



Southern School District #1

2020-2024 DISTRICT STRATEGIC PLAN

Dr. Christopher Prososki, Superintendent of Schools

Southern Public Schools

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Southern Public Schools

Dr. Christopher Prososki
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Introduction

This strategic plan is a recognition by the Southern Public Schools Board of Education that its mission requires not only the commitment and contributions of the teachers, administrators, and staff of SPS, but also the commitment and contributions of our district’s internal and external stakeholders: parents, students, community leaders, and citizens of our community. We all have a stake in the success of SPS and we should all have the opportunity to help shape the idea of what success looks like for our district. Therefore, it was central to this entire strategic planning process that we engage all stakeholder groups.

We would like to thank members of the Strategic Overview Committee for their considerable contributions to the creation of this strategic plan.



Strategic Process

Working with facilitators from the Nebraska Association of School Boards, we established a Strategic Overview Committee comprised of board members, administrators, teachers, students, parents, and community leaders. The Strategic Overview Committee reexamined our district mission and vision for our future and helped guide the strategic planning process. We conducted meetings with business and community leaders, parents, and students at the middle school and high school. We met with staff in every building in the district. We asked all of these groups to share their thoughts, ideas, and concerns about the district. We listened.

This process allowed us, as a community, to closely examine where we are now as a district. We examined our strengths, but also had frank conversations about what our most pressing needs are today and the challenges we are sure to face in the days ahead. To be clear, while we reaffirmed that we have much to be proud of in our district, we also learned that we have many areas in which we must improve if we are to fulfill our mission.

Because all of us – the Southern board, administrators, teachers, and staff – are committed to doing all we can to improve our district, we used those identified areas of need to form the structure of this strategic plan. These are the priorities we have set for our district for the next three years. The effort to address these priorities – by setting goals, defining specific strategies, and completing concrete actions – will inform much of what the district does over the next three years: methodologies employed in individual classrooms, programs enacted in buildings, district-wide initiatives implemented by district administration, and policy set by the Southern board will all be influenced by this plan.



Southern Public Schools Mission Statement

Every Student, Every Day, The Southern Way

Southern Vision Statement

The Southern School District prepares students through educational experiences to be responsible, respectful, and safe.

Southern Belief Statements

The School will:

- Inspire students to contribute to society as knowledgeable, responsible, and well-rounded citizens.
- Ensure a safe, positive, and supportive learning environment with high expectations for student achievement.
- Encourage students with the opportunity to learn, grow, and succeed.

The Students will:

- Learn the value of leadership and how to be independent, problem-solving thinkers.
- Become confident and goal-oriented lifelong learners in college and career readiness skills.
- Be assured in their abilities, recognize their accomplishments, and show confidence in their growing abilities.

The Community will:

- Support the students in their growth and lifelong learning.
- Encourage district staff and leadership in creating a learning environment of high student achievement.
- Provide the resources to ensure the district's ability to deliver a supportive learning environment and create responsible citizens.







Guiding Principles

Careful and collaborative analysis of the data collected through the strategic planning needs assessment process resulted in the identification of a number of priorities. These identified priorities, in turn, informed the creation of several areas of focus that form the structure of the SPS Strategic Plan.

High-Quality Instruction and Learning Experiences

Relevant curriculum and effective instructional methods are critical to student learning and support the SPS vision to “review and make certain the Strategic Plan and Performance Indicators align to “Every Student, Every Day the Southern Way” by maximizing student betterment. Through adopted core curriculum, vertical and horizontal alignment, the district promotes effective transitions for students at each grade and level throughout the PK-12 system. Furthermore, enhancing expanded learning opportunities will help foster students’ problem-solving abilities to prepare for their future successes. The success of the SPS district and its ability to bring the mission and vision to life for the students is predicated on the district’s most valuable assets — the dedicated and professional teachers, administrators, and staff. As the SPS staff is supported and challenged they will grow as professionals, and SPS students will ultimately benefit.

