



Date: January 20, 2022

To: Office of the Governor
Clerk of the Legislature
Education Committee of the Legislature

From: Matthew L. Blomstedt, Ph.D.

RE: Priority School Progress Report

As required by Nebraska Revised Statute 79-760.07, this report provides an annual update on all schools designated as priority schools. The report includes the name of the school, the grades included in the priority school designation, the name of the school district, the years for which the school was designated a priority school, a summary of the progress plan, and the level of progress as indicated by the measurable indicators.

This report encompasses updates from 2016 to 2021. The table below illustrates a quick snapshot of all priority schools, their corresponding district, year of initial identification, and year of exit, if applicable.

School	District	Initial identification	Current status
Druid Hill Elementary School	Omaha Public Schools	December 2015	Exited June 2017
Loup County Elementary School	Loup County Public Schools	December 2015	Exited June 2019
Santee Middle School	Santee Community Schools	December 2015	In Year 5*
Schuyler Central High School	Schuyler Community Schools	June 2018	In Year 3*
Santee Elementary School	Santee Community Schools	June 2019	In Year 2*
Santee High School	Santee Community Schools	June 2019	In Year 2*

**In May 2021, the State Board of Education voted to exempt the 2019-20 school year in the Priority School timeline due to the continuing impact of the COVID-19 pandemic and the suspension of statewide assessment and accountability classifications.*

For more information, please contact Dr. Shirley Vargas, School Transformation Officer, via phone (402- 326-5371) or email (shirley.vargas@nebraska.gov).

Priority School Progress Plan

Each Priority School under AQuESTT (A Quality Education for Today and Tomorrow), Nebraska’s accountability system for public schools and districts, is required to submit a Progress Plan for approval by the State Board of Education (79-760.07 R.R.S.) The purpose of the Progress Plan is to identify goals and areas for growth and improvement; measurable indicators of progress; strategies and actions to achieve improvement; associated timelines and resources; and evidence to monitor progress. The Progress Plan will serve as the primary improvement plan for the Priority School and will also be part of the continuous improvement plan for the district in which the Priority School is located (92 NAC 10, Section 009.01B2).

The Progress Plan is organized by school improvement goals and improvement actions. Each school improvement goal is supported by a set of strategies specifically designed to achieve the goal. Additional information (e.g., school data, reports, current improvement plans, etc.) may also accompany the Progress Plan to provide rationale for improvement goals and to document progress efforts in presentations to the Nebraska State Board of Education.

Qualitative Review of Progress Plan

Every year, each Priority School engages in a qualitative evaluation of its Progress Plan. The review is led by the NDE Intervention Team and in consultation with the Priority School leadership team. The rubric below, which is part of the Nebraska Framework for Continuous Improvement, is used to assess the level of implementation and progress made to achieve school improvement goals. Quantitative data for each priority school can be found on the [Nebraska Education Profile](#).

Not Evident Yet (1) (Demonstrates no or limited implementation within the school)	Emerging (2) (Demonstrates supportive practices and partial implementation within the school)	Operational (3) (Demonstrates systematic implementation at an operational level throughout the school)	Highly Functional (4) (Demonstrates consistent and purposeful implementation at a sustainable level throughout the school)
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Druid Hill Elementary School

Priority School: Druid Hill Elementary School
District: Omaha Public Schools
Years in status: 1 (2016-2017)
Grades served: Pre-k – 5

The following data chart depicts the school’s progress toward goals and strategies outlined in its Priority School Progress Plan.

Goals				
	Not Evident Yet	Emerging	Operational	Highly Functional
2016-2017	-	20%	40%	40%
Strategies				
	Not Evident Yet	Emerging	Operational	Highly Functional
2016-2017	4%	8%	32%	56%

The following report includes the overall goal rating for each improvement goal, for the school, as well as a rating for each strategy, for the years in priority school status, where applicable.

Clear, Compelling Direction	
Goal	Overall Goal Rating
During the 2016-2017 school year, Druid Hill Elementary School staff and students will intentionally choose moment by moment actions identifiable by high energy and grace in order to maintain focus on teaching and learning as evidenced by data (e.g., Positive Action Center (PAC)/office referrals, suspension data, classroom coaching, perception data, etc.).	Highly Functional
Strategy	Strategy Rating
Collaborate with students, teachers and staff to define, communicate, operationalize, and monitor school-wide and classroom procedures and routines so that behavior expectations are consistent and support teaching and learning.	Highly Functional
Create, post, and regularly communicate school-wide behavior expectations, rewards, consequences, and a management system in every classroom and high traffic areas so that students' behavior is conducive to teaching and learning.	Highly Functional
Conduct beginning of the year and quarterly meetings with students focused on behavior expectations with individual grade levels so that students understand how moment by moment actions impact teaching and learning.	Highly Functional
Participate in Teaching Studies highlighting high-energy instructional delivery so that teachers determine the implications for student behavior and time on learning.	Highly Functional
Provide direction, support and resources to paraprofessionals to reinforce those procedures and routines so that students hear consistent messages.	Highly Functional
Student and Staff Culture	
Goal	Overall Rating
As evidenced by the staff and student engagement surveys administered in the Fall of 2016, Druid Hill Elementary School	Highly Functional

will use baseline data as indicated on the staff and student engagement surveys to improve staff and student culture by May 2017.	
Strategy	Strategy Rating
Administer the OPS Engagement Survey to staff and students so that baseline data can be used to create strategies to improve student and staff culture.	Highly Functional
Engage Druid Hill’s Instructional Leadership Team (ILT) so that staff are empowered through teacher leadership by: <ul style="list-style-type: none"> a. Planning purposeful activities to support Druid Hill’s core values and beliefs to meet instructional goals. b. Administering and analyzing Quick Data Checks to ensure consistent communication regarding procedures and routines and expectations for effective instruction. c. Participating regularly and consistently in ILT meetings to champion conversations aligned to Druid Hill’s School Improvement Plan. 	Highly Functional
Utilize Teaching Studies to highlight student and staff culture so that teachers engage in conversations to improve teaching and learning.	Highly Functional
Continue to conduct staff culture checks so that rapport between staff and the leadership team is enhanced.	Highly Functional
Conduct weekly collaborative planning during grade level teams so that curriculum and high probability instructional practices are consistent in all classrooms and build a culture of high expectations for learning.	Highly Functional
Instructional Leadership: Mathematics	
Goal	Overall Goal Rating
During the 2016-2017 academic year all Druid Hill Elementary School students will develop and apply Number Sense to learn to solve, model and represent mathematical	Operational

<p>problems; communicate mathematical concepts effectively; and make mathematical connections as evidenced by <i>multiple measures</i>.</p>	
<p style="text-align: center;">Strategy</p>	<p style="text-align: center;">Strategy Rating</p>
<p>Align Nebraska Math Content Standards, curriculum, lesson plans, assessment, and professional learning so that daily instruction is enhanced to support learning needs of each student.</p>	<p style="text-align: center;">Highly Functional</p>
<p>Expect high quality math instruction in every classroom and within all content areas so that all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level to include:</p> <ul style="list-style-type: none"> a. Utilizing OPS First 20 Days math lesson plans b. Conducting and utilizing professional learning on high probability strategies that support acquisition of math academic vocabulary c. Conducting and utilizing professional learning on Math Talk to promote math discourse every day (e.g., explaining orally how to solve a problem, telling a partner if you agree/disagree and why, debating, etc.) d. Participating in a book study of <i>Principles to Action</i> published by the National Council of Teachers of Mathematics (NCTM) e. Ensuring Early Childhood teachers intentionally set up learning centers in their classrooms that embed math concepts into children’s learning plans and provide natural opportunities for daily practice f. Participating in weekly common grade-level planning with the Leadership Team g. Posting and referencing daily student-friendly learning targets that contain the thinking level and skill 	<p style="text-align: center;">Operational</p>

<p>students are expected to master during the lesson in every classroom</p> <ul style="list-style-type: none"> h. Providing more authentic and complex learning opportunities for students that promote math reasoning and problem solving i. Utilizing the gradual release of instruction model daily in every lesson (modeled – I do; shared – we do; guided – you do with a partner, or team/I help; independent – you do) j. Conducting and utilizing professional learning on CPA method (concrete using manipulatives to pictorial to abstract) daily in every lesson k. Embedding writing in mathematics everyday (e.g., exit ticket, entrance ticket, math journal, explaining in writing how to solve a problem, writing in authentic situations, etc.) l. Conducting weekly progress monitoring using anecdotal notes for every student in order to differentiate math instruction. m. Creating and using meaningful assessments to inform instruction, in order to shift the mindset of how teachers view assessments. n. Implementing engagement strategies (Student/Teacher Think Alouds, Think-Ink-Pair-Share, Paired Reading, QAR, etc.) o. Continuing Teaching Studies that identify best practices in math instruction. 	
<p>Initiate processes for students to set quarterly goals for math achievement so that they take ownership of their learning and teachers provide data-informed instruction.</p>	<p>Highly Functional</p>
<p>Provide direction, support, and resources to Paraprofessionals so that they are able to reinforce math instruction and skills daily during whole group and small group instruction.</p>	<p>Operational</p>

