

EDUCATIONAL SERVICE UNIT 13

STRATEGIC PLAN

2022-2026



EXECUTIVE SUMMARY



Jamie N. Weingart
Principal Consultant

In June of 2022, ESU 13 Leadership, Board Members, and Staff gathered for a 2- day strategic planning retreat facilitated by Jamie Weingart of JNW Consulting, LLC.

The purpose of this session was to create a vision that could maximize the future impact of ESU 13, as well as to gain information regarding the current state of ESU 13 and its stakeholders.

Within this retreat, retreat participants worked diligently to discuss, create, and articulate A vision that could be executed at ESU 13 over the next five years and beyond. This inspiring insight cast light on the potential of ESU 13's future accomplishments, stakeholder impact, and cultural commitments.

Information for establishing strategic direction was then gathered from an in- session SOAR analysis, which helped to identify ESU 13's greatest opportunities for the future. From this data, the cohort worked together to develop strategic initiatives that would define key areas of focus for leaders, board members, and staff through year-end 2026.

From this body of work, several key concepts emerged as priorities. Among these include:

- 1.The need to align services and systems for the purpose of prioritizing intentional supports for all stakeholders.
- 2.An opportunity to evaluate organizational effectiveness that can support planning, process improvement, and allocation of resources.
- 3.The commitment to increase marketing efforts in efforts to expand awareness and organizational visibility.
- 4.The resolve to expand collaborative relationships with community partners for greater impact
- 5.The necessity to invest in the wellbeing and developmental potential of ESU 13 staff.

Throughout the retreat, the ESU 13 Strategy Cohort was energized and engaged in generating ideas that would support an already-existing superior standard of performance within the organization for long-term impact. Overall, the results from the time invested in this retreat are aimed to maximize stakeholder results and support, as well as to generate higher levels of organizational growth, process efficiencies, and employee engagement.

These opportunities, a result of ESU 13's inspiring mission and proactive, industry-leading practices, are reflected throughout the objectives set forth in this strategic document.

Jamie N. Weingart

EDUCATIONAL SERVICE UNIT 13

2022 PLANNING PARTNERS

- Deirdre Amundsen, Director, Professional Learning
- Laura Barrett, Administrator
- Jessica Broderick, Director, Special Education
- Katie Carrizales, Director, Psychological and Behavioral Health
- Danielle Cole, Director, Title 1c
- Sheri Ehler, Sidney Curriculum & Instruction
- Erika Guerrero, Coordinator, Title 1c
- Craig Hicks, Technology Specialist
- Krystie Hohnstein, Project Director, Early Childhood
- Nici Johnson, Director, Early Childhood
- Jacey Marietta, Comm. Engagement
- Kim Marx, Board member, SPED Director, Curriculum Director
- Jana Mason, Scottsbluff Middle School Principal
- Tom Peacock, Director, Alternative Education
- BJ Peters, Director, Technology
- Kathy Peters, Teacher, Special Education
- Ray Richards, Board member
- Rocky Robbins, Minatare Superintendent
- Nicole Sarnirand, EIHF, Psychological and Behavioral Health
- Mark Sinner, Board President
- Amy Trauernicht, Prof. Learning Coordinator
- Alaric Williams, Partner, Chadron State College Dean
- Caroline Winchester, Board Member

EDUCATIONAL SERVICE UNIT 13

MISSION STATEMENT

Serve, support, and empower

VISION AND BELIEFS

Achieving educational excellence for all learners through strong partnerships, service, and leadership by...

- Collaborating with schools, families, and communities
- Serving with equity, efficiency, and integrity
- Communicating effectively
- Leading with innovation

STRATEGIC PRIORITIES SUMMARY

PRIORITY #1

ESU13 will align our systems and services for the purpose of prioritizing intentional supports for all stakeholders.

ESU 13 Leaders: Jessica Broderick, Deirdre Amundsen, Katie Carrizales

PRIORITY #2

ESU13 will evaluate organizational effectiveness for the purpose of planning, improving supports and services, and allocating resources.