Whole Child Focus

To ensure the district prepares students through educational experiences to be responsible, respectful, and safe. The district believes we must inspire students to contribute to society as knowledgeable, responsible, and well-rounded citizens; therefore, we must encourage students through opportunities to learn and grow in a safe, positive, and supportive learning environment.

Culture and Connectedness

We must create the necessary partnerships and shape the narrative that emphasizes the importance of the school district to the future of the community — renewing our efforts to model high expectations that inspires excellence and promotes learning for all students. SPS must recruit, retain, and provide the professional development opportunities by establishing and maintaining a culture that inspires excellence where students are safe, healthy, and engaged.



Personnel Effectiveness

Fundamental to the success of the Southern school district is the ability of the district to recruit, develop, and retain high-quality educators and leverage their expertise through targeted recruitment of both new and veteran educators who bring a diversity of backgrounds and expertise into the school district. The district will equip and support the on-boarding of newly hired staff and invest in ongoing growth and development to support effective instruction and educational leadership throughout the district.

District Resources

The SPS community supports and sustains the district, providing the resources that enable all that we do to educate our students. We have a responsibility to continue to be good stewards of the funding our generous community provides. We must prioritize our many needs through the lens of the finite financial resources available and work to ensure that our investments are designed to have the largest possible impact on our most pressing student needs.

We aspire and are committed to providing well-maintained, safe, and appropriate buildings and grounds to support an environment in which students can learn and staff can perform effectively. To ensure that we are able to continue to meet this need, we must continue to implement the district's master facility plan to address both the short and long-term needs of our PK-12 buildings and ground.

Guiding Principles, Objectives, Strategies, and Performance Indicators

Our process enabled us to identify needs and establish priorities (guiding principles). To have an impact on student learning, however, a strategic plan must include a plan of action for affecting change. In the following strategic plan, each Guiding Principle is further defined in the form of an objective. Each objective state with specificity a goal that, when achieved, will have a direct impact on SPS's ability to meet our mission. For each objective, strategies have been created that define the action necessary to meet the objective. Each strategy is expressed through manageable and measurable action steps (performance indicators).



Implementation of the Strategic Plan

This strategic plan represents our collective resolve to inspire and empower students. The guiding principles, objectives, and strategies set forth below are the building blocks of the path we have laid out to reach the 2020-2023 benchmarks for student learning. Meeting those benchmarks depends on more than just designing a path – we must be dedicated, at every level, to the consistent and effective implementation of the specific strategies and measurable action steps (performance indicators) and work to integrate the strategic plan into the regular operation of the district.

To ensure the success and implementation of the SPS Strategic Plan, district leadership will:

- A. Assign staff to manage and oversee Measures and Objectives
- B. Monitor and assess the implementation, making necessary and appropriate adjustments as needed
- C. Commit resources needed to ensure the progress and success of the plan
- D. Align the plan to the board's annual calendar and monthly meeting agenda to measure progress and success of the plan
- E. Communicate progress of the plan to internal and external stakeholders annually



Guiding Principles

The guiding principles highlight the areas SPS will build upon to support the mission and vision of the school district.

Objective

The objective states the area of focus and outcome that SPS will achieve.

Strategy

The strategy provides detail of how the objective will be met

Performance Indicator

The performance indicators identify specific tasks, assignments, or action staff members will follow to realize the stated objective and strategy.

Program/Building Level

The Program/Building Level identifies the point of impact.

Responsible

The assigned responsibility is to ensure progress/success of the Indicator.

Target Date

The Target Date identifies when the indicator is to be assessed for progress and/or a target completion date.

Funding

The Funding identifies an approximate figure for how the program/service will impact district resources.