Engage families through a home/school math connection so that families view themselves as partners in developing their child's success as a math learner.	Highly Functional
Instructional Leadership: Literacy	
Goal	Overall Goal Rating
By May 2017, K-5 students at Druid Hill Elementary School will apply skills and strategies to be active, purposeful, thoughtful, and competent readers, writers, listeners, and speakers as evidenced by multiple measures.	Operational
Strategy	Strategy Rating
Align Nebraska ELA Content Area Standards, OPS curriculum, pacing guides, lesson plans, formative assessments, and professional learning so that daily instruction is enhanced to support the learning needs of each student.	Operational
<p>Expect high quality, rigorous and engaging reading instruction in every classroom within all content areas so that all students have sufficient opportunities to progress as strategic readers and achieve success at the next level by:</p> <ol style="list-style-type: none"> a. Participating in professional learning related to the components of balanced literacy during Team Days, grade level meetings and staff meetings b. Planning purposeful, direct and explicit reading lessons aligned to Nebraska English Language Arts standards that include content and skills, activities, questioning and assessments c. Utilizing the Gradual Release of Instruction model to deliver reading instruction daily during whole group and guided reading groups d. Posting and referencing daily student-friendly reading objectives in the 5 pillars (Phonemic Awareness, Phonics, Fluency, 	Operational

<p>Vocabulary, Comprehension) that contain the thinking level and skill students are expected to master during the lesson in every classroom</p> <ul style="list-style-type: none"> e. Ensuring the use of the Balanced Literacy framework (whole-group, guided reading-every student every day with time as the variable, rotations/independent work) focused on the 5 pillars of reading f. Conducting reading benchmarks as an embedded process during the Balanced Literacy Block during the fall and spring assessments g. Conducting weekly progress monitoring for each student using anecdotal notes in order to differentiate instruction based on each student’s instructional reading level h. Conducting quarterly fidelity checks and follow-up to calibrate and ensure accuracy of running records i. Continuing Teaching Studies that identify and use best practices in reading instruction j. Conducting weekly monitoring of Early Childhood Gold documentation to plan monthly conversations with teachers and the Early Childhood Supervisor 	
<p>Provide daily direction, support, and resources to paraprofessionals to reinforce literacy instruction and skills during whole group, guided reading and rotations so that students are engaged in learning.</p>	<p>Operational</p>
<p>Use high probability instructional strategies so that daily instruction is enhanced to support the reading needs of each student:</p> <ul style="list-style-type: none"> a. Conduct and utilize professional learning on high probability strategies that support acquisition of reading academic vocabulary. b. Use nonlinguistic representations. 	<p>Operational</p>

<ul style="list-style-type: none"> c. Ensure students are reading multiple genres with a focus on nonfiction and informational text weekly. d. Implement questioning strategies to include text dependent analysis (TDQ/TDA), close reading and reading/writing response opportunities from Journeys and Storytown and across all subject areas. e. Guide students' thinking during reading by using text tagging, anchor charts, sticky notes, journaling, etc. f. Read various genres on students' Independent reading level daily. g. Preview text structures by noting signal words and the organization of the information (e.g. cause/effect; problem/solution; compare/contrast; sequential). h. Preview text features to include captions, titles, subtitles, headings, glossary, table of contents, text boxes, graphs, etc. to prepare students to read nonfiction text. i. Preview narrative genre characteristics to support comprehension of the text. j. Improve the quality of specific descriptive feedback given to students regarding their work during instruction. k. Implement engagement strategies (Student and Teacher Think-Alouds, Think-Pair-Share, Paired Reading, QAR, etc.). l. Plan intentional and embedded opportunities throughout the day to teach students literacy concepts and provide intentional practice to meet early childhood expectations. 	
<p>Coach balanced literacy through collaborative conversations and follow up so that instructional capacity is increased.</p>	<p style="text-align: center;">Emerging</p>
<p>Engage families through a home/ school literacy connection so that families view</p>	<p style="text-align: center;">Highly Functional</p>

themselves as partners in developing their child's success as a reader.	
Instructional Leadership: Writing	
Goal	Overall Goal Rating
During the 2016-2017 school year, Druid Hill Elementary School students will apply authentic writing skills and strategies to become active, purposeful, thoughtful and competent writers in multiple modes of writing as evidenced by multiple data points.	Emerging
Strategy	Strategy Rating
Align Nebraska writing standards, OPS Pacing Guides, <i>Being a Writer</i> curriculum, lesson plans, assessments, and professional learning so that daily instruction is enhanced to support learning needs of each student. <ul style="list-style-type: none"> a. During monthly meetings, all staff will provide student-writing samples, based on the OPS district pacing guide, that will be scored and reviewed to develop individual student goals to be proficient and advanced writers. b. Use weekly progress monitoring and conferencing to provide descriptive feedback to ensure student proficiency. c. Continue to recognize authentic student writing monthly through the Writers' Wall and other incentives approved by the grade level team. d. Use quarterly on-grade level common writing assessments based on the mode(s) of the pacing guide, the traits of writing (Ideas, Organization, Sentence Fluency, Voice, Word Choice, and Conventions), district rubrics, and <i>Being a Writer</i>. 	Not Yet Evident
Expect high quality instruction so that all students have sufficient opportunities to	Operational

<p>develop proficient writing skills in a variety of modes and across content areas by:</p> <ol style="list-style-type: none"> a. Providing daily writing instruction using a Writer’s Workshop framework and the <i>Being a Writer</i> curriculum b. Planning purposeful, directed writing lessons aligned to Nebraska ELA standards, specifically addressing writing modes and process c. Posting and referencing, throughout the lesson, daily student learning targets for writing instruction d. Providing authentic writing opportunities (writing for purpose and audience) during writing and across content areas e. Improving the quality of descriptive feedback given to students during the Writer’s Workshop (mini-lesson, conferring, and sharing) f. Incorporating regular opportunities for formative and summative assessment of student progress in writing to inform instructional decisions g. Ensuring Pre-K students have multiple opportunities to access writing instruments to develop the fine motor skills necessary to become proficient writers, and teachers will expose students daily to modeled writing. 	
<p>Provide direction, support and resources to Paraprofessionals to reinforce writing instruction and skills daily so that students are engaged in learning.</p>	<p>Operational</p>
<p>Coach writing instruction through collaborative conversations and follow-up conversations so that instructional capacity is increased.</p>	<p>Emerging</p>

Loup County Elementary School

Priority School: Loup County Elementary School
District: Loup County Public Schools
Years in status: 3 (2016-2017; 2017-2018; 2018-2019)
Grades served: Pre-k – 5

The following data chart depicts the school’s progress toward goals and strategies outlined in its Priority School Progress Plan.

Goals				
	Not Evident Yet	Emerging	Operational	Highly Functional
2016-2018	-	25%	75%	-
2018-2019*	-	-	75%	25%
Strategies				
	Not Evident Yet	Emerging	Operational	Highly Functional
2016-2018		26%	70%	4%
2018-2019*	4%	14%	24%	57%

**New Progress Plan created in June 2018.*

The following report includes the overall goal rating for each improvement goal, for the school, as well as a rating for each strategy, for the years in priority school status, where applicable.

