District OR #1: Strategic Plan 2026-2031

Board of Education Approved: **Monday, April 13, 2026**

2026-2031 Strategic Planning District Team

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*** A special thank you to this team who gave several hours of their time to ensure the story of our district is stronger tomorrow than it is today. May you see your work for students come to fruition now and well into the future.*

Mission:

Together, we prepare our students to successfully meet the challenges of the future.

Beliefs:

1. We believe in providing a safe learning environment for all students.
2. We believe in teaching, modeling, and reinforcing acceptance and respect for self and others.
3. We believe in developing the skills for effective communication and critical thinking.
4. We believe in fostering a sense of individual responsibility and integrity in order to contribute to the community and become a successful member of society.
5. We believe in providing academic and extra-curricular opportunities for every student to develop to their full potential.

Principles:

1. We will responsibly manage and optimize our facilities and resources for the best interest of students and the community.
2. We will foster an engaging learning culture that values growth, celebrates accomplishments, and learns from mistakes.
3. We will recruit, hire, support, develop, and retain quality staff to fulfill our high expectations.
4. We will make decisions in the best interests of the whole student by providing the support needed to thrive in all aspects of development.
5. We will have consistent, evidence-based processes and systems in place to guide data-informed decisions.
6. We will equip students with essential life skills through academic and extra-curricular opportunities.

Driving Goals and Action Statements

Instructional Leadership

All students will be given the opportunity to engage in quality learning.

1. We will develop an MTSS process that gives all students access to support in academic, social-emotional, and HAL needs.
2. We will expand opportunities for students to pursue different pathways.
3. We will examine Curriculum, Instruction, and Assessment practices, policies, and systems district-wide.
4. We will create a district-wide literacy program to increase student proficiency.

Community Partnerships and Communication

All students will benefit from strong partnerships between the school and the community built on clear communication.

1. We will develop common expectations regarding the branding of the district.
2. We will develop systems to support communication- website, social media, Print media.
3. We will create partnerships with local businesses.
4. We will develop opportunities for job shadowing and internships.

School Safety and Student Supports

All students will feel safe, supported, and have a sense of belonging.

1. We will build mental health systems that will support all students' mental health needs.
2. We will provide education and opportunities for staff and the community to collaborate and foster a positive culture.
3. We will build a schedule/calendar to meet the academic/social-emotional needs of students, staff, and families.
4. We will use all available resources to keep students and staff safe.

Technology, Facilities, and Operations

All students will have access to quality facilities for all activities and technology to maximize student potential.

1. We will provide a balance of technology.
2. We will develop a facility use plan to determine current usage and additional needs.
3. We will analyze operational efficiencies and evaluate potential improvements.
4. We will create a competitive environment that encourages a winning culture.

Driving Goal #1:

All students will be given the opportunity to engage in quality learning.

Driving Goal	1	All students will be given the opportunity to engage in quality learning.
Action Plan #	1	We will develop an MTSS process that gives all students access to support in academic, social-emotional, and HAL needs.

#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Analyze current action planning items for the district MTSS committee				
2	Explore and analyze the implementation of the MTSS framework in the high school and elementary school				
3	Review decision-making rules within the MTSS structure for the student, including ICU, interventions				
4	Evaluate the intervention toolkit for district-wide MTSS implementation				
5	Monitor intervention and data on student progress.				
6	Explore best practices for HAL identification and opportunities (i.e., HAL District Wide Guidelines)				
7	Identify and provide ongoing professional development for the MTSS framework for academic tiers, SEL tiers, and HAL programming.				
8	Analyze tier 1 curriculum data for student proficiency				
9	Standardize, document, and communicate MTSS processes K-12				
10	Implement MTSS process, including tier 1 core curriculum, tier 2 interventions (ICU) & tier 3 comprehensive supports.				
11	Evaluate district-wide academic and behavior data for tiered MTSS programs.				

Position Responsible for Action Plan:

Driving Goal #	1	All students will be given the opportunity to engage in quality learning.
Action Plan #	2	We will expand opportunities for students to pursue different pathways.