Evidence of Progress

The Evidence of Progress identifies the action that has been taken to meet the Indicator.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.1: Set high expectations to ensure diverse learning opportunities for the students at Southern Public Schools.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.1(a) Research, identify, and adopt a common curriculum in English language arts, math, and science to support consistent instruction and improved student academic learning.		<p>What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.</p>			
	Target Date	Responsible				

SIT Progress Report: (date)



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PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.1(b) Ensure the adopted curriculum is vertically and horizontally coherent to validate that it is aligned across lessons, courses, subject areas, and grade levels.		<p>What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.</p>			
	Target Date	Responsible				

SIT Progress Report: (date)



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PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.1(c) Integrate career and college readiness instruction and learning into the district curriculum.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Responsible				

SIT Progress Report: (date)



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PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.1(d) Utilize the curriculum review cycle policy to provide a systematic process to examine content and to ensure the curriculum is aligned to the standards and meeting the learning needs of students.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Responsible				

SIT Progress Report: (date)



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PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.1(e) Evaluate the effectiveness of the common curriculum.	<p><i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date		Responsible		

SIT Progress Report: (date)



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**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.2: Ensure curriculum and instructional methods are properly, equitably, and consistently implemented from PK-12.

Priority 3

	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
PERFORMANCE INDICATOR	1.2(a) Through the fidelity of the instructional framework, all teachers will engage students and elevate the depth of understanding to support student learning.	<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date		Responsible		

SIT Progress Report: (date)



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Priority 3

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.2(b) Provide professional development to equip and prepare staff for success through the integration and implementation of the instructional framework.			<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date		Responsible				

SIT Progress Report: (date)



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Strategy 1.2: Ensure curriculum and instructional methods are properly, equitably, and consistently implemented from PK-12.

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.2(c) Align the teacher evaluation tool and process to the use and integration of the instructional framework to support staff success and learning outcomes.		<p>What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.</p>			
	Target Date	Responsible				

SIT Progress Report: (date)



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Strategy 1.2: Ensure curriculum and instructional methods are properly, equitably, and consistently implemented from PK-12.

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.2(d) Identify learning strategies and interventions to provide academic supports for struggling students.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Responsible				

SIT Progress Report: (date)



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Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.2(e) Distribute and engage staff in data to review, analyze, and support day-to-day decision-making, evaluation of programs, and scope and sequencing to support effective instructional planning and practice.		<p>What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.</p>			
	Target Date	Responsible				

SIT Progress Report: (date)



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Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.2(f) Identify and implement academic supports to provide inclusive educational learning opportunities for students with verified needs.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Responsible				

SIT Progress Report: (date)



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Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.2(g) Evaluate the effectiveness of the district instructional framework and teacher evaluation.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.3: Challenge and engage students in learning experiences that enables personal growth and learning success.

Priority 2

	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
PERFORMANCE INDICATOR	1.3(a) Provide learning opportunities to align to student learning styles utilizing instructional practices and technology to support the needs of the student.	<p><i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date		Responsible		

SIT Progress Report: (date)



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PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.3(b) Explore SPS graduation rates, assess, and consider initiatives to proactively and consistently work in partnership with students, families, and the community to support the needs of students.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Responsible				

SIT Progress Report: (date)



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Priority 2

	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
PERFORMANCE INDICATOR	1.3(c) Create healthy, supportive, and responsive learning environments to engage and advocate for students who are struggling with attendance issues.	<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date		Responsible		

SIT Progress Report: (date)



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Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.3(d) Evaluate the district initiatives implemented to address graduation and attendance challenges.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.4: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
PERFORMANCE INDICATOR	1.4(a) Provide mentorships, internships, and/or job shadowing opportunities for the secondary students.	<p><i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date		Responsible		

SIT Progress Report: (date)



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Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.4(b) Expand partnerships with post-secondary institutions to explore educational opportunities and options for partnering to increase curricular offerings for students.		<p><i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Responsible				

SIT Progress Report: (date)



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Strategy 1.4: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
1.4(c) Integrate relational skill building characteristics including leadership, communication, conflict resolution, respectfulness, and collaboration through life skills and career/life readiness instruction.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Responsible			

SIT Progress Report: (date)



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Strategy 1.4: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.4(d) Emphasize the importance of personal skills including work ethic, character, integrity, and personal confidence.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Responsible				

SIT Progress Report: (date)