ESU 13 Leaders: BJ Peters, Nici Johnson, Laura Barrett

PRIORITY #3

ESU13 will increase marketing efforts to generate visibility, increase awareness of services, and inspire stakeholder confidence.

ESU 13 Leaders: BJ Peters, Deirdre Amundsen, Tom Peacock, Mary Brumage

PRIORITY #4

ESU 13 will expand collaborative relationships with community partners for the purpose of providing resources to students, families, and schools when they need it.

ESU 13 Leaders: Jessica Broderick, Danielle Cole, Tom Peacock

PRIORITY #5

ESU 13 will invest in the wellbeing and potential of our staff with the purpose of creating an environment of emotional safety and employee connection.

ESU 13 Leaders: Danielle Broderick, Nici, Johnson Katie Carrizales, **Crystal**

STRATEGIC PRIORITY #1

ESU13 will align our systems and services for the purpose of prioritizing intentional supports for all stakeholders.

ESU LEADERS

- Jessica Broderick
- Deirdre Amundsen
- Katie Carrizales

ACTION PLANNING TEAM

- Tessa Fraass
- Erika Guerrero
- Leah Reed
- Craig Hicks

MEASURES OF SUCCESS

- Existing Service Plan Understood by Staff (with ESU Compilation of All-District Plans)
- Usable and Accessible Resource Map
- Effective Utilization of the System to Know How to Fill Future Gaps through Partnerships and Funding
- Continuation of External District Feedback
- Increased Internal Collaboration
- Increased Access to Our Professional Development Support and Programs
- Existing, Updated Service List
- Universal Understanding of Existing Gaps in the Utilization, Availability, and Capacity to Provide Necessary Resources

INTERNAL & EXTERNAL PARTIES

- Deirdre
- Grant-Holders (internal and external)
- WNCC/CSC Panhandle Advantage(?)
- CSC
- 21 Districts
- ESU Leadership Team
- School Districts
- LMHPs - internal
- Day Treatment Staff
- EIR Grant
- Other ESU Models of Service Delivery

ACTION STEPS

- 1.1: Create a comprehensive Multi-Tiered System of Support for educators/adults
 - 1.1.1: Continue to maintain & update current service lists
 - 1.1.2: Establish social-emotional system of supports for adults
 - 1.1.3: Create a clearinghouse of the system of support available from ESU 13.
- 1.2: Create service plans aligned with stakeholder priorities
 - 1.2.1: Regarding programming, ensure that all appropriate parties are included in discussions and decision-making
 - 1.2.2: Utilize data to identify and fill gaps in service utilization, availability and capacity to meet the need
- 1.3: Design professional learning and programs based upon current needs and best practices
 - 1.3.1: Research and train staff on choosing appropriate Delivery Model (Just-in-time, etc.) for the content & support requested
 - 1.3.2: Align professional learning with continuous improvement processes

STRATEGIC PRIORITY #2

ESU13 will evaluate organizational effectiveness for the purpose of planning, improving supports and services, and allocating resources.

ESU LEADERS

- BJ Peters
- Niki Johnson
- Laura Barrett

ACTION PLANNING TEAM

- Will evolve based upon the actions that we are working on

MEASURES OF SUCCESS

- Every Program and Service Illustrates Direct Alignment to ESU13's Mission Statement
- Comprehensive Data Plan Which Outlines the Process for Evaluating Organizational Effectiveness (Measurable Criteria with Relevant Data)
- Utilization of Tools that are Deemed Meaningful for Evaluating Effectiveness
- Annual Reports Provide Valuable Information to Stakeholders Regarding our Services and Impact
- Summary / Dashboard of Organizational Information and Data
- Increased Professional Development Attendance
- Staff Are Able to Identify How Their Individual Impact Aligns with ESU 13's Mission