School Goals (2016-2017 & 2017-2018, 2018-2019)

Clear, Compelling Direction			
Goal	Overall Goal Rating		
	2016-2017	2017-2018	2018-2019
During the 2016-2017 and 2017-2018 school years, Loup County Public Schools (LCPS) will work together with students, staff, parents, and the community to ensure a shared purpose and coherent effort to support the school mission goals, and core values through strategic communication efforts designed to inspire increased commitment to student success and to the school and district educational system as measured by stakeholder perceptual data.	Emerging	Operational	-
During the 2018-2019 school year, all employees will build and nurture collaboration with students, staff, parents and the community to ensure the well-being, safety and success of all as measured by stakeholder survey data	-	-	Operational
Strategy	Strategy Rating		
(2016-2018) Expand the Continuous Improvement Steering Committee to include the principal, certified representation from each grade span, a classified staff member, a parent, and a secondary student and schedule monthly meeting dates so that Progress Plan implementation reflects the shared interests, efforts of all stakeholders.	Emerging	Operational	-
(2016-2018) Increase the frequency, clarity, and variety of two-way communication so that all stakeholders (i.e., students, staff, parents/guardians, community) will increase their knowledge of and commitment to the school vision, mission, core values, and goals.	Operational	Operational	-
(2018-2019) Continue to communicate the school vision, mission, core beliefs, core values and meeting norms so that a shared purpose and coherent effort is supported and advanced	-	-	Highly Functional

(2018-2019) Increase the frequency, clarity and variety of important information to all students, employees, families, community members, etc. in a timely and efficient manner so that meaningful, relevant, and purposeful participation will enhance engagement of appropriate stakeholders	-	-	Highly Functional
(2018-2019) Engage the Wildcat Improvement Team (WIT) and the Focus Teams in decision-making, implementation, and communication of the Priority School Plan so that a shared commitment to improvement permeates throughout the school.	-	-	Operational
(2018-2019) Provide monthly Clear, Compelling Direction reports to the School Board so that the School Board is supportive and kept abreast of the implementation of strategies from the Priority School Progress Plan.	-	-	Highly Functional
(2018-2019) Increase teacher and student technology skills and ensure computers and the internet (Wi-Fi) are functional so that teachers and students use digital resources daily to collaborate and engage in authentic, personalized learning.	-	-	Operational
(2018-2019) Provide monthly Clear, Compelling Direction reports to the School Board so that the School Board is supportive and kept abreast of the implementation of strategies from the Priority School Progress Plan	-	-	Highly Functional
Student and Staff Culture (High Expectations for Student Success in Rigorous Coursework)			
Goal	Overall Goal Rating		
During the 2016-2017 and 2017-2018 school years, LCPS will expand student, staff, family, and community engagement to support and ensure student success as measured by the Spring 2017 and Spring 2018 stakeholder survey.	2016-2017	2017-2018	2018-2019
	Operational	Operational	-
During the 2018-2019 school year, Loup County School will establish, implement, and communicate a climate of high expectations for teaching and learning while ensuring the	-	-	Operational

academic, emotional, and physical safety for students as measured by stakeholder perceptual survey data.			
Strategy	Strategy Rating		
(2016-2018) Support parents/guardians in tracking student progress so that they will be better able to support student learning and success throughout the school year by using the student information and classroom/learning management systems and by understanding the school technology policies and procedures.	Operational	Operational	-
(2016-2018) Encourage and provide leadership roles and frequent opportunities (e.g., periodic student reports and presentations to the local board of education, representation on the Continuous Wildcat Improvement Committee, School Ambassadors, Student Council, etc.) for all students so that they develop a sense of responsibility and ownership of their school.	Operational	Highly Functional	-
(2018-2019) Provide ongoing professional development and coaching for teachers on evidence-based instructional practices that support differentiation and rigor so that students feel challenged in an academically safe environment.	-	-	Highly Functional
(2018-2019) Offer and communicate availability of additional online courses, distance learning courses and dual credit courses for high school students so that students have a wider selection of coursework that challenges and engages them in meaningful learning	-	-	Emerging
(2018-2019) Communicate scholarship opportunities and ACT dates to high school students so that students understand the criteria for available scholarships based on ACT scores, class rank, GPA, community involvement, etc.	-	-	Operational
(2018-2019) Develop strategies designed to strengthen ACT preparation and add the strategies to long range plans so that students are afforded opportunities to increase their ACT scores.	-	-	Emerging

(2018-2019) Support 8 th – 12 th grade students in the completion and monitoring of 5-year academic plans with support practices such as resume building, interviewing skills, college essay writing, etc. so that students are able to map out core courses, dual credit courses and electives that will ensure an on-time high school graduation and post-secondary/career success.	-	-	Emerging
(2018-2019) Provide monthly Student and Staff Culture: High Expectations for Success in Rigorous Coursework reports to the School Board so that the School Board is supportive and kept abreast of the implementation of strategies from the Priority School Progress Plan.	-	-	Highly Functional
(2018-2019) Increase school safety measures by conducting monthly safety drills, locking outside doors and ensuring guests sign-in/out as prescribed in the Safety Plan so that students and staff are safe and prepared to react appropriately in case of emergencies.	-	-	Highly Functional
(2018-2019) Evaluate the current College and Career Course Offerings and supports provided to students so that the high priority changes needed for improvement are identified and plan of action is created and approved by the Superintendent and School Board.	-	-	Not Evident Yet
Instructional Leadership (College and Career Readiness)			
Goal	Overall Goal Rating		
During the 2016-2017 and 2017-2018 school years, LCPS students will show growth in mathematics as measured by multiple measures, (i.e., diagnostic and pre-post assessments, MAP, NeSA-Math assessment).	2016-2017	2017-2018	2018-2019
	Emerging	Operational	-
During the 2018-2019 school year, all students will be challenged and supported to achieve a high standard of academic performance and growth and will demonstrate proficiency in globally competitive skills to ensure they are prepared for postsecondary education and their career of choice.	-	-	Highly Functional

Strategy	Strategy Rating		
(2016-2018) Increase classroom instruction time for mathematics so that teachers and students have ample opportunities to review, learning and practice math concepts.	Emerging	Operational	-
(2016-2018) Utilize high-probability strategies for teaching math (i.e. Concrete, Representational, Abstract (CRA), vocabulary instruction, problem solving, inquire, small group instruction to differentiate instruction, etc.) so that educators identify and support individual student learning modalities and academic needs.	Emerging	Operational	-
(2016-2018) Align math curriculum, instruction and assessment with state standards so that students are given the best opportunity to meet and exceed academic expectations.	Emerging	Operational	-
(2018-2019) Identify and communicate a set of attributes, referred to a graduate profile, that are critical for success and inspire, motivate, and guide the work of students, teachers, administrators, and the School Board so that Loup County School students are future ready.	-	-	Highly Functional
(2018-2019) Utilize the Superintendent’s reach to provide guidance, support and resources to the principal and staff while communicating college and career readiness expectations with the School Board so that the community is informed and supportive to ensure Loup County School graduates are future ready	-	-	Highly Functional
(2018-2019) Expect and receive quarterly updates on the reVISION process so that all members of the School Board remain informed and are able to articulate the attributes of a future ready graduate as well as inform the community of the structures implemented by LCPS to ensure students are ready for post-secondary education or a career	-	-	Highly Functional
Instructional Leadership (Equitable Access to a High-Quality Education)			
Goal	Overall Goal Rating		

During the 2016-2017 and 2017-2018 school years, LCPS will develop instructional and leadership capacity among all staff to ensure each student has meaningful learning opportunities and improve student achievement measured by (e.g., Nebraska Teacher/Principal Performance Framework, instructional coaching, daily instruction/daily lesson plans, alignment of Nebraska standards/curriculum/lesson plans/assessments/professional learning, NeSA/MAP C4 results, etc.)	2016-2017	2017-2018	2018-2019
	Operational	Operational	-
By May 2019, students at Loup County School will have equitable access to a high-quality education to achieve their full potential as a result of receiving universal instruction aligned to Nebraska standards, strong Tier 2 and Tier 3 (RTI model) academic supports as needed and personalized learning opportunities as evidenced by multiple measures to include growth indicators on the MAP assessment, ACT data, perceptual data, etc.	-	-	Operational
Strategy	Strategy Rating		
(2016-2018) Align Nebraska standards, curriculum, assessment, lesson plans and professional learning so that daily instruction is enhanced to support the learning needs of each student.	Emerging	Operational	-
(2016-2018) Expect high quality instruction so that all students have sufficient opportunities to develop skills that lead to student success at the next level of learning.	Operational	Operational	-
(2016-2018) Establish an elementary literacy framework to include the following strategies so that students receive comprehensive instruction to support high levels of achievement: whole group instruction, guided reading groups, and independent practice of skills.	Emerging	Operational	-
(2016-2018) Establish, train, support, and institutionalize a common instructional language so that research-based practices are implemented in every classroom in order to improve the	Operational	Operational	-

intellectual climate of the school where all students are supported and challenged to do their best and achieve quality work.			
(2016-2018) Implement a teacher/principal evaluation system and instructional model so that evaluation and coaching expectations are aligned to the Nebraska Teacher and Principal Performance Framework.	Operational	Operational	-
(2018-2019) Align materials, instruction and assessments to Nebraska Content Area Standards so that daily lessons are enhanced to support the learning needs of each student.	-	-	Operational
(2018-2019) Provide release time for teachers on scheduled workdays to plan lessons in their classrooms so that adequate time is available to intentionally plan engaging lessons for students.	-	-	Highly Functional
(2018-2019) Analyze individual student assessment data and use the data for progress monitoring and to inform instruction so that students are able to close the teaching and learning gaps quickly.	-	-	Operational
(2018-2019) Provide monthly Instructional Leadership: Alignment of Curriculum, Instruction and Assessment reports to the School Board so that the School Board is supportive and kept abreast of the implementation of strategies from the Priority School Progress Plan.	-	-	Highly Functional

