



I. Identify the strengths of the school district.

District Climate/Culture:

- Academic
 - College credit classes and availability – Chadron, NECC (6x)
 - Dual credit (2x)
 - Career and College Fairs
 - Early bird class
 - Large variety of classes (3x)
 - Scholarships
 - Robotics program (3x)
 - Geography and Spelling Bees
 - Decent number of students
 - Excellent school curriculum
- Communication
 - Progressive vision from school leaders (4x)
 - KBRX radio exposure and newspaper (3x)
 - Innovative grant writing for new programs (2x)
- Community
 - Team Mates involvement (5x)
 - Developing Eagles Program – increasing pride (4x)
 - Volunteer activities (3x)
 - Tremendous support from the community (12x)
 - Partnering with the community college NECC, facilities, distance learning
 - Supporting two schools (4x)
 - Strong Agriculture classes and strong T&I (7x)
 - Opportunities with rural community and good work ethic (2x)
 - Activities and organizations available (2x)
 - Diversity welcome (3x)
 - Job opportunities
 - Ministerial associations (3x)

- Business job shadowing (3x)
- Safety
- Parent Engagement
 - Involved parents (5x)
- School Board
 - Support from School board with school district (6x)
 - Diverse school board
- Staff
 - Caring, well-educated, highly qualified professional staff (13x)
 - Supportive administration makes decisions what is best for students (3x)
 - Teacher to student ratio – class size is manageable (5x)
 - Teachers know students by name
 - Administrative support staff is excellent (3x)
 - Diverse administrators and staff
 - Longevity and high quality teachers (2x)
- Technology
 - 1:1 technology with computers (18x)
 - Leading edge technology programs
 - Apple designated school
 - Eagle Eye Broad

Extra-curricular

- Diverse programs available (11x)
- FFA – Agricultural; FCCLA – Vocational (4x)
- Fine Arts
- Student Organizations

Facilities

- Good facilities

Student Services

- ELL classes – help the Hispanic community (2x)
- After school programs (5x)
- High Achievers program – opportunities for improvement (3x)
- SPED

II. Identify the issues the district will be facing in the next three to five years.

District Climate/Culture:

- Academic
 - Keep all students in school – preventing dropouts
 - Finding a balance to teach for different career paths (3x)
 - Career and vocational training – carpentry, automotive (2x)
 - Enrollment drop (5x)
 - Consolidation of smaller schools and/or sports (Ewing) (7x)
 - Curriculum – state/federal mandated curriculum (4x)
- Community
 - Population decline (2x)
 - Smaller schools in area closing
 - Housing shortage – difficulty for new teachers or families (8x)
 - Changing demographics – mobile families which brings issues (8x)
 - Aging population – retirement
 - Rural enrollment declining with small schools
 - Wind farm – benefit to community and changes (2x)
 - Increasing financial needs to support community challenges
 - Engagement of community
- Diversity
 - Continued growth of ELL/ESL (8x)
 - Migrant workers
 - Student body (3x)
- Facilities
 - Building improvement/expansion (15x)
 - High school and infrastructure aging buildings
 - Need gyms and more classroom space
 - Get rid of modular buildings (2x)
- Security (6x)
- Staff
 - Teacher recruitment and retainment (5x)
 - Teachers retiring
- Technology
 - Need for more technology (5x)
 - Safety in technology (3x)
 - Lack of social skills due to technology

Funding

- Budget shortfall issues (7x)
- Sustain programs due to shortage of funding (4x)
- Property tax structure (8x)
- Impact of windfall from the windfarm

Student Services

- Mental health for students (5x)
 - Behavioral concerns – ability to focus

III. What will prevent the district from addressing the identified needs?

District Climate/Culture:

- Academic
 - Government mandated curriculum and programs (6x)
 - Overextending students time – no time to explore community(3x)
 - Consolidations – making concessions to benefit students
 - Identify needs and wants (4x)
 - Lack of parent support (in some cases Hispanic) (3x)
 - College credit needed during HS
- Communication
 - Create and sustain communication within community (4x)
 - Lack of communication – failure to educate community to the needs of the district (7x) – Right now it appears to be good
 - Lack of accountability from administration, board, and staff
- Community
 - Lack of support and involvement (8x)
 - Housing shortage and affordable housing(5x)
 - Community needs to keep growing for schools to survive (5x)
 - Aging community and replacing people in jobs (4x)
 - Diversity of jobs in agriculture area and there is a need for electricians, plumbers, HVAC, irrigation
 - Work to keep retailers in business
 - Learn from other smaller communities
 - Need to attract younger workforce; competitive wages and benefits (3x)
 - Financial constraints – more community assistance
 - Our need to provide for our aging community may make it difficult to focus financially on upcoming generation
 - Setting short and long-term goals – strategic planning (4x)
 - Finding ways to attract youth back to community once they leave (2x)

- Differing opinions of vision in community
- Diversity
 - Lack of Hispanic family involvement
- Facilities
 - Securing a bond issue for new facilities (2x)
- Security

Funding

- Aging community impacts finances
- Government regulations
- Lack of funds (19x)

Staff

- Finding qualified staff (3x)
- Transition plan for retiring teachers and attracting new (2x)

Student Services

- Mental Health – behavioral health support (2x)
 - Lack of professionals for behavioral support

IV. Discuss and identify an action plan to address the identified needs.

- Academics
 - Vocational skills for students to move back and work in the area
 - All schools need to work together
 - Identify key areas where teachers will be retiring and target strategies for recruitment
 - Educating students to become translators for future employment
- Communication – create a plan, involve all stakeholders, and communicate action steps. Be proactive and not reactive. (7x)
 - PTA communication – fliers, meetings, reaching out to involve others by recognition and listening to everyone
 - Offer times that work for Hispanic parents to attend events, i.e. conferences and continue to provide translators
 - Start small and get individual groups to address questions/answers
 - Go door to door with survey
 - Keep events happening like this community engagement and conversations
 - Committees – “Task Force” from all stakeholder groups – check into other communities and identify the programs, services and activities they are providing and what is working well for them

- Grow family involvement by registering to vote so they can be interested and active in the process
- Strategic planning – short and long-term goals (5x)
 - Prioritize the direction of community and utilize the funds (2x)
 - Who will take the lead?
 - Address immediate needs
- Consistent message to all stakeholders (3x)
- Community awareness - (O'Neill Pride) – more cohesion between two schools, HCED, Chamber of Commerce, City Council
 - Platforms to engage and understand
 - Leadership with consistent message (2x)
 - Get kids involved (5x)
 - Understand the impact the school has on the community
 - Public relations KBRX and newspaper – highlight successes

Facilities

- Taking care of present facilities
 - Prepare now for a future bond issue – how to get the word out
- Parent engagement
 - Provide flexible hours to grow parent involvement – hard to make activities
- Taxes – get rural community involved – big \$\$ come from ag land with few votes
 - Understanding the revenue
 - School should be more transparent with finances (3x)

KEY: Numbers in () equal the number of responses received per comment.