-term success.





Looking Ahead

Our priorities include:

- Implementing DIBELS as our new literacy screener
- Continuing to strengthen curriculum implementation across all grade levels
- Expanding MTSS behavioral supports
- Increasing career exploration through community partnerships
- Continuing professional learning for teachers and staff
- Expanding leadership opportunities for students through athletics and activities

Our commitment remains the same: continuous improvement for every student.



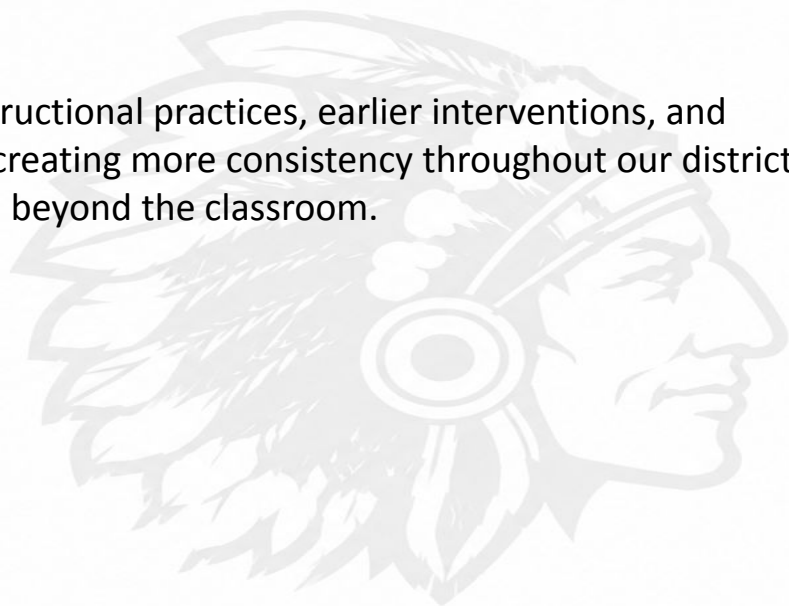


Takeaways

Building Strong Systems for Every Learner

Over the past two years, we've moved beyond individual initiatives to create instructional systems that support our learners.

Through aligned curriculum, stronger instructional practices, earlier interventions, and expanded student opportunities, we are creating more consistency throughout our district and preparing students for success in and beyond the classroom.



Personnel Effectiveness



Investing in Great People

Our Goal

Recruit, develop, support, and retain outstanding educators while building leadership capacity throughout the district.

Why It Matters

- The quality of a school system will never exceed the quality of the people who serve its students.
- One of our highest priorities is investing in our teachers, support staff, coaches, and administrators, not only helping them grow professionally, but creating a district where talented people choose to build their careers.

EMPOWERING GROWTH IN AND BEYOND THE CLASSROOM.



How We Have Invested in Our People

Professional Growth

- Continued LETRS training to strengthen literacy instruction
- Expanded district professional learning aligned to instructional priorities
- Increased teacher-led professional development
- Protected collaboration time for teams

Coaching & Support

- Implemented the Yutan Evaluation Rubric aligned to our Instructional Model
- Transitioned to ESU#2 Grows to strengthen coaching and meaningful feedback
- Increased classroom walkthroughs focused on growth rather than compliance
- Expanded mentoring and onboarding for new teachers

Leadership Development

- Increased teacher leadership opportunities
- Supported coaches and activity sponsors through professional organizations and leadership training
- Expanded collaboration across departments and district committees





Evidence It's Working

Our investment in people is creating a stronger professional culture across the district. We know we're making progress because:

- Teacher retention remains strong.
- New teachers receive meaningful mentoring and support.
- Teachers increasingly lead professional learning for one another.
- Staff members continue pursuing graduate degrees, certifications, and specialized training.
- Coaches continue investing in leadership development that benefits students.
- Collaboration has become part of our daily work across classrooms, buildings, and departments.

We strive to maintain a culture where continuous learning is simply part of who we are.





Looking Ahead

Our priorities include:

- Expanding instructional coaching
- Increasing peer observations and collaborative feedback
- Strengthening onboarding for new teachers, coaches, and sponsors
- Using evaluation trends to guide future professional learning
- Continuing to develop teacher and coach leadership across the district

Every investment we make in our staff ultimately creates better opportunities for our students.