Superintendent Goals

Clear, Compelling Direction			
Goal	Overall Goal Rating		
During the 2016-2017 school year, the Superintendent of the Loup County Public Schools will establish, monitor, and adjust processes to engage all stakeholders (i.e. school administration, teaching and classified staff, local school board members, community programs/directors, parents/guardians) in the communication and support of	2016-2017	2017-2018	2018-2019
	Operational	Highly Functional	-

the school vision, mission, and core values in order to ensure student success, as measured by perceptual survey data and artifacts (e.g., meeting agendas, newsletters, email, website, local board reports, etc.).			
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Student and Staff Culture			
Goal	Overall Goal Rating		
During the 2016-2017 school year, the Superintendent of the Loup County Public Schools will establish processes to support a school learning environment that promotes student and staff success and competencies as measured by data (e.g., stakeholder perceptual surveys, student, family, community engagement activities, etc.).	2016-2017	2017-2018	2018-2019
	Operational	Operational	-

Instructional Leadership			
Goal	Overall Goal Rating		
During the 2016-2017 school year, the Superintendent of the Loup County Public Schools will increase instructional leadership capacity in school leaders and provide support to the principal and teachers in order to improve school operations and carry out the policies of the Board of Education as measured by successful implementation of action steps and strategies in the Priority School Progress Plan.	2016-2017	2017-2018	2018-2019
	Operational	Operational	-

School Board Goals

Clear, Compelling Direction			
Goal	Overall Goal Rating		
During the 2016-2018 school years, the Board of Education of the Loup County Public Schools will	2016-2017	2017-2018	2018-2019

<p>establish, monitor, and adjust processes to engage all stakeholders (e.g., school administration, teaching and classified staff, community programs, parents/guardians, etc.) in the communication and support of the vision, mission, core values, goals, the budget of the Loup County Public Schools in order to ensure inspire support, ongoing commitment, and achievement of student success, as measured by perceptual survey data and artifacts (e.g., meeting agendas, data analysis, newsletters, revised vision/mission/core values/parent/guardian/community involvement, update reports on the Progress Plan, budget documents, etc.).</p>	Operational	Highly Functional	-
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Student and Staff Culture

Goal	Overall Goal Rating		
<p>During the 2016-18 school years, the Board of Education from the Loup County Public Schools will establish structures and processes to support an academically, physically, emotionally, and socially, safe school learning environment that promotes high expectations for student and staff success as measured by data (e.g., stakeholder perceptual surveys; number of students returning to Loup County Public Schools from neighboring districts; student, staff, family, community engagement activities, etc.).</p>	2016-2017	2017-2018	2018-2019
	Operational	Operational	-

Instructional Leadership

Goal	Overall Goal Rating		
<p>During the 2016-2018 school years, the Loup County Public Schools Board of Education will increase instructional leadership capacity in school leaders and provide support to the Superintendent and Principal in order to improve school operations and carry out the policies and procedures as measured by successful implementation of action steps and strategies in the Priority School Progress Plan.</p>	2016-2017	2017-2018	2018-2019
	Operational	Operational	-

Schuyler Central High School

Priority School: Schuyler Central High School
District: Schuyler Community Schools
Years in status: 3 (2018-2019; 2019-2020*; 2020-2021; 2021-2022)
Grades served: 9 – 12

The following data chart depicts the school’s progress toward goals and strategies outlined in its Priority School Progress Plan.

Goals				
	Not Evident Yet	Emerging	Operational	Highly Functional
2018-2019	20%	60%	20%	-
2019-2020	-	100%	-	-
2020-2021	-	10%	90%	
Strategies				
	Not Evident Yet	Emerging	Operational	Highly Functional
2018-2019	22%	61%	17%	-
2019-2020	6%	49%	45%	
2020-2021	-	27%	46%	27%

The following report includes the overall goal rating for each improvement goal, for the school, as well as a rating for each strategy, for the years in priority school status, where applicable.

Improvement Goal: During the 2018-2021 school years, Schuyler Central High School and all stakeholders (i.e. district administrators school administrators, students, teaching and classified staff, local school board members, parents/guardians, community members) will engage in a systematic, clearly documented, inclusive and comprehensive process to communicate the school purpose and direction through a shared commitment to its vision, mission, beliefs, and core values in order to ensure student success, which includes meeting the cognitive, emotional, social and physical needs of each student as measured by perceptual survey data and artifacts (meeting agendas, data analysis, newsletters, revised vision/mission/values, interviews, etc.).

	Sp 19	Sp20	Sp21
1. Create and communicate a school vision, mission, core beliefs, core values and meeting norms so that a shared purpose and coherent effort permeates throughout the school and community.	2	3	3
2. Increase the frequency, clarity, and variety of two-way communication in a timely and efficient manner so that all stakeholders (i.e. students, staff, parents/guardians, community) will increase their knowledge of and commitment to the school vision, mission, core values, and goals.	3	3	4
3. Create /Complete a comprehensive review of programs implemented at Schuyler Central High School so that the school can measure the return on investment and the effectiveness of each program as it relates to the school's goals.	1	1	2
4. Ensure families are included in the decision-making process to inform students' academic and behavioral plans and goals by encouraging participation in conferences at least once each semester so that families are empowered to be partners in their student's education.	2	3	3
5. Provide monthly Clear, Compelling Direction implementation reports to the School Board so that the School Board is supportive and kept abreast of the implementation of strategies from the Priority School Progress Plan.	2	2	4

**CLEAR AND
COMPELLING
DIRECTION-
MISSION DRIVEN**



Average Goal Score
Spring 19 -2.00
Spring 20 -2.40
Spring 21 -3.20

Improvement Goal: During the 2019-2021 school years, Schuyler Central High School will reduce its chronic absenteeism rate by five percent annually (this percent decrease matches the State chronic absenteeism reduction percentage).

	Sp 19	Sp20	Sp21
1. Continue meeting with the attendance team to implement the SCHS Attendance Protocol; and to examine and report real-time attendance data to staff monthly so that student and school-wide attendance improves and data findings are reported to all stakeholders.	NA	3	3
2. Provide professional development for attendance intervention specialists so that evidence-based support is offered in a timely manner to chronically absent students to ensure they are on-track for graduation.	NA	3	2
3. Consistently communicate and implement the school-wide campaign to heighten the importance of on-time and daily attendance (to include the tardy policy and time-for-time instructional time make up opportunities) so that students and families understand the importance of being on time and in school.	NA	2	2
4. Ensure use of the notification system and follow up to provide reminders to students and families related to attendance rates, absences, important dates to remember, etc. so that students and families receive constant communication using various modalities and school personnel ensure the accuracy of student attendance data.	NA	3	3

**CLEAR AND
COMPELLING
DIRECTION-
CHRONIC
ABSENTEEISM**



Average Goal Score
 Spring 19 -NA
 Spring 20 -2.75
 Spring 21 -2.50

Improvement Goal: Schuyler Central High School will identify and construct strategies to remove barriers to student learning, track graduation progress annually for 100% of students, and increase graduation rates to at or above the State average by 2020-2021.

	Sp19	Sp20	Sp21
1. Implement the SCHS Intervention Protocol to ensure the “failure is not final” mindset and utilize supports for student learning (such as intervention, counseling, Alternative Ed program, a focus on learning versus grading, improved Newcomers program, credit recovery, Warrior Achievement Center, etc.) so that barriers are removed from learning and students master intended content standards.	NA	3	2
2. Coach all teachers in “Capturing Kids Hearts” so that staff implement strategies to develop a relational mindset and connection with students.	NA	3	4
3. Interview students from each class (9th-12th graders) to continue to investigate real barriers to a 4-year graduation expectation so that their voices inform decisions meant to support student success and on-time graduation (Face-to-face focus groups, School Refusal Survey, Thought Exchange for parents and students).	NA	3	3
4. Implement APEX and a systematic plan to intentionally intervene with students falling behind credit expectations for each cohort so that students graduate on time.	NA	2	3
5. Implement the SCHS Assessment/Data Protocol to ensure bimonthly process monitoring enabling PLC’s to focus on data from formative assessments (Star 360, MAP data, teacher developed) so that teachers use the data to inform instruction to enable students to master deficient skills.	NA	1	2
6. Create and implement a systematic plan to promote accessibility for students to courses that are suited for a blended learning model before, during and after school so that students are able to graduate on time.	NA	2	3

CLEAR AND COMPELLING DIRECTION-GRADUATION RATE

Average Goal Score
 Spring 19 -NA
 Spring 20 -2.50
 Spring 21- 3.00

Improvement Goal: During the 2018-2021 school years, Schuyler Central High School will establish, implement and communicate a climate of high expectations for teaching and learning while ensuring the academic, emotional and physical safety for students as measured by stakeholder perceptual survey data.