#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Evaluate current opportunities for students to explore career pathways, specifically business & finance, and dual credit opportunities				
2	Research other similar-sized schools to determine appropriate career pathway opportunities				
3	Evaluate student interest correlated with current course offerings and dual credit				
4	Provide age-appropriate career exploration opportunities, including but not limited to guest speakers, career fairs, and field trips				
5	Collaborate with local colleges on “dual credit” opportunities that also align with district goals and teacher certification requirements.				
6	Evaluate our local H3 careers to determine course offerings. (H3: High wage, high skill, high demand)				
7	Identify opportunities to integrate business, CTE, and finance in the current course structure and, if necessary, add additional courses to address these areas.				
8	Implement consistent programs of study within CTE to allow students to pursue areas of interest.				
9	Celebrate and promote the completion of programs of study throughout the district, including certifications within the career pathway.				
10	Evaluate overall staff and effectiveness using teacher & student feedback.				
11	Evaluate staff certifications and maximize dual credit opportunities by maximizing staffing efficiencies				

	Position Responsible for Action Plan

Driving Goal#	1	All students will be given the opportunity to engage in quality learning.
Action Plan # 3		We will examine assessment practices, policies, and systems district-wide.

#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Review existing grading practices, assessment systems, attendance, and extra-curricular activity policies.				
2	Provide staff training on grading practices (K-12) and standards-based grading (K-5).				
3	Define consistent grading practices that align with learning goals, including expectations for formative vs summative assessment, reassessment opportunities, and grade reporting.				
4	Create common grading guidelines at K-5, 6-12. Evaluate the 10-point vs. 7-point grading scales in 6-12.				
5	Build a comprehensive assessment guide that outlines assessment types, frequency, purpose, and alignment to standards to ensure balanced and meaningful measurement of student learning.				
6	Research similar-sized/area schools' report cards (K-5 and 6-12) to identify strengths and weaknesses we want to address in our report card				
7	Create uniform report cards (K-5 and 6-12); provide opportunity for staff & parental feedback on updated report card				
8	Update student handbook(s) and code of conduct to include policies for tardiness, behavior, etc.				
9	Evaluate policies & procedures regularly to stay up to date and relevant to student & staff needs.				
10	Evaluate the usage of the instructional model in relation to NEE standards				

	Position Responsible for Action Plan:

Driving Goal#	1	All students will be given the opportunity to engage in quality learning.				
Action Plan # 4		We will examine Curriculum practices, policies, and systems district-wide.				
#	Action Steps		Assigned to	Starting date	Ending Date	Completed Date
1	Review existing curriculum maps and K–12 curriculum guides to identify gaps, redundancies, and misalignment.					
2	Research curriculum frameworks from comparable school districts to identify strengths and best practices.					
3	Provide staff training on curriculum mapping, vertical alignment, and prioritizing essential standards (K–12).					
4	Define essential standards and priority learning outcomes at each grade level and content area.					
5	Create vertically aligned curriculum maps that clearly outline pacing, sequencing, and instructional priorities (K–12).					
6	Develop consistent K–12 curriculum guides that include standards, units, pacing, and key learning targets.					
7	Build a system for ongoing review and revision of curriculum maps and guides based on student data and staff feedback.					
8	Publish and present curriculum storyboards to stakeholders.					
9	Facilitate a process to eliminate or replace outdated resources (ie, textbooks, curriculum, technology, etc).					
9	Evaluate the effectiveness of systems in place and make adjustments as needed.					

	Position Responsible for Action Plan:

Driving Goal#	1	All students will be given the opportunity to engage in quality learning.
Action Plan # 5		We will examine Instruction, practices, policies, and systems district-wide.

