



Improvement Plan Stakeholder Involvement

Scribner-Snyder Community School
Scribner-Snyder Community Schools

Mrs. Ginger Meyer, Superintendent
PO Box L
400 N Pebble
Scribner, NE 68057

TABLE OF CONTENTS

Introduction.....	1
Improvement Planning Process.....	2

DRAFT

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

DRAFT

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Scribner-Snyder Community Schools

Superintendent Ginger Meyer

Brad Stithem, Principal

Strategic Planning Core Committee

Myron Poessnecker, Leah Fischer, Linda Schafer, Arlene Alsmeyer, Georgann Dunning, Kim Drey, Sharon Meyer, Tina Palmer, Kathy Lodi, Christine Smith, Angie Lange, Jake Brainard, Jordan Young, Laura Schnoor, Kristin Schlueter, Dawn Stockamp, Andrea Vacha, and Malia Nemecek.

Board of Education

Michael Fisher, President

Laura Schnoor, Vice President

Don Beck

William French

Lynn Schnoor

Malia Nemecek

Introduction

The school district Mission, Beliefs, and Priorities impact the student's development, learning and achievement. The Scribner-Snyder Strategic Plan is intended to assist the board, administrators, and staff in their responsibility to create and sustain a school district in which students are engaged and learning.

Public education is a complex and ever-changing environment in which educators must remain focused and poised to meet the total needs of all students. To ensure the school district is preparing for the future the board and administration must analyze district needs, growth, and stakeholder feedback to make certain the district provides a quality education in a safe learning environment.

Through the strategic planning process and development, the board and administration engaged internal and external stakeholders through Community Engagement for the purpose of receiving feedback from district patrons. Soon thereafter, the Superintendent and Core Committee and Board participated in planning meetings to identify the key priorities. The work of the committee and board included the review of data collected from the Scribner-Snyder Certificated and Classified staff members, and community as well as the Board of Education.

The collaborative work of the Core Committee, staff, community, administration, and Board of Education yielded the following direction:

Scribner-Snyder Community School's Vision is to promote a School Community focused on kids, excellence, and innovation.

Improvement Plan Stakeholder Involvement

Scribner-Snyder Community School

Successful, Strength of Character, Community Oriented, Self-Confident

We believe every student has the ability to learn and succeed.

We believe every student should be treated with respect.

We believe responsibility of education is an active partnership among the school, students, families, and all stakeholders of the communities.

We believe the ever-expanding resources will be utilized for communication and information to enhance and expand the traditional role of education.

We believe the school should provide a safe and secure environment.

We believe that maintaining excellence, as a goal will help students achieve full potential.

Evolve as an innovative staff through instruction and technology integration.

Strengthen relationships with families and engage community members in partnership.

Strengthen relationships with families and engage community members in partnership.

Priority I: Academics - To progress learning opportunities to support rigorous and effective curriculum.

Priority II: District Culture - Develop and grow a supportive and thriving culture through district relations with the business communities, patrons, and parents.

Priority III: District Building and Grounds - Maintain and improve district learning facilities and grounds to support curriculum and enrollment.

Implementation of the Strategic Plan

To ensure the success and implementation of the Scribner-Snyder Strategic Plan, district leadership will:

- A. Assign staff to manage and oversee Measures and Objectives
- B. Monitor and assess the implementation making necessary adjustments as necessary and appropriate
- C. Commit resources needed to ensure the progress and success of the plan
- D. Align the plan to the Board Annual Calendar and Monthly Board Meeting Agendas to measure progress and success of the plan
- E. Communicate progress of the plan to internal and external stakeholders annually

Scribner-Snyder Strategic Plan Framework

Priority I: Academics

Objective: To progress learning opportunities to support rigorous and effective curriculum and improved test scores.

- 1.1 To provide a rigorous, differentiated, and effective curriculum for all students.
- 1.2 To align district curriculum to standards and implement best practice instruction in all classrooms.
- 1.3 To continually engage and assess data to grow and improve the success of student learning and outcomes.
- 1.4 To provide all administrators, teachers, and support staff with highly effective professional development to support continuous growth.

Priority II: District Culture

Objective: Develop and grow a supportive and thriving culture through district relations with the business communities, patrons, and parents.

- 2.1 Strengthen and enhance partnerships with external patrons and partners for education.
- 2.2 Provide alternative methods of engagement through partnerships developed to support the Scribner-Snyder School District.
- 2.3 Grow and sustain communications with internal and external stakeholders.

Improvement Plan Stakeholder Involvement

Scribner-Snyder Community School

Priority III: District Learning Facilities and Grounds

Objective: Maintain and improve district learning facilities and grounds to support curriculum and enrollment.

3.1 To ensure that the learning facilities are effective and maintained.

Meetings were held at various times and dates to accommodate all work schedules.

Parents and patrons were invited to attend and participate by website, newspapers, flyers, phone calls, and mailed invitations.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Board of Education

Administration

Teachers

Support Staff

Patrons

Parents

Chamber of Commerce members

Mayor

City Council

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Invitation letters were sent to district stakeholders in order to involve as many as possible. We held evening and afternoon meetings to communicate and make final plans for implementation of the improvement plan. As a result, a core committee was formed and we are now in the implementation phase. The continuous improvement plan can be found and reviewed on the school website.