	Sp 19	Sp20	Sp21
1. Provide coaching (each teacher 2x per quarter or more) and professional development for teachers on evidence-based instructional practices that support student mastery so that students feel academically safe to take risks with learning.	2	3	3
2. Develop common expectations regarding teacher use of evidence-based strategies and proficiency scales so that classroom instruction is engaging and high expectations for student learning are upheld consistently throughout the building.	2	2	3
3. Develop a culture of constant feedback for teachers through coaching (2x per quarter per teacher), observation, PLC discussions, and peer interactions so that teachers develop a collective sense of efficacy focused on creating and implementing a common instructional language within the school.	3	3	3
4. Implement school-wide norms for PLC collaboration so that all meetings have purpose and direction.	2	3	3
5. Provide monthly Student and Staff Culture Progress Plan implementation reports to the School Board so that the School Board is supportive and kept abreast of the implementation of strategies from the Priority School Progress Plan.	2	2	4

STUDENT AND STAFF CULTURE

Average Goal Score
 Spring 19 -2.20
 Spring 20 -2.60
 Spring 21 -3.20

Improvement Goal: During the 2018-2021 school years, EL students will develop language acquisition and cognitive academic language skills in order to grasp the academic, social and cultural aspects of the English language to be successful students and members of society as evidenced by multiple data sources to include ELPA21 scores, ACT scores, student perceptual data, etc.

	Sp 19	Sp20	Sp21
1. Teachers will use the stages of language acquisition so that classroom strategies support English language development across the curriculum and support student cultural identity.	1	3	3
2. All teachers will learn and implement effective EL strategies (with a focus on vocabulary acquisition and Cornell Notes, newly acquired Kagan Cooperative Learning and other engagement strategies and mental models - multiple representations, differentiation, graphic organizers, advance organizers, etc.) in their classrooms so that EL students are receiving consistent strategies that are purposeful, intentional, explicit and provide meaningful access to English Language proficiency and content standards with appropriate scaffolds and supports.	2	2	2
3. Coach and ensure implementation of EL strategies in all content areas throughout the year so that all EL models of instruction are implemented with fidelity and ensure that resources are allocated effectively to implement strategies and program models.	1	2	2
4. Implement SCHS Onboarding procedures, pedagogical scaffolds and academic plans for Newcomers so that students can reach their full potential.	1	2	2
5. Provide monthly Instructional Leadership: English Learners implementation reports to the School Board so that the School Board is supportive and kept abreast of the implementation of strategies from the Priority School Progress Plan.	2	2	4

<p>INSTRUCTIONAL LEADERSHIP- ENGLISH LEARNERS</p>		<p>Average Goal Score Spring 19 -1.40 Spring 20 -2.20 Spring 21 -2.60</p>
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Improvement Goal: All students will be challenged and supported to achieve a high standard of academic performance and growth and will demonstrate proficiency in globally competitive skills such as critical thinking, innovation, problem solving, communication and collaboration to ensure they are prepared for postsecondary education, careers, etc. as measured by assessment data, certifications, dual credit coursework, graduation rate, etc.

	Sp 19	Sp20	Sp21
1. Define and communicate a set of attributes, referred to as a graduate profile, that are critical for success and inspire, motivate, and guide the work of students, teachers, administrators and the School Board so that Schuyler Central High School students are future ready.	2	2	3
2. Evaluate the current Career Education System and create a system for pathway attainment so that the high priority changes for improvement and alignment to community needs are identified and a plan of action is created to ensure students are future ready.	2	2	4
3. Utilize Capturing Kids' Hearts during FOCUS time so that relationships are strengthened and students realize their potential.	2	2	3
4. Provide monthly Instructional Leadership: Career and College Readiness Plan implementation reports to the School Board so that the School Board is supportive and kept abreast of the implementation of strategies from the Priority School Progress Plan.	2	2	4

**INSTRUCTIONAL
LEADERSHIP-
COLLEGE,
CAREER, AND
CIVIC READINESS**

Average Goal Score
Spring 19 -2.00
Spring 20 -2.00
Spring 21 -3.50

Improvement Goal: By May 2021, students at Schuyler Central High School will have equitable access to a high-quality education to achieve their full potential as a result of universal instruction aligned to Nebraska standards, strong Tier 2 and Tier 3 academic supports as needed and personalized learning opportunities as evidenced by multiple measures to include growth indicators on the MAP assessment, ACT data, perceptual data, etc.

	Sp 19	Sp20	Sp21
1. Align materials, instruction and assessments to the Nebraska Content Area Standards and ACT standards so that daily lessons are enhanced to support the learning needs of each student.	2	2	2
2. Provide release time for teachers on scheduled workdays to align curriculum, instruction and assessment to Nebraska Standards so that adequate time is available to intentionally plan engaging lessons for students.	1	3	4
3. Provide professional development, implementation accountability and coaching follow up on high probability instructional strategies so that a common instructional language is created within the school in every classroom.	2	3	3
4. Provide monthly Instructional Leadership: Alignment of Curriculum, Instruction and Assessment implementation reports to the School Board so that the School Board is supportive and kept abreast of the implementation of strategies from the Priority School Progress Plan.	2	2	4

"These ratings not only illustrate the immense work that goes into the implementation of the strategies, but the degree to which they are sustained over time and consistently applied across the school."

-Dr. Shirley Vargas-

INSTRUCTIONAL LEADERSHIP- ALIGNMENT OF CURRICULUM, INSTRUCTION, AND ASSESSMENT

Average Goal Score
 Spring 19 -1.75
 Spring 20 -2.50
 Spring 21 -3.25

Santee Middle School

Priority School: Santee Middle School
District: Santee Community Schools
Years in status: 5 (2016-2017; 2017-2018; 2018-2019; 2019-2020*; 2020-2021; 2021-2022)
Grades served: 6-8

The following data chart depicts the school’s progress toward goals and strategies outlined in its Priority School Progress Plan.

Goals				
	Not Evident Yet	Emerging	Operational	Highly Functional
2016-2018	-	60%	40%	-
2018-2019*	-	60%	40%	-
Strategies				
	Not Evident Yet	Emerging	Operational	Highly Functional
2016-2018	7%	48%	33%	11%
2018-2019**	18%	35%	38%	15%

* Two goals were added for the 2018-2019 school year.

**Seven additional strategies were added for the 2018-2019 school year.

The following report includes the overall goal rating for each improvement goal, for the middle school from 2016-2019, as well as a rating for each strategy.

School Goals (2016-2017 & 2017-2018, 2018-2019)

Clear, Compelling Direction			
Goal	Overall Goal Rating		
	2016-2017	2017-2018	2018-2019
During the 2016 through 2019 school years, Santee Community Schools and all stakeholders (i.e. school administration, teaching and classified staff, local school board members, community programs/directors, parents/guardians, all relatives, elders, and tribal council members) will engage in a systematic, clearly documented, inclusive and comprehensive process to communicate the school purpose and direction through a shared commitment to its vision, mission, and cardinal virtues in order to ensure student success, which includes meeting the mental, emotional, physical, and academic needs of each student as measured by perceptual survey data and artifacts (meeting agendas, data analysis, newsletters, revised vision/ mission/ virtues, etc.).	Emerging	Operational	Emerging
Strategy	Strategy Rating		
1. Continue to utilize the Warrior Improvement Team Decision-Making/ Collaboration Structure so that the Priority Plan is implemented throughout the school and collaboration is enhanced.	Operational	Highly Functional	Highly Functional
2. Establish a sense of urgency with the School Board to make organizational changes that include clarifying board members' roles in the operation of the school and implementing Board goals so that obstacles are removed and time is provided for priority efforts focused on student achievement.	Emerging	Emerging	Not Evident Yet
3. Engage the Santee Tribal Entities, the Warrior Improvement Team (WIT) and School Board in collaborative efforts so that student success is a shared responsibility and priority.	Emerging	Emerging	Emerging