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Strategy 1.4: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.4(e) Provide appropriate professional learning and resources to support teachers to meet the needs of the High Ability Learners (HAL) for students.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Responsible				

SIT Progress Report: (date)



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Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.4(f) Consider and assess the value of expanding course offerings to include, but not limited to: Agriculture classes, FFA, Welding, Family Consumer Science, and Technology classes.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Responsible				

SIT Progress Report: (date)



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Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.4(g) Study, assess, and consider the value of adding Before/After School student services and summer school services to support students' needs and learning challenges.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Responsible				

SIT Progress Report: (date)





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Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.4(h) Evaluate the effectiveness of modifications made to instruction and curriculum and the overall impact to learning and students' post-graduate opportunities.		<p>What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Responsible				

SIT Progress Report: (date)



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Strategy 1.5: Increase the utilization of data to inform decisions at the classroom, building, and district levels.

Priority 6

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.5(a) Develop the capacity of staff to effectively utilize data.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.5: Increase the utilization of data to inform decisions at the classroom, building, and district levels.

Priority 6

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.5(b) Align continuous improvement efforts across the district by providing data support for building-level improvement teams.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.5: Increase the utilization of data to inform decisions at the classroom, building, and district levels.

Priority 6

PERFORMANCE INDICATOR	1.5(c) Collect, track, analyze, benchmark, and report disaggregated data by under-represented groups (race, ethnicity, socio-economic status, verified needs, etc.) to ensure:	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	<ul style="list-style-type: none"> ▪ Equitable student success across all ▪ Equitable staff success across all areas ▪ Equitable family engagement 		<p><i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
Target Date	Responsible					

SIT Progress Report: (date)



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.5: Increase the utilization of data to inform decisions at the classroom, building, and district levels.

Priority 6

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	<ul style="list-style-type: none"> 1.5(d) Utilize disaggregated data to inform and support decision-making in: staffing, resource and funding allocation, instructional strategies and interventions, professional development, discipline protocols/procedures, extracurricular/activity recruitment, facility improvements, and other areas identified by the district. 	<p><i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>				
		Target Date	Responsible			

SIT Progress Report: (date)



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.5: Increase the utilization of data to inform decisions at the classroom, building, and district levels.

Priority 6

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.5(e) Engage the board of education in the review and analysis of student performance data to support informed decision making.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>		
Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.6: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Priority 5

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.6(a) Identify and design SPS Vertical and Horizontal Subject-Area Teams made up of teachers from multiple grade levels and specified subject areas.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.6: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Priority 5

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.6(b) Commit in-service time to the collaboration and development of the SPS Vertical and Horizontal Subject-Area Teams.		<p>What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.6: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Priority 5

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.6(c) Empower the SPS Vertical and Horizontal Subject-Area Teams to address curriculum alignment and instruction and academic and social-emotional needs to determine concepts and skills that students must master for successful transitions.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.6: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Priority 5

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.6(d) Empower the SPS Vertical and Horizontal Subject-Area Teams to set grade-level goals, establish short and long-term plans for action, gather data, and report out to district administration in a timely and scheduled fashion.		<p><i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle II: Whole Child Focus

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To enhance academic and social-emotional supports for the health, safety, and well-being of the whole child.

Strategy 2.1: Improve the school district climate and learning environment to support increased student achievement, social-emotional skills, and positive behavior.

Priority 1

PERFORMANCE INDICATOR	2.1(a) Through PLC teams, implement a study to empower staff to integrate the supports needed for students of low socioeconomic status, modifications to general communications with parents and guardians, address social-emotional skills and behavior, and adapt parent-teacher engagement to overcome obstacles that prevent connections needed to support student success.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
				<p><i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
		Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle II: Whole Child Focus

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To enhance academic and social-emotional supports for the health, safety, and well-being of the whole child.

Strategy 2.1: Improve the school district climate and learning environment to support increased student achievement, social-emotional skills, and positive behavior.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	2.1(b) Provide consistent and on-going professional development to all staff to prepare and effectively implement the social-emotional supports district-wide.		<p><i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle II: Whole Child Focus

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To enhance academic and social-emotional supports for the health, safety, and well-being of the whole child.