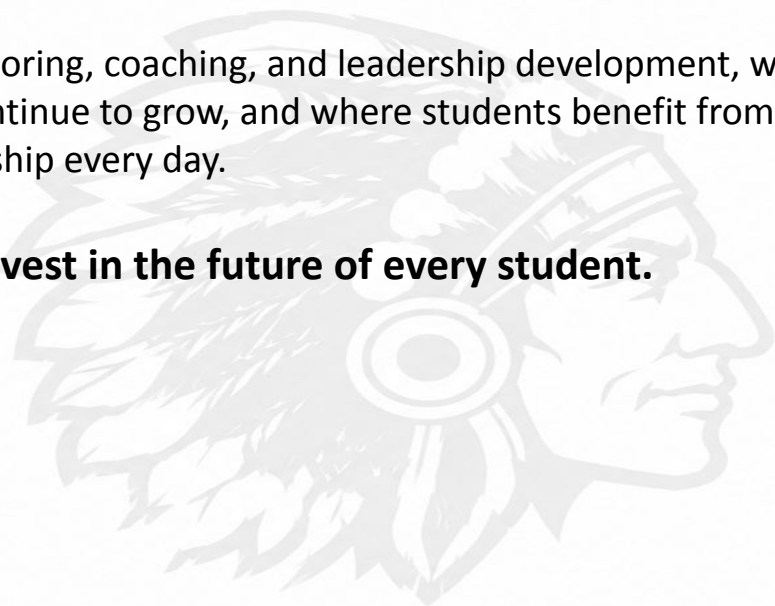
Takeaways

Investing in Great People

Outstanding schools are built by outstanding people.

By investing in professional learning, mentoring, coaching, and leadership development, we are creating a district where educators continue to grow, and where students benefit from exceptional teaching, support, and leadership every day.

When we invest in our people, we invest in the future of every student.



Student-Centered Learning



Empowering Every Student

Our Goal

Provide every student with the support, opportunities, and experiences they need to take ownership of their learning and prepare for success beyond graduation.

Why It Matters

- Every student deserves to be known, challenged, and supported.
- While strong instruction provides the foundation, our responsibility goes beyond academics. We want students to develop confidence, responsibility, leadership, and the skills they will need throughout life.
- Our work has focused on removing barriers, expanding opportunities, and helping every student discover their potential.

EMPOWERING GROWTH IN AND BEYOND THE CLASSROOM.



How We Are Empowering Students

Academic Support

- Strengthened MTSS to provide earlier intervention
- Expanded WIN Time and Chieftain Time for targeted support
- Used Data Dig meetings to guide instructional decisions
- Increased progress monitoring to respond more quickly to student needs

Student Ownership

- Increased student goal setting and reflection
- Expanded opportunities for student choice and engagement
- Encouraged students to monitor their own academic progress
- Strengthened communication between school and families

Inclusive Learning

- Expanded inclusive instructional practices
- Strengthened individualized supports for students with disabilities
- Increased collaboration among teachers, specialists, and paraprofessionals





Developing Leaders Beyond the Classroom

Athletics and activities provide students with opportunities to develop leadership, teamwork, perseverance, accountability, and service.

During the past two years we have:

- Increased student participation across athletics and activities
- Expanded leadership opportunities for students
- Strengthened goal setting within extracurricular programs
- Improved communication with students and families
- Continued investing in coach and sponsor development
- Built stronger partnerships that expand opportunities for students

Every activity, performance, competition, and leadership opportunity helps prepare students for success beyond graduation.





Evidence It's Working

Our student-centered approach is producing meaningful results.

We are seeing progress because:

- Students receive support earlier through stronger intervention systems.
- Teachers use data more effectively to personalize instruction.
- More students with disabilities are learning alongside their peers.
- Students are taking greater ownership of their learning.
- Participation in athletics and activities continues to grow.
- Leadership opportunities are expanding across academics, fine arts, athletics, and student organizations.

Most importantly, more students are finding meaningful ways to connect, contribute, and succeed.