4. Increase frequency, clarity, and variety of two-way communication among all stakeholders so that there is increased knowledge and commitment to the school’s vision, mission, cardinal virtues, and goals for improvement.	Emerging	Operational	Operational
5. Define, operationalize monitor school-wide and classroom rules and procedures so that students and staff understand and contribute to a learning environment that promotes student success.	Emerging	Operational	Highly Functional
6. Communicate the mission, vision, and core beliefs with a focus on the Dakota culture and cardinal virtues so that sustainable structures, policies, procedures, and processes support the purpose of Santee Community Schools (new 2018-19 goal).	-	-	Emerging
Student and Staff Culture (High Expectations)			
Goal	Overall Goal Rating		
During the 2016-2019 school years, Santee Community Schools will establish, implement, and communicate a climate of high expectations while celebrating rituals, traditions, and cultural competencies in order to shape the desired collaborative school culture for staff and students as measured by stakeholder perceptual survey data.	2016-2017	2017-2018	2018-2019
	Operational	Operational	Operational
Strategy	Strategy Rating		
1. Continue to utilize the established meeting norms/expectations at all staff and student gatherings so that communication is shared and clear and outcomes are accomplished.	Operational	Highly Functional	Highly Functional
2. Administer and analyze results of AdvancED stakeholder surveys so that data can be used to improve outcomes that lead to increased student achievement.	Highly Functional	Operational	Operational
3. Continue established two-way communication processes so that new and veteran teachers are supported in understanding school and	Emerging	Operational	Operational

professional expectations; community stakeholders are offered the chance to assist with school improvement; and administrators draw upon implemented processes and stakeholder voices when making decisions.			
4. Strengthen Professional Learning Communities (PLCs) as a means to improve collaboration related to high probability strategies, use of common assessments, alignment to Nebraska State Standards, and analysis of student work so that instruction and student learning improve.	Operational	Highly Functional	Operational
5. Provide monthly opportunities to celebrate and learn about the Dakota culture so that students and staff recognize how cultural rituals, traditions, and competencies support student success.	Emerging	Operational	Emerging
Student and Staff Culture (MTSS)			
Goal	Overall Goal Rating		
During the 2017-2019 school years, Santee Community Schools will implement an aligned Multi-Tiered System of Support (MTSS) and progress monitoring that effectively addresses academic, behavioral, and social-emotional supports to meet the needs of all students as measured by academic (MAP, ACT, Report Card Grades), attendance and behavior data (suspension, office referrals, safe chair, etc.).	2016-2017	2017-2018	2018-2019
	-	Emerging	Emerging
Strategy	Strategy Rating		
1. Continue to engage the Resource Focus Team to examine data relating to behavior, academics, and social-emotional well-being so that decisions are aligned to the MTSS structure to meet the needs of all students.	-	Operational	Emerging
2. Continue to utilize the Student Assistance Team (SAT) so that Tier 2 and 3 supports can be implemented and monitored based on individual student needs.	-	Operational	Operational

<p>3. Develop and implement a Stakeholder Communication Plan so that a common MTSS language is shared with families, students and staff.</p>	-	Emerging	Not Evident Yet
<p>4. Identify Tier I, II, and III academic, behavioral, and social-emotional supports currently implemented and aligned to Nebraska Standards within the school and community so that additional interventions and resources can be implemented to effectively support the needs of all students.</p>	-	Emerging	Emerging
<p>5. Participate in MTSS professional development</p> <ul style="list-style-type: none"> a. Team representing K-2 will participate in Building and Refining (B&R) MTSS training provided by ESU 1/UNL partnership to build the MTSS implementation plan b. Effective instructional practices (EI training) c. Participate in data-based coaching training to support implementation of evidence-based practices d. Participate in onsite Technical Assistance e. Participate in intervention training provided by ESU 1 	-	-	Operational
<p>6. Develop MTSS Implementation Plan including sections for:</p> <ul style="list-style-type: none"> a. Rationale, team responsibilities, meeting procedures, and calendar b. Identifying core and intervention materials, expectations for instruction, documentation of interventions c. Developing MTSS professional learning and coaching plan d. Fidelity and coaching for instruction and intervention e. Comprehensive assessment system (screening, progress monitoring, decision-making guidelines) f. Intervention response guidelines and planning for intensifying interventions (Year 2) 	-	-	Emerging

<p>g. Guidelines for Individual Student Problem Solving (ISPS) (Year 3)</p> <p>h. Evaluation of the MTSS framework</p>			
Instructional Leadership (Educator Effectiveness)			
Goal	Overall Goal Rating		
<p>During the 2016-2019 school years, Santee Community Schools will develop instructional and leadership capacity among all staff to ensure individual students have meaningful and engaging opportunities to learn from creative and energetic teachers and support staff that make learning interesting and meaningful as measured by data (i.e., Nebraska Teacher/Principal Performance Framework, instructional coaching logs, curriculum documents, pacing guides, lesson plans, classroom observations, perceptual data, instructional coaching records, student achievement, etc.).</p>	2016-2017	2017-2018	2018-2019
	Emerging	Emerging	Operational
Strategy	Strategy Rating		
<p>1. Align standards, curriculum, assessment, lesson planning, and professional learning so that daily instruction is enhanced to support the learning needs of each student</p>	Emerging	Emerging	Operational
<p>2. Expect high quality instruction so that all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level by:</p> <ul style="list-style-type: none"> a. Participating in training and implementation of APL Associates Instructional Skills and Management model b. Developing standard special education processes that ensure follow-through with fidelity c. Planning purposeful, directed lessons aligned to Nebraska standards d. Posting and referencing daily student learning targets that contain the thinking level and skill students are expected to 	Emerging	Operational	Emerging

<p>master during the lesson in every classroom</p> <p>e. Providing more authentic and challenging learning opportunities for students</p> <p>f. Improving the quality of immediate, specific, timely feedback given to students regarding their work products during instruction</p>			
<p>3. Establish, train, support, and institutionalize a common instructional language so that research-based practices are implemented in every classroom in order to improve the intellectual climate of the school where all students are supported and challenged to do their very best and achieve work of quality</p>	Emerging	Emerging	Operational
<p>4. Continue to utilize the teacher/principal evaluation system so that instructional coaching is aligned to the Nebraska Teacher and Principal Performance Framework</p>	Emerging	Emerging	Operational
<p>5. Implement a process to analyze the impact of Saxon Math, Achieve 3000, Accelerated Reader, block scheduling, and other materials so that future decisions regarding curriculum and instruction are determined according to an evidence-based rationale</p>	Emerging	Emerging	Emerging
<p>6. Establish an elementary literacy framework to include the following strategies so that students receive comprehensive instruction to support reading achievement:</p> <p>a. Whole group instruction that includes mini-lessons focused on grade-level standards in the areas of phonetic awareness (grades K-2), phonics, vocabulary, fluency, and comprehension.</p> <p>b. Guided reading groups where the teacher meets with every student every day (time is the variable) to provide differentiated support for students.</p> <p>c. Independent practice of skills at the students' independent levels</p>	Operational	Operational	Emerging

7. Conduct a basal adoption process and implement an evidence-based reading program so that elementary teachers have aligned resources to support the teaching of reading	-	-	Highly Functional
8. Provide direction, support, professional learning and resources to paraprofessionals so that they can enhance classroom instruction	-	-	Operational
9. Analyze MAP data within a week of administration with teachers for all students and use the data to inform instructional decisions so that students can set goals, monitor attainment of goals and receive immediate instruction on their opportunities for improvement	-	-	Emerging
Instructional Leadership (College and Career Readiness)			
Goal	Overall Goal Rating		
During the 2017-2019 school years, SCS in partnership with Santee Sioux Tribal entities will ensure college, career, and citizenship readiness by implementing a unified CTE Academy to offer students a three-course pathway within identified clusters as measured by course offerings, student schedules, follow-up graduation survey.	2016-2017	2017-2018	2018-2019
	-	Emerging	Emerging
Strategy	Strategy Rating		
1. Develop partnerships with tribal entities in order to identify local employment needs and resources so that implementation of career pathways is responsive to community workforce needs and educational expectations	-	Emerging	Emerging
2. Implement career exploration opportunities and vocabulary preK-12 th grade so that students connect purpose, relevance, and value in their educational experience	-	Emerging	Operational
3. Embed CTE problem-based learning that contributes to transdisciplinary learning (i.e. Math, Science, ELA) so students are able to apply their knowledge in a creative manner in order to connect new knowledge and deeper understanding to real life experiences	-	Emerging	Operational

4. Develop personal learning plans in 8 th grade that support students' employability skills based on interest inventories through technology resources (i.e., Naviance) so that we build educational purpose and ensure college-career-citizenship readiness	-	Emerging	Highly functional
5. Develop 3-course pathways that end in a capstone or certification in identified clusters with embedded cultural relevance so that students are college-career-citizenship ready	-	Not Evident Yet	Emerging
6. Recruit & retain CTE educators in identified pathways utilizing CTE permits and online instruction so that diverse CTE offerings ensure educational purpose for students based on their personal learning plans	-	Not Evident Yet	Operational
7. Enhance CTE programming and support career pathways through the establishment of student organizations (i.e. FFA, Skills USA,) so that students build educational purpose	-	Emerging	Not Evident Yet
8. Identify and communicate a set of attributes referred to as a graduate profile that are critical for success, and inspire, motivate, and guide the work of students, teachers, and administrators so that graduates are future ready	-	-	Not Evident Yet