INTERNAL & EXTERNAL PARTIES

- Community Specialists Invited to the Classroom
- NDE Data Studio People
- Marketing and Social Media Team
- Surveys-21 Districts
- Community Partners, Internal Staff, Families, Expanded Programs, and Outside the ESU 13 Area
- School Partners
- ESU Team Internal Directors
- Team Districts
- External DHHS, Juvenile Probation
- Internal Day Treatment
- Whomever is Creating the Evaluation Tool within the Agency
- Panhandle Partnership, Leadership Group @ ESU 13, Steering Committee
- New Internal Data Committee
- Stakeholder Perspective
- Stakeholder Feedback
- Petition Other Districts/ESUs to See What/How They Measure
- Someone from the EC Department

ACTION STEPS

- 2.1: Create a Process for Evaluating Overall Organizational Effectiveness
 - 2.1.1: Identify criteria of success for each program, initiative, service.
 - 2.1.2: Review existing data sets for the purpose of streamlining
 - 2.1.3: Ensure data aligns with programming
 - 2.1.4: Create the comprehensive data plan

ACTION STEPS (continued)

- 2.2: Clearly define success at ESU13
 - 2.2.1: Internal
 - 2.2.2: External
 - 2.2.3: Staff Understand How Their Work Impacts and Reflects the Overall Effectiveness of ESU 13
- 2.3: Create an effective system for data compilation and sharing
 - 2.3.1: Contract with survey vendor to create an adaptive survey to meet the changing needs of our organization
 - 2.3.2: Create relevant data displays
 - 2.3.3: Establish system for sharing the data
- 2.4: Develop a Decision-Making Process for Stop/Start/Continuation of Services/Programs
 - 2.4.1: Utilize Criteria for Measuring/Tracking the Impact and Implementation of Services Provided

STRATEGIC PRIORITY #3

ESU13 will increase marketing efforts to generate visibility, increase awareness of services, and inspire stakeholder confidence.

ESU LEADERS

- BJ Peters
- Deirdre Amundsen
- Katie Carrizales
- Jacey Marietta

ACTION PLANNING TEAM

- BJ Peters
- Deirdre Amundsen
- Tom Peacock
- Mary Brumage
- Sam Fisher
- Kristin Kasten
- Kathy Peters

MEASURES OF SUCCESS

- Existing communication plan
- Increased numbers in accessed services
- Improve external survey scores
- Consistent branding across all ESU13 materials
- Real-world stories known and shared
- Functional communication committee
- Existing one-stop-shop for all media
- Increased marketing methods and mediums
- Increased measurable stakeholder engagement with marketing
- Consistent messaging internally (internal staff understand and can promote services at ESU13)

INTERNAL & EXTERNAL PARTIES

- Social Media
- Jacey Marietta
- Administrative Assistants
- Public Schools
- CSC Units
- Marketing/Social Media
- Smaller Marketing Committee
- Regional HS Counselors on Career Pathways
- Staff to Promote Careers in Education
- PL Team, School Districts, and PD Professionals
- Internal: Nicole, Dna, and Other Consultants who Receive Boys Town Training to Train
- External-Boys Town, Probation, DHHS to help Spread Awareness and Knowledge
- KNEB - Utilize Radio Spots
- Rotary Club
- Communications Group, Administrative Assistants, Renee Miller, Lori B
- Kim Engel -PPDH
- Administrative Assistants, Tech/Website Committee

ACTION STEPS

- 3.1: Create a living marketing strategy
 - 3.1.1: Utilize the website committee to create a one-stop-shop for all media
 - 3.1.2: Increase/diversify marketing methods and mediums to reach all audiences (back to school video, etc.)
 - 3.1.3: Ensure consistency in branding across all marketing mediums
 - 3.1.4: Capture and Share real-world stories and Impact
- 3.2: Create a communication plan
 - 3.2.1: Identify key audiences and understand how they receive information
 - 3.2.2: Ensure ESU13 staff are informed of all programs and contacts
 - 3.2.3: Create a focused communications committee
 - 3.2.4: Consider Two-Way Communication and Feedback

STRATEGIC PRIORITY #4

ESU 13 will expand collaborative relationships with community partners for the purpose of providing resources to students, families, and schools when they need it.

