

WEST POINT-BEEMER  
PUBLIC SCHOOLS  
2018-2023 STRATEGIC PLAN



PREPARED BY:





WEST POINT-BEEMER PUBLIC SCHOOLS  
2018-2023 STRATEGIC PLAN  
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“West Point Public Schools ... Where Learning is the Point”

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## WEST POINT-BEEMER PUBLIC SCHOOLS 2018-2023 STRATEGIC PLAN

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### INTRODUCTION

With a vision to progress student achievement to the next level, the process includes input from West Point-Beemer Public Schools parents, students, administrators, teachers, staff, board and the general West Point-Beemer community. The stakeholder groups were collectively engaged in purposeful discussion to cultivate a vision for the future. This type of school improvement planning creates the opportunity to establish a strategic plan based upon the needs identified. Paramount among these are the needs of the students. What do our students need to be safe, nurtured, challenged, and prepared for the future? Beyond the student needs, the process also seeks to determine what West Point-Beemer teachers and staff need to do their jobs effectively as well as what the community expects from the school district. In order to identify these priorities in West Point-Beemer Public Schools, the district embarked upon a community-wide discussion about the district and a direction for the future. A vast number of opinions, concerns, suggestions, and hopes were gathered for the immediate and long-term future of the district.

The plan will outline the guiding mission, beliefs, goals, and objectives to support a quality education in a safe learning environment. To fulfill this mission and to ensure a comprehensive plan outlining the district's identified needs and priorities, the district engaged the support of the Nebraska Association of School Boards (NASB) to conduct a comprehensive Needs Analysis. The Association utilized focus group discussion, surveys, interviews, and data collection from various sources and stakeholders to produce a comprehensive view of the district. The assessment of the practices and processes in place enable the Association, Board, and District Leadership Team to examine the needs to guide the development of a meaningful plan to be adopted, implemented, monitored, and evaluated for effectiveness and success. The careful analysis of data and information ensures informed decision-making about what to change and how to institute systemic change.

This strategic plan is a recognition by the West Point-Beemer Board of Education that its mission requires not only the commitment and contributions of the teachers, administrators, and staff of WPPS, but also the external stakeholders: parents, students, community leaders, and citizens of our community. We all have a stake in the success of WPPS and have the opportunity to help shape the success of the district.

# WEST POINT-BEEMER PUBLIC SCHOOLS

Mr. William McAllister  
Superintendent

## BOARD OF EDUCATION

Scott Case, President  
Steve Blocher  
Eric Brockman  
Bob Hoffman  
Walter Luebbert  
Holly Hunke

## STRATEGIC OVERVIEW COMMITTEE

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

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# STRATEGIC PROCESS

Working with facilitators from the Nebraska Association of School Boards, we established a Strategic Overview Committee comprised of board members, administrators, teachers, students, parents, and community leaders. The Strategic Overview Committee reexamined our district mission and vision for our future and helped guide the strategic planning process. We conducted meetings with business and community leaders, parents, and students at the middle schools and high school. We met with staff in every building in the district. We asked all of these groups to share their thoughts, ideas, and concerns about the district. We listened.

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

Because all of us – the WPPS Board, administrators, teachers, and staff – are committed to doing all we can to improve our district, we used those identified areas of need to form the structure of this strategic plan. These are the priorities we have set for our district for the next five years. The effort to address these priorities – by setting goals, defining specific strategies, and completing concrete actions – will inform much of what the district does over the next five years: methodologies employed in individual classrooms, programs enacted in buildings, district-wide initiatives implemented by district administration, and policy set by the WPPS board will all be influenced by this plan.

# MISSION STATEMENT

West Point Public Schools . . .

where learning is the point

# VISION STATEMENT



PLC

Culture

## Foundation

*Energy/Passion:* Teacher passion is the number one criteria in student achievement.  
*High Expectations:* Setting high expectations for ourselves precedes those for our students.  
*Discipline:* Establishing routines, with sound discipline establishes a safe learning environment.

## Pillars

*Curriculum:* What do we want all students to know.  
*Data Driven:* Use of data to establish strengths and gaps.  
*Collaboration:* Working together to improve student achievement.  
*Parent Involvement:* Having parents in our building will establish a positive culture for the community and school.

## Canopy

*Relationship-Based Education:* Establishing relationships is critical for long-term improvements.