Strategy 2.1: Improve the school district climate and learning environment to support increased student achievement, social-emotional skills, and positive behavior.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	2.1(c) Encourage and sustain open dialogue and feedback opportunities with staff to address the unforeseen obstacles that evolve through the implementation and as a result of the social-emotional education initiative.		<p><i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle II: Whole Child Focus

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To enhance academic and social-emotional supports for the health, safety, and well-being of the whole child.

Strategy 2.1: Improve the school district climate and learning environment to support increased student achievement, social-emotional skills, and positive behavior.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	2.1(d) Evaluate the effectiveness of how the Initiative has impacted the climate and learning environment.		<p><i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
	Target Date	Responsible			

SIT Progress Report: (date)



SPS Guiding Principle II: Whole Child Focus

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To enhance academic and social-emotional supports for the health, safety, and well-being of the whole child.

Strategy 2.2: Provide social-emotional and behavioral supports for all students integrated through the MTSS model to realize the potential and resources accessible to benefit a unified student-centered learning initiative.

Priority 3

PERFORMANCE INDICATOR	2.2(a) Develop student outcome goals and competencies to support social-emotional learning for the purpose of enhancing student decision-making skills, responsible behavior, and a student’s independent role personally, at school, and as a community member.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
				<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
		Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle II: Whole Child Focus

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To enhance academic and social-emotional supports for the health, safety, and well-being of the whole child.

Strategy 2.2: Provide social-emotional and behavioral supports for all students integrated through the MTSS model to realize the potential and resources accessible to benefit a unified student-centered learning initiative.

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	2.2(b) Assess current staffing to ensure that the district provides adequate and essential staff and training to support the integration and implementation of social-emotional supports.		<p style="text-align: center;">What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle II: Whole Child Focus

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To enhance academic and social-emotional supports for the health, safety, and well-being of the whole child.

Strategy 2.2: Provide social-emotional and behavioral supports for all students integrated through the MTSS model to realize the potential and resources accessible to benefit a unified student-centered learning initiative.

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	2.2(c) Integrate social-emotional learning into the academic and extra-curricular activities through consistent curriculum, skills development, service learning, and community service.		<p><i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle II: Whole Child Focus

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To enhance academic and social-emotional supports for the health, safety, and well-being of the whole child.

Strategy 2.2: Provide social-emotional and behavioral supports for all students integrated through the MTSS model to realize the potential and resources accessible to benefit a unified student-centered learning initiative.

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	2.2(d) Provide district guidance and resources for staff involved in the district initiatives for social-emotional learning.		<p><i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle II: Whole Child Focus

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To enhance academic and social-emotional supports for the health, safety, and well-being of the whole child.

Strategy 2.2: Provide social-emotional and behavioral supports for all students integrated through the MTSS model to realize the potential and resources accessible to benefit a unified student-centered learning initiative.

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	2.2(e) Evaluate the effectiveness of the instructional supports and benefits of MTSS, social-emotional curriculum and instruction.		<p><i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle II: Whole Child Focus

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To enhance academic and social-emotional supports for the health, safety, and well-being of the whole child.

Strategy 2.3: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective and purposeful communications. (Designed to modify the engagement of the Free and Reduced Lunch Program population and parents/guardians.)

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	2.3(a) Identify and implement the most effective methods by which to engage parents/guardians in the education of their child.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>		
Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle II: Whole Child Focus

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To enhance academic and social-emotional supports for the health, safety, and well-being of the whole child.

Strategy 2.3: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective and purposeful communications. (Designed to modify the engagement of the Free and Reduced Lunch Program population and parents/guardians.)

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	2.3(b) Consider methods of improving Parent-Teacher Conference format, teacher communication with parents/guardians, and expectations of the conference.		<p><i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle II: Whole Child Focus

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To enhance academic and social-emotional supports for the health, safety, and well-being of the whole child.