#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Review current instructional practices and classroom environments to identify strengths and gaps in cognitive engagement, feedback, and teacher-student relationships (K–12).				
2	Define and communicate clear expectations for high-quality instruction, emphasizing rigorous student thinking, meaningful feedback, and relationship-driven classrooms.				
3	Provide professional development aligned to NEE Indicator 1.2 (Cognitive Engagement) and 7.4 (Assessment), focusing on designing tasks that require deep thinking, using feedback to move learning forward, and building strong connections with students.				
4	Implement modeling, coaching, and PLC structures that prioritize questioning strategies, student discourse, and actionable feedback.				
5	Strengthen teacher-student relationships by establishing consistent practices that promote belonging, engagement, and high expectations for all learners.				
6	Monitor consistent implementation of the instructional model evaluation framework through regular walkthroughs and observations with a focus on cognitive engagement, quality feedback, and classroom culture.				
7	Provide timely, specific feedback to teachers that supports growth in engaging students in higher-level thinking and using feedback to improve proficiency.				
8	Evaluate and establish a system for ongoing monitoring and refinement using evaluation data, student performance data, and student voice to measure impact on proficiency.				

Position Responsible for Action Plan:

Driving Goal#	1	All students will be given the opportunity to engage in quality learning.
Action Plan #	6	We will create a district-wide literacy program to increase student proficiency.

#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Review current literacy programs, resources, and student performance data across K–12 to identify gaps and opportunities.				
2	Define clear literacy goals and proficiency targets for each grade level, aligned to standards and district expectations.				
3	Provide professional development for teachers focused on evidence-based literacy practices, differentiated instruction, and assessment for learning.				
4	Develop and implement a vertically aligned district-wide literacy framework that includes scope and sequence, instructional strategies, and assessment practices.				
5	Implement interactive coaching, modeling, and collaborative planning to ensure consistent implementation of literacy strategies across classrooms.				
6	Establish systems for regular monitoring of literacy instruction and student progress using formative and summative data.				
7	Provide timely, actionable feedback to teachers to refine instruction and increase student proficiency.				
8	Engage families and the community in supporting literacy development through resources, workshops, and home-school connections.				
9	Evaluate proficiency scores.				

Position Responsible for Action Plan:

COST-BENEFIT ANALYSIS

DG #1	1	All students will be given the opportunity to engage in quality learning.

COSTS	BENEFITS
Tangible: -Cost associated with MTSS/HAL professional development -Provide staff training on grading practices (K-12) and standards-based grading (K-5) has cost. -Materials associated with expansion of CTE programs -Increase in staff salary to accommodate dual credit opportunities -Cost associated with staff training on curriculum mapping, vertical alignment, and prioritizing essential standards	**Tangible:** -More access to certified professionals -consistent grading procedures -More dual credit opportunities for students
Intangible: -Time associated with research and aligning curriculum/grading policies -Time associated with collaborating with local colleges on “dual credit” opportunities that also align with district goals and teacher certification requirements.	***Intangible:** *Allows for unified offerings across the curriculum. *Builds shared awareness of current practices across grade levels *Promotes a culture of reflection and continuous improvement *Increases staff voice and ownership in identifying needs *Encourages transparency in what is actually being taught

(Have you considered opportunity costs?
Does this action plan have sufficient return on investment?)

Driving Goal #2:

All students will benefit from strong partnerships between the school and the community built on clear communication.

Driving Goal #	2	All students will benefit from strong partnerships between the school and the community built on clear communication.
Action Plan #	1	We will develop common expectations regarding branding of the district.

#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Evaluate the utilization of our current branding by staff and school-sponsored groups (ie, boosters) and its purpose.				
2	Research recognition of our branding in the community and surrounding areas.				
3	Communicate the definition and purpose of District OR-1 branding.				
4	Develop and implement branding guidelines to fit the needs of the overall school community and how they are expected to be utilized.				
5	Value our communities and opportunities for renaming to identify our location.				
6	Evaluate usage of branding guidelines by staff and community members.				

Position Responsible for Action Plan:

Driving Goal #	2	All students will benefit from strong partnerships between the school and the community built on clear communication.
Action Plan #	2	We will develop systems to support communication: Website, Social Media, Print media.