Superintendent Goals

Clear, Compelling Direction			
Goal	Overall Goal Rating		
During the 2016-2019 school years, the Superintendent of the Santee Community Schools, will ensure the effective operation and instructional efficiency of the PreK-12 school by developing, managing, evaluating, and supporting all resources essential to increasing student achievement as measured by perceptual survey data and artifacts (e.g., local and state board update reports, meeting agendas and minutes, etc.).	2016-2017	2017-2018	2018-2019
	-	Operational	Operational

Goal	Overall Goal Rating		
During the 2016-2019 school years, the Superintendent of the Santee Community Schools will provide support to the principals and teachers in order to improve school operations and carry out the policies of the Board of Education as measured by regular update reports to the local and state boards of education.	2016-2017	2017-2018	2018-2019
	-	-	Emerging
Goal	Overall Goal Rating		
During the 2016-2019 school years, the Superintendent of the Santee Community Schools will establish, monitor, and adjust processes to engage all stakeholders (i.e. school administration, teaching and classified staff, local school board members, community programs/directors, parents/guardians, all relatives, elders, and tribal council members) in the communication and support of the school vision, mission, and cardinal virtues in order to ensure student success, as measured by perceptual survey data and artifacts (meeting agendas, data analysis, newsletters, revised vision/mission/virtues, etc.).	2016-2017	2017-2018	2018-2019
	-	Emerging	Operational

Student and Staff Culture			
Goal	Overall Goal Rating		
During the 2016-2019 school years, the Superintendent of the Santee Community Schools will establish structures and processes to support a school learning environment that promotes student and staff success and recognizes and celebrates cultural rituals, traditions, and competencies as measured by data (e.g., stakeholder perceptual surveys, student, family, community engagement activities, etc.).	2016-2017	2017-2018	2018-2019
	-	Emerging	Emerging

Instructional Leadership	
Goal	Overall Goal Rating

During the 2016-2017 and 2017–2018 school years, the Superintendent of the Santee Community Schools will increase instructional leadership capacity in school leaders and provide support to principals and teachers in order to improve school operations and carry out the policies of the Santee Community Schools Board of Education as measured by successful implementation of action steps and strategies in the Priority School Progress Plan.	2016-2017	2017-2018	2018-2019
	-	Emerging	Operational

School Board Goals

Clear, Compelling Direction			
Goal	Overall Goal Rating		
During the 2016-2019 school years, the Board of Education of the Santee Community Schools will establish, monitor, and adjust processes to engage all stakeholders (i.e. school administration, teaching and classified staff, community programs/directors, parents/guardians, all relatives, elders, and tribal council members) in the communication and support of the school vision, mission, cardinal virtues, the goals of the Santee Community Schools Priority School Progress Plan, and the budget in order to ensure student success, as measured by perceptual survey data and artifacts (meeting agendas, data analysis, newsletters, revised vision/mission/virtues, parent/guardian/community involvement, update reports on the Progress Plan, budget documents, etc.).	2016-2017	2017-2018	2018-2019
	-	-	Emerging
Goal	Overall Goal Rating		
During the 2016-2019 school years, the Board of Education for the Santee Community Schools will actively engage in professional development activities designed to strengthen members’ knowledge and understanding of their role in overseeing the school district as measured by artifacts (e.g., meeting agendas, update reports, budget documents, etc.).	2016-2017	2017-2018	2018-2019
	-	-	Emerging
Goal	Overall Goal Rating		
During the 2016-2019 school years, the Santee Community Schools’ Board of Education will implement the Priority School Progress Plan with a specific focus on improvement in the areas of: Clear, Compelling Direction; Student and Staff Culture; and developing Instructional Leadership Capacity as	2016-2017	2017-2018	2018-2019
	-	-	Operational

measured by data (student achievement, artifacts identified in the Santee Community Schools Progress Plan, perception data)			
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Student and Staff Culture

Goal	Overall Goal Rating		
During the 2016-2019 school years, the Board of Education from the Santee Community Schools will establish structures and processes to support an academically, physically, emotionally, and socially safe school learning environment that promotes high expectations for student and staff success and recognizes and celebrates cultural rituals, traditions, and competencies as measured by data (e.g., stakeholder perceptual surveys; number of students returning to the Santee Community Schools from neighboring districts; student, staff, family, community engagement activities, etc.)	2016-2017	2017-2018	2018-2019
	-	-	Emerging

Instructional Leadership

Goal	Overall Goal Rating		
During the 2016-2017 and 2017-2018 school years, the Santee Community Schools Board of Education will increase instructional leadership capacity in school leaders and provide support to the Superintendent in order to improve school operations and carry out the policies and procedures as measured by successful implementation of action steps and strategies in the Priority School Progress Plan	2016-2017	2017-2018	2018-2019
	-	-	Emerging

Santee Elementary School

Priority School: Santee Elementary School
District: Santee Community Schools
Years in status: 2 (2019-2020*; 2020-2021; 2021-2022)
Grades served: Pre-k – 5

Santee Middle School

Priority School: Santee Middle School
District: Santee Community Schools
Years in status: 5 (2016-2017; 2017-2018; 2018-2019; 2019-2020*; 2020-2021; 2021-2022)
Grades served: 6 – 8

Santee High School

Priority School: Santee Middle School
District: Santee Community Schools
Years in status: 2 (2019-2020*; 2020-2021; 2021-2022)
Grades served: 9 – 12

The following data chart depicts all three school’s progress toward goals and strategies outlined in their Priority School Progress Plan for the 2019-2020 and 2020-2021 school years.

Goals				
	Not Evident Yet	Emerging	Operational	Highly Functional
2019-2020	10%	80%	10%	-
2020-2021	17%	66%	17%	-
Strategies				
	Not Evident Yet	Emerging	Operational	Highly Functional
2019-2020	12%	68%	18%	2%
2020-2021	18%	32%	46%	4%

The following report includes the overall goal rating for each improvement goal, for the school, as well as a rating for each strategy, for the years in priority school status, where applicable.

School Year 2019-2020

Santee Elementary School

Improvement Goal: By May 2020, 40% of students will meet grade level expectations in reading and 80% will meet projected growth expectations as measured by Elementary School-DIBELS and MAP and increase NSCAS proficiency by 4%.

	Sp. '20 Rating
1. Implement Santee Elementary Student-Centered Literacy Framework	
a. Implement Amplify Reading 1	3
b. Define general literacy framework	2
c. Implement independent reading process	2
d. Define look-fors and use to provide feedback	2
e. Identify process for fluid intervention groups	2
2. Implement formative assessment data to inform instruction	
a. Identify resources to support the use of formative assessment data	2
b. Develop unit assessments based on standards	2
c. Develop look-fors and use to provide feedback	2
3. Implement Student-Centered Coaching Model to Support Teachers	
a. Define Student-Centered Coaching Framework	2
b. Implement Coaching Model	2
c. Define look-fors to support fidelity of implementation	2

Overall Sp. '20 Rating
2.09

Improvement Goal: By May 2020, Santee Community Schools will reduce its chronic absenteeism by 5%. The chronic absenteeism rate will decrease from 38% to 33% at Santee Elementary School.

	Sp. '20 Rating
1. Implement restorative justice disciplinary practices	
a. Use excerpts from <i>More than Sticks and Carrots</i> by Smith, Fisher, and Frey for staff to develop shared understanding around restorative justice practices	1
b. Identify 1-2 practices that will be implemented school-wide	2
c. Continue study around selected strategy	2
d. Develop look-fors to support implementation	3
2. Identify processes and procedures for attendance in early childhood	
a. Monthly incentives for students	3
b. Analyze data to determine patters, trends, and next steps	3
c. Send 3, 5, and 10 day absence letters to Pre-K students	2
d. Institute monthly small group “talk time” for parents to watch students, eat, and discuss what they’re watching and why	2

Overall Sp. '20 Rating
2.57

Improvement Goal: By May 2020, Santee Community Schools will have 50% of Pre-K students meeting benchmarks on school (kindergarten) readiness screener.

	Sp. '20 Rating
1. Implement early literacy strategies for 3 and 4 year olds	
a. Use the early literacy screener	2
b. Analyze GOLD data in order to determine supplemental resources	2

Overall Sp. '20 Rating
2.00

Santee Middle School

Improvement Goal: By May 2020, 40% of students will meet grade level expectations in reading and 80% will meet projected growth expectations as measured by MAP and increase NSCAS proficiency by 4% for the middle school.