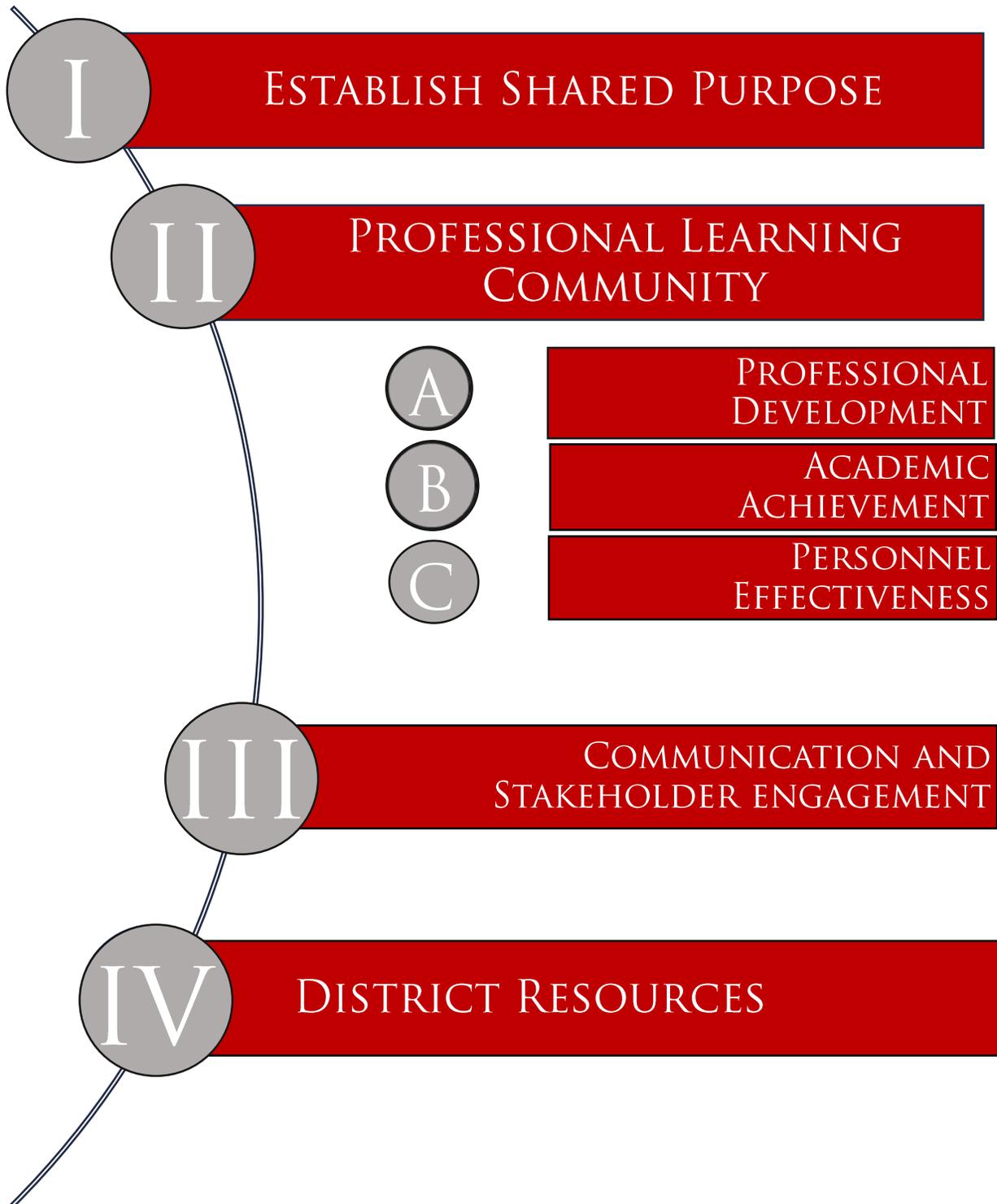
# BELIEF STATEMENTS

To accomplish our mission, we will be guided by the following beliefs:

We believe education is a responsibility shared by students, school, home, and community.

- We believe in the development of each student's abilities.
- We believe in a safe school environment.
- We believe in diverse learning opportunities.