#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Evaluate utilization of our school website, social media interactions, school newsletters, and parent two-way messenger tool.				
2	Gather feedback on district communications, including what mediums community members would like us to use and patron priorities.				
3	Research platforms that would maximize our communications with stakeholders, including parent two-way messaging tools.				
4	Communicate with area schools on their communication platforms and processes on what is most effective.				
5	Create a system and communications plan that maximizes the functionality of school-supported digital platforms for staff, students, and parents.				
6	Create a searchable archive for all previous newsletters & communications to the community.				
7	Identify the staff responsible for communication throughout our district.				
8	Implement a high-quality communication plan.				
9	Evaluate and adjust the effectiveness of our communication plan.				
10	Evaluation of a social media/communications "position" to manage social media posts throughout the district K-12.				

Position Responsible for Action Plan

Driving Goal #	2	All students will benefit from strong partnerships between the school and the community built on clear communication.
Action Plan #	3	We will create partnerships with local businesses and individuals.

#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Evaluate the current partnerships and develop systems for communicating & staying relevant with current practices.				
2	Gather feedback from business & industry partners on best practices for engagement with school and students.				
3	Establish a communication platform to advocate for, celebrate, & advertise local business & industry partnerships.				
4	Implement a local business & industry partnership advisory board.				
5	Evaluate the value of student and business & industry partnerships.				
6	Evaluate return on investment with the varying partnerships.				
7	Establish a list of businesses that reside in or have student-enrollment ties in the district				
8	Establish an advisory committee to facilitate district-wide upgrades that utilize private donations(video boards)				
9	Establish a list of businesses that reside in or have student-enrollment ties in the district to include direct advertising and student work-based learning.				

Position Responsible for Action Plan:

Driving Goal #	2	All students will benefit from strong partnerships between the school and the community built on clear communication.
Action Plan #	4	We will develop opportunities for job shadowing and internships.

#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Research student interest in job shadowing & internships.				
2	Assess current schedule restraints and eligibility parameters.				
3	Define the differences between Work-Based Learning and our current programming with work release. Evaluate the educational value of the experience(s).				
4	Implement a strong Work-Based Learning program with a qualified staff member (WBL certified), including shared goals and programming structure.				
5	Identify staffing responsible for high-quality Work-Based Learning opportunities throughout our district.				
6	Utilize our business & industry partnerships to connect students with relevant career opportunities.				
7	Evaluate program effectiveness & continued feasibility.				

Position Responsible for Action Plan:

COST-BENEFIT ANALYSIS

Strategy #:	**2**	All students will benefit from strong partnerships between the school and the community built on clear communication.

COSTS	**BENEFITS**
Tangible: ● Rebranding would require all current signage to be updated and changed, which would be a high cost to the district. ● Cost of new website ● Time away from curriculum and core instruction	**Tangible:** ● People will have a stronger sense of identity within our community. ● Easy access to district communication and marketing ● Additional sponsorships, community organizations, and benefits ● Real-life experiences at these opportunities
Intangible: ● People potentially could be upset about a name change or ostracizing one community or the other. People have a hard time with change. ● The time cost of building a new website and transferring current data. ● Potential inequities from community partnerships amongst buildings and teams.	**Intangible:** o Have a recognizable district that outside community members in the state of Nebraska know and understand the location and identity of. o Better sense of identity. o Improved positive community relationships o Future employment and/or relationships that could result in future opportunities

(Have you considered opportunity costs?
Does this action plan have sufficient return on investment?)

Driving Goal #3:

All students will feel safe, supported and have a sense of belonging.

Driving Goal #	3	All students will feel safe, supported and have a sense of belonging.
Action Plan #	1	We will build mental health systems that will support all students' mental health needs.