Looking Ahead

Our priorities include:

- Implementing DIBELS to strengthen early literacy
- Expanding behavioral supports through MTSS
- Refining intervention and progress monitoring systems
- Strengthening partnerships with families
- Expanding opportunities for student leadership and service
- Launching a Student Leadership Academy
- Continuing to strengthen leadership and goal setting through athletics and activities

Our focus remains on ensuring every student is supported, challenged, and empowered to succeed.





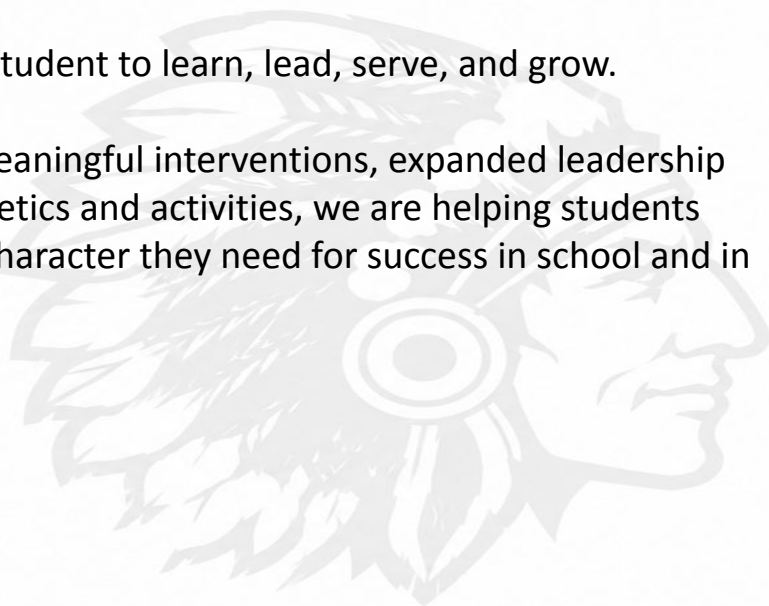
Takeaways

Empowering Students

Student-centered learning means more than providing support.

It means creating opportunities for every student to learn, lead, serve, and grow.

Through stronger instructional systems, meaningful interventions, expanded leadership opportunities, and rich experiences in athletics and activities, we are helping students develop the knowledge, confidence, and character they need for success in school and in life.



District Climate and Culture



Building a Culture Where Everyone Belongs

Our Goal

Create a district culture built on relationships, trust, collaboration, and high expectations where every student, staff member, and family feels valued and connected.

Why It Matters

- The strongest schools are built on relationships.
- When students feel connected, teachers feel supported, families feel welcomed, and the community feels engaged, learning flourishes.
- Our work over the past two years has focused on intentionally strengthening the culture that supports every other priority in our Strategic Plan.

EMPOWERING GROWTH IN AND BEYOND THE CLASSROOM.



Strengthening Our School Community

Relationships

- Continued implementation of Character Strong
- Expanded Chieftain Buddies and student mentoring opportunities
- Increased opportunities for student leadership and belonging
- Strengthened inclusive learning experiences for all students

Communication

- Improved communication with families through multiple platforms
- Expanded storytelling that celebrates student success
- Increased postsecondary planning opportunities for students and families
- Strengthened communication in athletics and activities through SportsYou

School Pride

- Celebrated accomplishments across academics, fine arts, athletics, and activities
- Continued investing in staff and student leadership
- Strengthened collaboration across departments and programs
- Built stronger partnerships with families, businesses, and community organizations





A Safe and Supportive Learning Environment

A positive culture also means ensuring students and staff learn and work in safe, welcoming environments.

During the past two years we have:

- Strengthened partnerships with local law enforcement and first responders
- Continued reviewing and improving emergency preparedness procedures
- Expanded supports that promote student wellness and belonging
- Maintained high expectations while providing the support students need to succeed

Safety, trust, and belonging provide the foundation for learning





Evidence It's Working

The strength of a school culture is reflected in the experiences of the people who are part of it.

We are encouraged by the progress we've seen:

- Students are increasingly engaged and connected to school.
- Families continue to be active partners in their children's education.
- Teacher and coach retention remains strong.
- Participation in athletics, activities, and student organizations continues to grow.
- Collaboration has become part of our daily work across the district.
- Community partnerships continue to expand opportunities for students.

Relationships remain the foundation of everything we do.