ESU LEADERS

- Jessica Broderick
- Danielle Cole
- Tom Peacock

ACTION PLANNING TEAM

- Nickey Bolek
- Possible Team members - DHHS, CAPWN, Regional West, Rotary, or Panhandle Partnership, WNCC

MEASURES OF SUCCESS

- Expansion of external survey to include community partners
- Existing community resource map
- Partnerships that address the teacher shortage
- Expanded 'grow-your-own' opportunities
- Increased access to outside agencies
- Increased referrals and communication from outside agencies
- Increased involvement in partnership opportunities

INTERNAL & EXTERNAL PARTIES

- Lori from DOL, Erika
- WNCC, CSC, UNK, UNC
- Chadron Community Chamber
- PL Team, ESU 13 Directors
- Internal and External Supports as Needed, DHHS & Probation
- Bellevue University, UNO, High School Career Academies and those Who Do Not Have Academies
- BHECN(?), UNCO, UNL
- Open House for Community
- Allow Staff to Attend State, Local, and National Conferences When Possible

ACTION STEPS

- 4.1: Create a strategy for intentional engagement with community partners
 - 4.1.1: Partner with outside agencies to expand services that meet changing stakeholder priorities (consider alternative methods, seek existing solutions first)
 - 4.1.2: Inventory community partnerships; engage in reciprocal partnerships through involvement and contributions to other entities' initiatives. (Continued from 2018 Plan – Strategy 3)
- 4.2: Partner with schools and agencies to address the staffing shortages in education
 - 4.2.1: Consider employee recruitment strategies
 - 4.2.2: Promote and continue to explore 'Grow-Your-Own' programs; internships
 - 4.2.3: Create pathways/partnerships with other entities to recruit and train future staff
 - 4.2.4: Promote the positive aspects and opportunities in education through marketing, ESU Day, higher-ed partnerships, etc.
- 4.3: Create a clearinghouse of resources/resource map
 - 4.3.1: People
 - 4.3.2: Programs
 - 4.3.3: Professional Development Opportunities

STRATEGIC PRIORITY #5

ESU 13 will invest in the wellbeing and potential of our staff with the purpose of creating an environment of emotional safety and employee connection.

ESU LEADERS

- Danielle Cole
- Niki Johnson
- Katie Carrizales
- **Crystal**

ACTION PLANNING TEAM

- TBD

MEASURES OF SUCCESS

- Existing wellbeing plan/program
- Improved retention rate
- Improved staff attendance
- Revised internal survey to reflect wellbeing priorities
- Improved benefit and compensation packages
- Improved accessibility to mental health support
- Facilities and equipment meet employee needs
- Expanded mentorship program
- Leaders receive training specific to supporting staff

INTERNAL & EXTERNAL PARTIES

- LMHPs for Staff
- Mental Health Providers
- Katie's Support and Advice
- UCLA Health Institute
- Psych/Behavioral Health Department
- Wellness Committee
- Telehealth Platforms, EIR Grant

ACTION STEPS

- 5.1: Create a wellbeing plan
 - 5.1.1: Define wellbeing @ ESU 13
 - 5.1.2: Revise/modify internal survey to measure wellbeing
 - 5.1.3: Identify best practices
 - 5.1.4: Communicate plan to all staff
- 5.2: Invest in and encourage individualized employee growth and development
 - 5.2.1: Refine induction and mentorship processes
 - 5.2.2: Provide leadership with the skills necessary to support an environment of emotional safety and employee connection
 - 5.2.3: Prioritize funding for employee growth and development
- 5.3: Prioritize and provide the resources necessary for staff to be their best selves
 - 5.3.1: Review and revise benefits and compensation packages.
 - 5.3.2: Maximize staff and student collaboration through effective utilization of existing facilities and space. Continually evaluate need for expansion. (Facility Long-Range Plan