#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Evaluate current MTSS practices and how they relate to SEL and mental health programming				
2	Utilize data from evaluations from student/teacher surveys (SAEBRS)				
3	Examine the current responsibilities of our mental health professionals on staff.				
4	Research different options for readily available resources for students to have access to mental health via telehealth or additional mental health professionals (LMHP) on staff.				
5	Define roles and responsibilities within the district mental health team, including general education staff, and communicate those responsibilities to staff.				
6	Explore times where mental health professionals from both buildings have an opportunity to collaborate about student needs, including transition to PHS.				
7	Communicate the OR-1 MTSS mental health system				
8	Evaluate district mental health and MTSS behavioral practices through data analysis.				

Position Responsible for Action Plan:

Driving Goal #	3	All students will feel safe, supported and have a sense of belonging.
Action Plan #	2	We will provide education and opportunities for staff and the community to collaborate and foster a positive culture.

#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Analyze previous school surveys to develop district priorities and previous initiatives.				
2	Develop a district-wide survey system that utilizes common surveys annually, which are reviewed and reported back to staff.				
3	Review survey data to develop priority items to focus on for each school year.				
4	Explore opportunities for activities that can bring all communities within our district together				
5	Define and research district-wide culture and ideal outcomes				
6	Provide opportunities for stakeholder engagement within the schools (parent-community events such as Grandparents' Day, Science Fair, etc.)				
7	Evaluate this plan through internal and external surveys.				

Position Responsible for Action Plan:

Driving Goal	3	All students will feel safe, supported and have a sense of belonging.
Action Plan #	3	We will build a schedule/calendar to meet the academic/social-emotional needs of students, staff, and families.

#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Examine current scheduling practices and research surrounding school calendars				
2	Research and gather feedback from stakeholders regarding the district calendar				
3	Create an annual calendar committee with action steps and responsibilities assigned, taking into account Academic/Social Emotional & Activity-based needs				
4	Evaluate the new after-school program to determine next steps for before/after-school programming				
5	Explore recess, PE, and free-play time to maximize movement activities. (screen-free time)				
6	Research the feasibility of changing the length of the school day and/or transitioning to block from standard periods.				
7	Fully implement the new activities calendar and educate staff members on the systems				
8	Implement and communicate calendar updates and changes.				
9	Evaluate the calendar yearly to assess functionality.				
8	Evaluate this plan through staff and community feedback				

Position Responsible for Action Plan:

Driving Goal#	3	All students will feel safe, supported and have a sense of belonging.
Action Plan #	4	We will use all available resources to keep students and staff safe.

#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Examine and evaluate current safety plans				
2	Examine data from yearly safety audits and implement feedback when possible.				
3	Evaluate camera locations and coverage.				
4	Evaluate interior safety and explore best practices for limiting visibility into classrooms.				
6	Create an enhanced interschool communication process to include consideration for radios, crisis messaging for staff, etc.				
7	Research best practices in preventing vape use and other substance use.				
8	Research additional tools for district-wide tipline. ie, safe to help				
9	Implement a yearly review of unused spaces and safety protocols for classrooms (ie, locked doors)				
8	Evaluate this plan through yearly safety audits.				

Position Responsible for Action Plan:

COST-BENEFIT ANALYSIS

Strategy	**3**	All students will feel safe, supported and have a sense of belonging.
COSTS		**BENEFITS**
Tangible: ● Cameras ● Vape Detectors ● Window Coverings ● Radios ● Degradation of equipment		**Tangible:** ● Student well-being ● Less parental/ staff anxiety ● Less vaping
Intangible: ● Time ● Additional teacher commitment ● Does more security = less welcoming? ● Transparency to the community ● Loss of staff or students ● Unrealistic fear		**Intangible:** ● Trust ● Culture of vigilance and awareness ● Increased enrollment

(Have you considered opportunity costs?
Does this action plan have sufficient return on investment?)

Driving Goal #4:

All students will have access to quality facilities for all activities and technology to maximize student potential.