# GUIDING PRIORITIES



# GUIDING PRIORITIES

**Priority I: Establish Shared Purpose**

**Priority II: Professional Learning Community (PLC)**

**Priority III: Communication and Stakeholder Engagement**

**Priority IV: District Resources**

## ABOUT THE STRATEGIC PLAN

### Guiding Priorities, Objectives, Strategies, and Performance Indicators

Our process enabled us to identify needs and establish priorities (“Guiding Priorities”). To have an impact on student learning, however, a strategic plan must include a plan of action that is aligned to the Mission, Vision, and Beliefs for affecting change. In the following strategic plan, each Guiding Priority is further defined in the form of an Objective. Each Objective states, with specificity, a goal that when achieved, will have a direct impact on WPPS’ ability to meet our mission. Strategies have been created to define the action necessary to meet the Objective. Each Strategy is expressed through manageable and measurable action steps (“Performance Indicators”). For a complete list of the components of the strategic plan, refer to the glossary (pg. 36).

### Implementation of the Strategic Plan

The Guiding Priorities, Objectives, and Strategies are the building blocks of the path we have laid out to strategically enhance student learning. Impacting student learning, however, depends on more than just designing a path – we must be dedicated, at every level, to the consistent and effective prioritized implementation of the specific strategies and measurable indicators of performance and work to integrate the strategic plan into the regular operation of the district.

A dedicated and committed group of individuals, the Strategic Implementation Team (SIT), should be assembled to execute and manage the interdependent variables essential for executing any initiative — objectives, resources, and timing. The first priority of the SIT is to perform a prioritized ranking of the strategies.

To ensure the success and implementation of the West Point-Beemer Strategic Plan, the SIT and district leadership will:

- A. Assign staff to manage and oversee measures and Objectives

- B. Monitor and assess the implementation, making necessary and appropriate adjustments as needed
- C. Commit resources needed to ensure the progress and success of the plan
- D. Align the plan to the board's annual calendar and monthly meeting agenda to measure progress and success of the plan
- E. Communicate progress of the plan to internal and external stakeholders annually

# WPPS STRATEGIC FRAMEWORK

## Priority I: Establish Shared Purpose

**Objective:** To create a collaborative culture, with teamwork, engagement and observable behaviors with consistent expectations.

**Strategy 1.1:** Work collaboratively to Build Safety

**Strategy 1.2:** Create norms for collaboration teams

## Guiding Priority II: Professional Learning Community (PLC)

**It would be via this process that we achieve our School Improvement Goals**

**Objective:** To create an exemplary model of PLC, which includes: Professional Development, Academic Achievement, and Staff Effectiveness.

**Strategy 2.1:** Collaboration (Provide Time)

**Strategy 2.2:** Essential Learning Objectives

**Strategy 2.3:** Common Assessment

**Strategy 2.4:** Data collection and usage

**Strategy 2.5:** Helping all students reach established Essential Learning Objectives. (Smart goals)

**Strategy 2.6:** Expand and integrate High-Ability Learning (HAL)

## Priority III: Communication and Stakeholder Engagement

**Objective:** Grow and sustain a mutually supportive and trusting relationship with stakeholder groups for the benefit of the mission and vision of West Point Public Schools and to sustain a positive connection with and among the community at large.

**Strategy 3.1:** Implement a plan for connecting, building trust, and engaging internal stakeholders to support the mission and vision of the district.

**Strategy 3.2:** Develop and sustain a mutually supportive and trusting relationship with the West Point-Beemer stakeholders

## Priority IV: District Resources

**Objective:** To develop and sustain effective and efficient use of resources to focus on continuous improvement, support student learning, and fiscal responsibility.

**Strategy 4.1:** Distribute, manage, and advocate for resources to support staff needs.

**Strategy 4.2:** Commit resources to ensure learning facilities and grounds are maintained and expanded to meet the growing needs of instruction and learning for staff and students.



# PRIORITY I

## **Establish Shared Purpose**

## Guiding Priority I: Establish Shared Purpose

**Objective:** To create a collaborative culture, with teamwork, engagement and observable behaviors with consistent expectations. **(caring, challenging, engaging, teamwork is our desired culture)**

**Strategy 1.1:** Work to Build Safety within collaboration

### Performance Indicators

1.1(a) *Establish a school wide focus on learning, by using data to make decisions.*

1.1(b) Provide specific professional development in collaboration for staff.