Appendix

VISION PLANNING 2026

OUR ACCOMPLISHMENTS

- Improve conditions and status of education.
- Build an E-ESU (ESU for the early years).
- Support the next generation of educators.
- Create an existing teacher clearinghouse of resources.
- Expand partnerships.
- Become a leader in educator recruitment and retention.
- Solve the teacher Shortage.
- Support the whole child in an equitable manner.
- Every team/individual receives The resources they need.
- Achieve clear communication around who we are, what we do, and how we serve/meet the needs.
- Individualized support is provided for staff.
- We improve accessibility of support and growth opportunities for staff.

OUR PRIORITIES

- Listen to stakeholders.
- Communicate/Collaborate to identify needs and provide appropriate services.
- Continue with our work, re-assessing and re-evaluating as we go.
- Create a systems-alignment process within our organization.
- Connect with school leaders.
- Respond to the needs.
- Evaluate MTSS model; duplicate for adults.
- Complete inventory for the supports—internally and externally.
- Create resource map – share with community.
- Expand capacity.

PRIMARY STRATEGIC PRIORITIES

- Create community through
 - Communication.
 - Progress-monitoring.
 - Connecting people.
 - Investing in our own.
- Identify barriers and strategize how to remove them (in collaboration with community).
- Gain support and buy-in necessary to take risks (from schools, community, and staff).
- Model MTSS.
- Build relationships.

OUR IMPACT

- Our program successes are highlighted beyond traditional marketing (our story is told).
- We serve, support, and empower.
- We meet our stakeholders' needs and help them solve their problems.
- We empower our stakeholders' growth and sustainability.
- We remove boundaries, building bridges and partnerships.
- Just-when-needed support is provided for staff.
- People have 'a person' to go to for support.
- ESU 13 is universally known as the go-to/first call made when there's a need.
- Student success stories exist and are shared.
- We promote and support foundational relationships.
- Our adults feel supported Through mutually-beneficial partnership opportunities within the community.
- Individual employee strengths are identified and leveraged.

OUR CULTURE

- Effective.
- Included.
- Valued.
- Supported
- Inspired.
- Growth-Oriented (growth mindset).
- Safe in taking risks.
- Comfortable and confident that there are supports.
- Empowered.
- Have reciprocal trust
- Relieved.
- Optimistic.
- That they have a sense of family.
- That there is clear purpose and direction.
- Innovative.
- That they have choice.
- Seen, heard, and loved.
- Committed and invested in ESU 13.
- That they are part of the decision-making.
- That they have clearly defined roles.

2022 SOAR ANALYSIS

STRENGTHS

- We get to be innovative.
- Panhandle Beginnings.
- Expanded VALTs, EC, Across-the-board expansion.
- People-rich: exceptional diversity in expertise.
- Broader exposure & recognition across the state and country.
- Connectivity as a result of ESU staffing knowing how to get districts what they need.
- We get to be leaders.
- We are collaborative.
- Enrollment increased in Meridian and LifeLink.
- Access to Behavioral Health Services.
- Support through the pandemic.
- Collaboration with the districts.
- Early childhood support.
- Our people are world class.
- Facilities and vehicles are good.
- Expansion of services.
- Relationships the districts and community partners.
- Variety of grant programs.
- Reputation as a state leader.
- Department collaboration.
- Inclusivity – no barriers between classified and certified staff.
- Maintenance crew.
- Administrative support.
- Student-focused.
- We have the right people.
- We're not afraid to network
- Our Culture.
- Range of programs & services.
- Relationships with schools.
- World class staff.
- Technology support & innovation.