Strategy 2.3: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective and purposeful communications. (Designed to modify the engagement of the Free and Reduced Lunch Program population and parents/guardians.)

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	2.3(c) Provide opportunities for parents/guardians to access strategies and resources available to engage their child in learning outside of the classroom.		<p style="text-align: center;">What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle II: Whole Child Focus

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To enhance academic and social-emotional supports for the health, safety, and well-being of the whole child.

Strategy 2.3: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective and purposeful communications. (Designed to modify the engagement of the Free and Reduced Lunch Program population and parents/guardians.)

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	2.3(d) Evaluate the effectiveness of enhanced communications with parents/guardians.		<p style="text-align: center;">What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle III: Culture and Connectedness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Strategy 3.1: Review, update, and communicate policies to ensure a foundation for equitable success for all students and staff.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	3.1(a) Research, consider, and utilize consistent protocol/procedures to assess each policy on equity and impact for students and staff, enabling opportunities for impacted groups to provide input.		<p style="text-align: center;">What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle III: Culture and Connectedness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Strategy 3.1: Review, update, and communicate policies to ensure a foundation for equitable success for all students and staff.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	3.1(b) Consider, create, and/or update an equity policy to reflect the district's approach to equity.		<p style="text-align: center;">What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle III: Culture and Connectedness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Strategy 3.1: Review, update, and communicate policies to ensure a foundation for equitable success for all students and staff.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	3.1(c) Create a communication plan for promoting policy changes to establish unified expectations and accountability for all staff, students, and parents/guardians.		<p style="text-align: center;">What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle III: Culture and Connectedness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Strategy 3.1: Review, update, and communicate policies to ensure a foundation for equitable success for all students and staff.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	3.1(d) Establish a follow-up plan to ensure policy changes have been successfully established.		<p style="text-align: center;">What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle III: Culture and Connectedness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Strategy 3.2: Create an Equity Committee composed of diverse stakeholders to advocate for the needs of and growth opportunities for under-represented populations within the district.

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	3.2(a) Review disaggregated data (as described in Performance Indicator 1.5 (c)) and assess priority areas for SPS to enhance equitable support.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle III: Culture and Connectedness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Strategy 3.2: Create an Equity Committee composed of diverse stakeholders to advocate for the needs of and growth opportunities for under-represented populations within the district.

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	3.2(b) Work in conjunction with administration to research, consider, and implement equity training to equip each administrator and educator to more effectively instruct and advocate for each student's success.		<p style="text-align: center;">What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle III: Culture and Connectedness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Strategy 3.2: Create an Equity Committee composed of diverse stakeholders to advocate for the needs of and growth opportunities for under-represented populations within the district.

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	3.2(c) Annually or bi-annually conduct an equity audit and align resulting priorities to the strategic plan to ensure equitable representation and advocacy for all students and staff.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle III: Culture and Connectedness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Strategy 3.3: Implement a plan that enables staff and students to connect through a culture that embraces accountability, inspires excellence, and promotes learning.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	3.3(a) Create and commit to consistent expectations for staff and students, holding everyone equally accountable.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle III: Culture and Connectedness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Strategy 3.3: Implement a plan that enables staff and students to connect through a culture that embraces accountability, inspires excellence, and promotes learning.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	3.3(b) Engage appropriate staff for guidance and support when addressing issues that impact classroom instruction, curriculum, and/or matters that will add value to their role and responsibilities.		<p><i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle III: Culture and Connectedness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Strategy 3.3: Implement a plan that enables staff and students to connect through a culture that embraces accountability, inspires excellence, and promotes learning.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	3.3(c) Develop protocol and procedures to ensure timely, consistent, and purposeful communication to all staff when appropriate and to improve staff engagement.		<p><i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle III: Culture and Connectedness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Strategy 3.3: Implement a plan that enables staff and students to connect through a culture that embraces accountability, inspires excellence, and promotes learning.