Driving Goal	4	All students will have access to quality facilities for all activities and technology to maximize student potential.			
Action Plan #	1	We will provide a balance of technology.			
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Review network bandwidth and Wi-Fi coverage (building-wide consistency) Maintain or implement 1:1 device programs (Chromebooks, desktops, laptops, etc.)				
2	Establish device replacement cycles (e.g., every * years)				
3	Improve cybersecurity measures (firewalls, MFA, backups)				
4	Investigate equitable access for all students (including at-home connectivity and special needs students)				
5	Explore a well-balanced curriculum integration between screen-based instruction and paper/pencil-based instruction				
6	Research and improve our digital citizenship curriculum				
7	Evaluate and manage how student device usage is appropriately supervised				
8	Develop and implement clear acceptable use policies, including A.I.				
9	Research engaging parents and students in digital awareness, including minimizing screen time and developing students' ability to manage their own screen time and digital habits.				
10	Provide outside professional development on balancing technology in the classroom.				
11	Explore different technologies for staff that would meet their needs.	What does that mean? Macintosh and Laptops?			
12	Evaluate overall technology effectiveness,	How will this be			

	use, and implementation.	measured?			

Position Responsible for Action Plan:

Driving Goal#	4	All students will have access to quality facilities for all activities and technology to maximize student potential.
Action Plan #	2	We will develop a facility use plan to determine current usage and additional needs.

#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Evaluate the current facility use and time availability for all 7-12 activities, including youth programs and community use.				
2	Create a facilities calendar made public with generic “school activity” blocking out when it is used.				
3	Research similarly sized districts and their facilities usage plans, and the number of available facilities.				
4	Develop a facility use plan that prioritizes 7-12 school programs first, and determine additional needs for youth and the community. (This includes looking at an Auditorium or additional rec facility areas that can be used for both 7-12, youth, and community activities, with possible partnerships with outside donors)				
5	Implement a facilities plan that reflects the findings of similar-sized districts, as well as our developing district needs, with a limited tax burden to our patrons.				
6	Evaluate the effectiveness of the calendar and facilities use, with priority given to school activities.				

Position Responsible for Action Plan:

Driving Goal #	4	All students will have access to quality facilities for all activities and technology to maximize student potential.
Action Plan #	3	We will analyze operational efficiencies and evaluate potential improvements.

#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Evaluate our current maintenance/custodial staff at both the HS and Elem with similarly sized districts.				
2	Research current HVAC systems to best control classroom temperatures suitable for learning and activities.				
3	Utilize a facility plan that keeps pace with upgrades needed to maintain facilities to an acceptable standard.				
4	Analyze the current square footage of our facilities and identify staff maximization for cleaning and maintenance.				
5	Identify opportunities where maintenance can support athletic setup.				
6	Evaluate and research current transportation practices and identify inefficiencies through route system management and shuttle routes.				

Position Responsible for Action Plan:

Driving Goal#	4	All students will have access to quality facilities for all activities and technology to maximize student potential.
Action Plan #	4	We will create a competitive environment that encourages a winning culture.

#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Analyze the current state of athletic/activities culture in the 7-12 building.				
2	Evaluate current programs within and outside the district that have a good culture.				
3	Explore other high-level/performing districts to determine their processes and how they handle adversity/challenges from outside of their district.				
4	Explore alignment among school activities and youth-sports activities				
5	Implement/enforce policies to align with other high-performing districts, along with what we are striving to develop.				
6	Develop a school-wide culture of success that bridges the classroom and the playing field.				
7	Develop an evaluation tool of what a “winning” culture is and define what a winning culture is.				
8	Evaluate extracurricular activities and their success and participation rates.				

Position Responsible for Action Plan:

COST-BENEFIT ANALYSIS

DG #:	4	All students will have access to quality facilities for all activities and technology to maximize student potential.

COSTS	BENEFITS
Tangible: ● Cost of technology upgrades and upkeep ● Paying someone for maintenance ● Costs of updated devices ● Purchase of a web-based program for reaching all stakeholders - social media/website (students, parents, community members)	**Tangible:** o Well-informed parents & stakeholders o Students benefit from the use of current technological devices to prepare for the ever-changing technological landscape
Intangible: o Time	**Intangible:** o Feeling pride in our school community o Informed parents

(Have you considered opportunity costs?
Does this action plan have sufficient return on investment?)