1.1(c) Create observable measurable action behavior and be held accountable. (ie. Check for learning, communication lesson objectives, Engagement, movement)

**Strategy 1.2:** Create norms for collaboration teams

### Performance Indicators

1.2(a) *Create individual team norms with all team members collaborating.*

1.2(b) *Post team norms in Google folder.*

1.2(c) *Evaluate if norms were followed at the end of each meeting.*

# PRIORITY II

## Professional Learning Community (PLC)

## **Guiding Priority II: Professional Learning Community (PLC)**

**Objective:** To create an exemplary model of PLC in coordination with Multi-Tiered Systems of Support (MTSS) which includes: Professional Development, Academic Achievement, and Staff Effectiveness.

**Strategy 2.1:** Collaboration

### **Performance Indicators**

*2.1(a) Establish adequate time for teacher collaboration on a consistent basis.*

*2.1(b) Evaluate the effectiveness collaboration time.*

**Strategy 2.2:** Essential Learning Objectives (ELO)

### **Performance Indicators**

*2.2(a) Essential Learning Objectives will be created for each course.*

*2.2(b) Essential Learning Objectives will be aligned PK-12<sup>th</sup> grade.*

*2.2(c) Essential Learning Objectives will be created in universal templates. Including identifiable levels of achievement for each ELO.*

**Strategy 2.3:** Common Assessment

### **Performance Indicators**

*2.3(a) Essential Learning Objectives will be assessed with teacher-created formative assessments.*

*2.3(b) Essential Learning Objectives will have common assessments among multiple sections of courses.*

*2.3(c). Formative and summative assessment data will be used for interventions.*

**Strategy 2.4:** Data collection and usage

### **Performance Indicators**

*2.4(a) Formative and summative assessments will be gathered to track Essential Learning Objectives year to year.*

*2.4(b) Longitudinal assessment data will be used to address curriculum gaps and deficiencies.*

*2.4(c) Data will be readily accessible to all teaching staff.*

**Strategy 2.5:** Helping all students reach established Essential Learning Objectives. (Smart goals) This aligns our School Improvement plan in the areas of Reading, Mathematics, and Science.

**Performance Indicators**

2.5(a) SMART (Specific, Measurable, Attainable, Result oriented, Time bound)  
Goals will be created based on student deficiencies.

2.5(b) Smart Goals will be tracked and recorded.

**Strategy 2.6:** Expand and integrate High-Ability Learner Education (HALE)

**Performance Indicators**

2.6(a) Define protocol and procedures with qualifications for the HALE Program.

2.6(b) Develop instructional strategies, curriculum content, to support HALE program implementation.

2.6(c) Provide professional development opportunities to support staff in their work with students in the HALE program.

# PRIORITY III

## Communication and Stakeholder Engagement

## Guiding Priority III: Communication and Stakeholder Engagement

**Objective:** Grow and sustain a mutually supportive and trusting relationship with stakeholder groups for the benefit of the mission and vision of West Point Public Schools and to sustain a positive connection with and among the community at large.

**Strategy 3.1:** Implement a plan for connecting, building trust, and engaging internal stakeholders to support the mission and vision of the district.

### **Performance Indicators**

3.1(a) *Develop protocol and procedures to support timely, consistent, and purposeful communication to all staff when appropriate.*

3.1(b) *Clearly articulate areas of autonomy (Loose) and area of expectations (Tight) an example are the evaluation categories we are “tight”.*

3.1(c) *Use of a Teachers Advisory Committee to enhance the staff engagement with administration on a quarterly basis.*

3.1(d) *Create a plan for ongoing communication focused on the progress and success of the WPPS Strategic Plan. Presentation to Board bi-annually.*

3.1(f) *Evaluate the effectiveness of internal communications.*

**Strategy 3.2:** Develop and sustain a mutually supportive and trusting relationship with the West Point-Beemer stakeholders

### **Performance Indicators**

3.2(a) *Provide opportunities for parents and teachers to engage in open dialog.*

3.2 (b) *Use of Radio, newspaper, newsletters, Social media, Parent nights, and School Messenger to engage and update our stakeholders.*

3.2 (c) *Create a systematic method of sharing information regarding individual / grade level / school level / district information including test results and pertinent school information.*

3.2(d) *Create a plan for ongoing communication focused on the progress and success of the WPPS Strategic Plan. Presentation to Board bi-annually*

3.2(e) *Evaluate the effectiveness of external communications.*

# PRIORITY IV

## District Resources

## **Guiding Priority IV: District Resources**

**Objective:** To develop and sustain effective and efficient use of resources to focus on continuous improvement, support student learning, and fiscal responsibility.