OPPORTUNITIES

- Mental Health Services– as early as Early-Childhood.
- Staff support.
- Time together as a team.
- Time in General.
- The need for substitutes, teachers, and paras.
- On-demand PDF resources.
- Start modeling MTSS structure.
- Acquire and retain talent.
- On-boarding employees in a way that makes them feel confident in their roles at time of hire
- Continued connections with district leadership, administrators, teachers, and support staff.
- Keep sharing our story with stakeholders.
- Staff that tell our story.
- Supporting parents in new and innovating ways – change with the times.
- Include parent voices in our meetings.
- Be the connectivity between partners (with projects, resources, etc.).
- Inclusive education and support (Disability, Cultural, Language, Gender, Etc.).
- Organizational knowledge around MTSS.
- Parental engagement, resources, and support.
- Recognition of success.
- Paper reduction.
- Central location of resources online.
- Language access for our staff and students.
- Career pathway programs.
- Communication with all staff is easier in smaller ESUs.
- Use data to drive services.
- Clearly define what success looks like
- Consistency with SIMPL.
- One Website.

2022 SOAR ANALYSIS

ASPIRATIONS

- System Alignment of Services that is:
 - Well-communicated to stakeholders.
 - Supports internal collaboration.
 - Creates internal connections.
- In the future, ESU will be better-known, and services will be better understood throughout the community.
- Space-Facilities.
- A system to support adults in our organization & communities.
- The freedom to use funding to create the system we need for programs, departments, and in the panhandle.
- Access to have funding for something needed without strings, that would allow for sustainability in the vision.
- Staff and students recognizing the impact we are trying to make.
- Relationships
- Building a sense of community where people feel connected and respected.
- Communication with clear purpose.
- Alignment of services.
- Build internal capacity.
- Collaboration.
- Appear that we 'have it together'.
- We become the 'safe place' for students.
- Our students feel that they have an advocate.
- Clear and concise communication plan with internal and external stakeholders to resolve issues.
- Organizational focus
 - Communication
 - Growth-Mindset
 - Systems/Services Alignment
- A future where we have dedicated work spaces, collaboration, and clear expectations.
- A culture where people feel valued and believe that they are making a difference.
- Continued partnerships with higher education, local businesses, community, legislative, NDE, community organizations, and with each other within ESU.

RESULTS

1. What measures and outcomes will tell us if we are achieving success at ESU 13?

1. Identification of assessments to measure our impact/ outcomes.
2. SIMPL, impact, survey data, departmental surveys, and SHAPE.
3. Staff retention, growth, and advancement.
4. A dashboard that shows our plan & progress with measures of success.

2. Are we seeing an increase in any specific needs within our organization?

1. Request from districts for specific areas of staffing, MTSS, behavior, and capacity.
2. Communication, PR, Staff MentalHealth and wellness.
3. Productivity.
4. We are seeing more adults and students with mental health needs.

3. What must happen for us to remain 'ahead of the curve' as it applies to organizational performance and impact?

1. Frequent, timely use of data for improvement (including ESU climate, student data, and performance).
2. Continue to be learners, proactive vs. reactive, expand partnerships.
3. Prioritize PD based on district needs.
4. Remaining ahead of the curve involves risk-taking, continuity providers in districts for staff and students.

4. What operations, projects, or initiatives are aging and may need revitalized?

1. This will come from the schools- need to monitor and adjust.
2. Staff in-services, unit improvement committees, mode of PD
3. Processes like we've always done them, PD modes.

5. What are our 'melting icebergs'(unsustainable or uncertain aspects of ESU13)?

1. District responses, funding, political, legislative partnership resource availability.
2. Lack of funding.
3. Uncertainty of funding.

6. What pressures and challenges are our stakeholders currently facing?

1. Funding issues, behavior, declining enrollment, accrediting agencies/bodes (CAEP).
2. Lack of substitutes and teacher shortages.
3. Having the staff we need to meet the need.



Jamie N. Weingart
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Let's explore what you do well so that you can do more of it.