Looking Ahead

Our priorities include:

Expanding student leadership opportunities

- Strengthening family engagement and community partnerships
- Continuing to improve communication and transparency
- Refining school safety planning and emergency preparedness
- Celebrating student success across academics, fine arts, athletics, and activities
- Maintaining high expectations while ensuring every student feels connected and supported

A strong culture doesn't happen once, it is built every day.



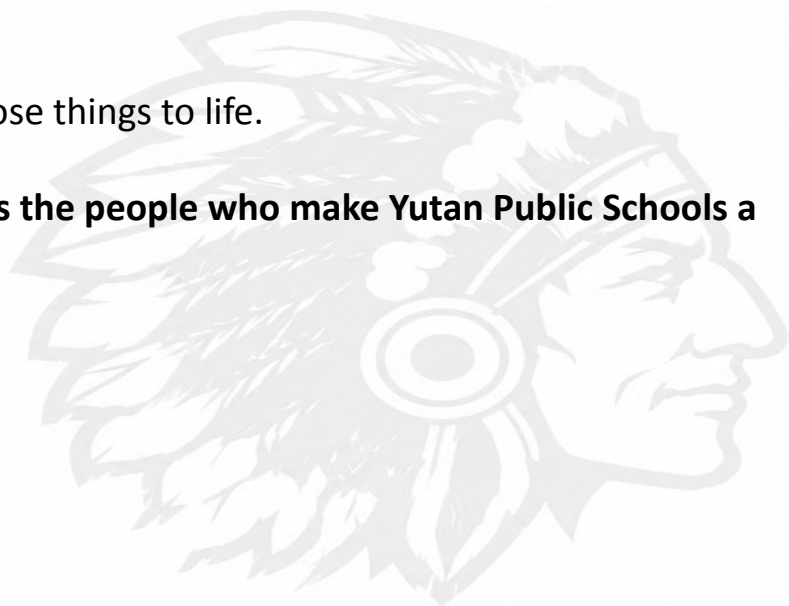


Takeaways

Relationships Make the Difference

- Programs matter.
- Systems matter.
- Resources matter.
- But relationships are what bring those things to life.

Our greatest strength isn't a program, it's the people who make Yutan Public Schools a place where everyone belongs.



Governance and Stewardship



Preparing Yutan Public Schools for the Future

Our Commitment

- Strong governance provides the foundation for continuous improvement.
- Over the past year, the Board of Education and district leadership have worked together to maintain stability, strengthen district operations, and ensure every decision supports our mission of empowering growth in and beyond the classroom.
- Our responsibility extends beyond managing today's needs, we must also prepare Yutan Public Schools for tomorrow's opportunities.

EMPOWERING GROWTH IN AND BEYOND THE CLASSROOM.



Leading with Purpose

Strategic Leadership

- Successfully navigated the superintendent transition
- Continued annual monitoring of the Strategic Plan
- Restarted the strategic planning process to reflect future district needs
- Continued Board professional development through NASB and other professional organizations

Responsible Stewardship

- Improved purchasing practices and operational systems
- Streamlined maintenance processes to better support schools
- Invested in facility improvements that enhance safety and learning
- Replaced aging equipment and transportation resources while remaining fiscally responsible

Every decision we make has to be guided by one question: "How does this improve opportunities for students?"





Looking Forward

As we begin the next phase of our Strategic Plan, our priorities include:

- Finalizing and implementing our updated Strategic Plan
- Continuing Board and leadership development
- Planning responsibly for future district growth
- Continuing proactive facility and capital improvement planning
- Strengthening district systems that support teaching and learning
- Maintaining transparent communication with our Board, staff, families, and community

Our work is guided by responsible stewardship today while preparing for the opportunities of tomorrow.





Strategic Plan Reflection

Tonight we've shared more than a list of accomplishments.

- We've shared the story of a district committed to continuous improvement.

Over the past two years we have:

- Built stronger instructional systems
- Invested in exceptional educators
- Expanded opportunities for students
- Strengthened relationships throughout our school community

Together, these efforts have created greater consistency, stronger opportunities, and a brighter future for the students we serve.





QUESTIONS?



EMPOWERING GROWTH IN AND BEYOND THE CLASSROOM.



Thank You

Thank you to our:

- Board of Education
- Teachers and staff
- Students
- Families
- Community partners and members

Your support and commitment make this work possible!