**Strategy 4.1:** Distribute, manage, and advocate for resources to support staff needs.

### **Performance Indicators**

4.1(a) Budget and allocate resources to support the WPPS Professional Development Plan.

4.1(b) Engage classified staff in professional development opportunities that will enhance their skills, knowledge, and experience when providing support to students and staff. (Para education conference, and continuing hours required by Rule 11).

4.1(c) Establish a mentor program for all new teachers and staff.

4.1(d) Utilize a district selection process that attracts the highest quality professionals.

4.1(e) Promote the district as a premier destination for all staff.

4.1(f) Analyze the WPPS compensation package to ensure the district offers a competitive benefit/salary package to attract and retain high-quality staff.

**Strategy 4.2:** Commit resources to ensure learning facilities and grounds are maintained and expanded to meet the growing needs of instruction and learning for staff and students.

### **Performance Indicators**

4.2(a) Maintain the needed resources to provide for facility updates.

4.2(b) Utilize the Facility Master Plan under the direction of the school board facility committee to address short and long-term facility and grounds needs to support the growth of enrollment and maintenance of facilities.

4.2(c) Maintain a 10-year plan for anticipated expenditures including, Transportation, HVAC, Textbooks, Facilities, Technology and Requisition cost.

4.2(d) Use concrete rationale for budget and levy increases while providing for the needs of the district.

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# GLOSSARY OF TERMS

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## **Components of the Strategic Plan**

### **Guiding Principle**

An area of identified need that the district addresses in the Strategic Plan. It is the direction in which the district would like to move. Example: To ensure that quality student service programs engage, empower, and equip students districtwide.

### **Objective**

A specific, achievable goal the district identifies as a way of measuring progress in the direction it has set out in the guiding principle. Example: To provide a comprehensive before and after school program to address the needs of students and families.

### **Strategies**

The specific actions to be implemented that will allow the district to achieve an objective. A district often employs more than one strategy to achieve a particular goal. Strategies may be applicable to the entire district, or to specific buildings, departments, or programs. Example: (a) study, assess, and design a plan to implement a before and after school program for PK-6 students; (b) address obstacles that may prevent implementation of this program including, but not limited to: funding, transportation, space, staff, and community support.

### **Performance Indicators**

Any method that measures whether a specific strategy has been implemented; it does not necessarily indicate whether an entire objective has been achieved. However, if the strategy or strategies have been thoughtfully crafted, implementation of all strategies under an objective should result in the district achieving the associated objective. Example (with respect to Strategies Example (a)): completed plan for implementation presented to Board of Education.

### **Program/Building Level**

The defined point of impact for the respective performance indicator, strategy, or objective.

## **Educational Terms**

### **Curriculum**

A systematic plan that describes the content taught in the classroom.

### **Aligned Curriculum**

Curriculum that consistently meets the state content area standards for education at all levels.

### **Essential Learning Objectives (ELO)**

Specific identified parts of the curriculum that all students must know, and verified by teacher created formative assessment.

### **High Ability Learners Education (HALE)**

A student who gives evidence of high-performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields and who requires accelerated or differentiated curriculum programs in order to develop those capabilities fully [as defined in Nebraska Revised Statute Sec. 79-1107 (3)].

### **Horizontal Curriculum Alignment**

Curriculum that provides consistent content within a grade level, especially across multiple classrooms.

### **Instructional Framework**

A shared understanding of instructional principals and implementation within and across classrooms to which all members of the school community are committed and accountable.

### **Multi-Tiered Systems of Support (MTSS)**

is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction.

### **Professional Development (PD)**

Specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness.

### **Professional Learning Community (PLC)**

A group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.

### **Teacher Evaluation**

The method by which teachers are assessed. Two evaluation types exist: formative and summative. Formative evaluation is a tool used to improve instruction. Summative evaluation is a tool used to make personnel decisions.

**Social-Emotional Learning (SEL)**

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (as defined by Collaborative for Academic, Social, and Emotional Learning).

**Vertical Curriculum Alignment**

Curriculum that effectively and logically builds on the content taught in the previous grade level and effectively prepares the student for the following grade level.