	Sp. '20 Rating
1. Implement the Santee Reading Across the Content Areas Framework	
a. Identify material for staff to read to define content area literacy	1
b. Identify the process for intervention (Read to Achieve)	2
c. Implement independent reading process	2
d. Identify the model for independent reading	2
e. Define look-fors to support teachers and staff with implementation	2
2. Implement Student-Centered Coaching Model to support	
a. Define the student-centered coaching framework	2
b. Implement coaching model	2
c. Define look-fors to support and strengthen instructional practices	2

Overall Sp. '20 Rating
2.11

Improvement Goal: By May 2020, Santee Community Schools will reduce its chronic absenteeism rate by 5%. The chronic absenteeism rate will decrease from 62% to 57% at Santee Middle School.

	Sp. '20 Rating
1. Implement restorative justice disciplinary practices	
a. Use excerpts from <i>More than Sticks and Carrots</i> by Smith, Fisher, and Frey for staff to develop shared understanding around restorative justice practices	1
b. Identify 1-2 practices that will be implemented school-wide	2
c. Continue student around selected strategy	2
d. Develop look-fors to support fidelity of implementation	2
2. Implement incentive plan for attendance	
a. Implement intermittent and unexpected rewards for 7-12 attendance	2
b. Take 7-12 students on quarterly incentive trips	2
c. Recognize 7-12 attendance during Honoring Ceremonies	2
d. Identify sources of funding for attendance incentives	2
e. Conduct MTSS quarterly celebrations	3

Overall Sp. '20 Rating
2.00

Improvement Goal: By May 2020, Santee Community Schools will have 80% of middle school students on track to graduate.

	Sp. '20 Rating
1. Investigate and explore careers	
a. Research career options for students in the area	2
b. Develop process for career planning and exploration	2
c. Conduct interest surveys for students	2
d. Identify program options for students	2
e. Share information with teachers to incorporate career interests into classes	2

Overall Sp. '20 Rating
2.00

Santee High School

Improvement Goal: By May 2020, 40% of students will meet grade level expectations in reading and 80% will meet projected growth expectations as measured by MAP and increase ACT proficiency by 2% at Santee High School.

	Sp. '20 Rating
1. Implement the Santee Reading Across the Content Areas Framework	
a. Identify material for staff to read to define content area literacy	1
b. Identify the process for intervention (Read to Achieve)	1
c. Implement independent reading process	1
d. Identify the model for independent reading	1
e. Implement bell work aligned to ACT	1
2. Implement Student-Centered Coaching Model to support	
a. Define the student-centered coaching framework	2
b. Implement coaching model	2
c. Define look-fors to support and strengthen instructional practices	2

Overall Sp. '20 Rating
1.37

Improvement Goal: By May 2020, Santee Community Schools will reduce its chronic absenteeism rate by 5%. The chronic absenteeism rate will decrease from 75% to 70% at Santee High School.

	Sp. '20 Rating
1. Implement restorative justice disciplinary practices	
a. Use excerpts from <i>More than Sticks and Carrots</i> by Smith, Fisher, and Frey for staff to develop shared understanding around restorative justice practices	1
b. Identify 1-2 practices that will be implemented school-wide	2
c. Continue student around selected strategy	2
d. Develop look-fors to support fidelity of implementation	3
2. Implement incentive plan for attendance	
a. Implement intermittent and unexpected rewards for 7-12 attendance	2
b. Take 7-12 students on quarterly incentive trips	2
c. Recognize 7-12 attendance during Honoring Ceremonies	2
d. Identify sources of funding for attendance incentives	2
e. Conduct MTSS quarterly celebrations	3

Overall Sp. '20 Rating
2.11

Improvement Goal: By May 2020, Santee Community Schools will have increased graduation rates to 50%.

	Sp. '20 Rating
1. Implement individual career plans for students at the end of their sophomore year	
a. Research career options for students in the area	2
b. Develop process for career planning and exploration	2
c. Conduct interest surveys for students	2
d. Identify program options for students	2
e. Develop community partnerships	2
f. Continue use of Naviance for personal learning goals	2

Overall Sp. '20 Rating
2.00

Santee Board of Education

Improvement Goal: By May 2020, the Santee Board of Education (BOE) will create and follow BOE policy that will help guide Santee Community Schools. The board will develop structures for governance that ensure all students have equitable opportunities for a quality education, as measured by Progress Plan implementation.

	Sp. '20 Rating
1. Implement and set norms, and review BOE functions.	
a. Conduct BOE retreat with NASB	3
b. Board structure	3
c. Board agendas	3
d. Implement perpetual calendar that aligns with Rule 10	2
2. Update BOE policies	
a. BOE policy review and updates	3
b. BOE policies on district website	4
c. Develop schedule for policy review	3
3. Participate in ongoing coaching on functionality of BOE and roles of BOE	
a. Conduct BOE retreat	3
b. Coaching on BOE functionality	4

Overall Sp. '20 Rating
3.11

School Year 2020-2021

Santee Elementary School

Improvement Goal: By May 2021, Santee K-5 students will improve reading and math achievement increase the percent of students meeting grade level expectations by 5% as measured by MAP; 80% of K-2 students will meet projected growth expectations as measured by DIEBELS; 80% of 3-5 grade students will meet projected growth expectations as measured by MAP data; and Grades 3-5 students will increase NSCAS proficiency by 3%.

	Sp. '21 Rating
1. Implement formative assessment practices to inform instruction during whole group, small group, and one to one conferring.	
a. Refine the use of Learning Intentions	3
b. Implement success criteria (tied to learning intentions)	3
c. Implement the Literacy Framework	3
d. Implement checks for understandings	2
e. Define look-fors in mini-lessons	3
f. Develop a math framework	1
g. Collaborate with Title 1 staff and Special Education staff on common learning targets and success criteria	2

Overall Sp. '21 Rating
2.42

Improvement Goal: By May 2021, students in Grades K-5 will increase their average daily attendance for the school year to 92%.

	Sp. '21 Rating
1. Incorporate strategies and practices around self-regulation.	
a. Implement mindfulness and empathy digs with students	3
b. Implement restorative practices – empathy digs and de-escalation strategies	3
c. Develop look fors for monitoring implementation	3
d. Implement Ross Greene’s problem-solving process	2

Overall Sp. '21 Rating
2.75

Santee Middle & High School

Improvement Goal: By May 2021, 80% of students in Grades 6-12 will improve their overall achievement as measured by projected growth on MAP assessments in Reading and Math.

	Sp. '21 Rating
1. Implement formative assessment practices to inform instruction for whole group and small group instruction.	
a. Implement focus lessons that include concept purpose, language purpose, and success criteria	2
b. Analyze MAP data on an ongoing basis to modify/adjust instruction	3

Overall Sp. '21 Rating
2.5

Improvement Goal: By May 2021, students in Grades 6-12 will increase their average daily attendance to 86%.

	Sp. '21 Rating
1. Continue to implement restorative practices	
a. Understand the <i>why</i> behind restorative practices (for teachers and students)	2
b. Implement tagline/social norming to establish high expectations for how we act in school	2

Overall Sp. '21 Rating
2.00

Improvement Goal: By May 2021, 75% of students in Grades 6-12 will be on track to graduate. 80% of middle school students will be on track to graduate; per individualized plan and the high school graduation rate will be at 70% or higher.

	Sp. '21 Rating
1. Implement graduation plans for all incoming high school students.	
a. Meet monthly (8 th -12 th graders) with the graduation coach to create graduation plans	3
b. Utilize graduation coach to support implementation strategies	4

Overall Sp. '21 Rating
3.50

Santee Board of Education

Improvement Goal: By May 2021, the Santee Board of Education (BOE) will create effective communications with stakeholders through actively engaging parents, students, staff and community members with the intent to promote working together on common goals; mutual respect and shared responsibility focused on student learning and growth.

	Sp. '21 Rating
1. Conduct a communication audit to determine current communication practices	
a. Conduct communications (internal) review	1
2. Engage with NASB to complete a community engagement process utilizing the CE model	
a. Engage with NASB to facilitate community engagement process in late July/early August 2020	3
b. Utilize responses from CE process to establish common goal for community and board to undertake	2
c. Utilize responses to establish an effective communication process and procedures for board oversight and administration execution	1
d. Conduct community engagement focus groups	3
e. Utilize community engagement feedback to develop strategic plan	2
3. Begin establishing trust between community, families, Board, and Santee educators	
a. Engage Board and administration in professional development to build trusting relationships	2
b. Incorporate trust building activities in BOE meetings	1
c. Establish communication processes between BOE and administration for effective oversight and learning by the BOE	1
4. Participate in ongoing coaching to support the BOE in governing	
a. BOE professional development session (onsite)	3
b. Coaching with BOE in between meetings and during meetings	3

Overall Sp. '21 Rating
1.88