Priority 1

PERFORMANCE INDICATOR	3.3(d) Create a plan for communicating, distributing, and updating all staff (inclusive of both certified and classified) through ongoing communication focused on the progress and success of the SPS Strategic Plan. Consider and address obstacles that may limit staff member's access to the communication methods.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
				<p><i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
		Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle III: Culture and Connectedness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Strategy 3.3: Implement a plan that enables staff and students to connect through a culture that embraces accountability, inspires excellence, and promotes learning.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	3.3(e) Implement and provide equitable communication and access to an engagement system to enable stakeholders to engage the district in hot topic questions and/or inquiries with a plan for responding in a timely manner.		<p style="text-align: center;">What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle III: Culture and Connectedness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Strategy 3.3: Implement a plan that enables staff and students to connect through a culture that embraces accountability, inspires excellence, and promotes learning.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	3.3(f) Assess current communication methods and other platforms to ensure the district is utilizing effective, timely, and purposeful means of communication.		<p><i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle III: Culture and Connectedness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Strategy 3.3: Implement a plan that enables staff and students to connect through a culture that embraces accountability, inspires excellence, and promotes learning.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	3.3(g) Provide opportunities to collect, consider, and evaluate internal stakeholders' perceptions of communications and strategies for improving, as necessary.		<p><i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.1: Identify and implement a plan for administration and staff members to work cooperatively, to build trust, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	4.1(a) Build relationships and engagement between staff and administrators in ongoing conversations to determine how the district can best support long-term improvements of academic achievement.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.1: Identify and implement a plan for administration and staff members to work cooperatively, to build trust, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	4.1(b) Work collaboratively to identify areas of growth in the professional development topics and presentations that administration can provide for staff to improve student achievement.		<p style="text-align: center;">What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.1: Identify and implement a plan for administration and staff members to work cooperatively, to build trust, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	4.1(c) Allow and encourage staff regular and safe opportunities to work collaboratively and to provide feedback for growing and improving student achievement.		<p style="text-align: center;"><i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.1: Identify and implement a plan for administration and staff members to work cooperatively, to build trust, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	4.1(d) Evaluate the effectiveness of cooperative efforts to improve and grow staff relations district-wide to increase positive working relationships, the climate, and student learning.		<p><i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.2: Utilize a teacher evaluation system to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	4.2(a) Review and update the teacher evaluation instrument to ensure it is aligned to the instructional framework, includes a rubric and criteria to support the systematic process in which the evaluation is conducted.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.2: Utilize a teacher evaluation system to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	4.2(b) Require all certified staff to develop and affirm personalized goals to guide their personal/professional growth as part of the evaluation process with their assigned supervisor.		<p style="text-align: center;">What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.2: Utilize a teacher evaluation system to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	4.2(c) Train staff in the evaluation rubric and process to support success.		<p style="text-align: center;">What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.2: Utilize a teacher evaluation system to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	4.2(d) Evaluate the success of the evaluation process and tool.		<p style="text-align: center;">What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.3: Align resources to support a progressive learning environment and attract quality educators to the district.

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	4.3(a) Provide a structured SPS Professional Development Plan to encourage the use of best practice, support programs and initiatives and enhance staff knowledge and skills.		<p style="text-align: center;">What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.3: Align resources to support a progressive learning environment and attract quality educators to the district.

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	4.3(b) Budget and allocate resources to support the SPS Professional Development Plan.		<p style="text-align: center;">What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.3: Align resources to support a progressive learning environment and attract quality educators to the district.

Priority 3

	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
PERFORMANCE INDICATOR	4.3(c) Engage classified staff in professional development opportunities to enhance their skills, knowledge, and experience when providing support to students and staff.	<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date		Responsible		

SIT Progress Report: (date)



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.3: Align resources to support a progressive learning environment and attract quality educators to the district.

Priority 3

PERFORMANCE INDICATOR	4.3(d) Utilize a teacher evaluation system aligned to the instructional framework to provide timely and authentic feedback to reinforce growth, identify opportunities to refine professional skills and knowledge, and create pathways for leadership succession.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
			What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
		Target Date		Responsible		

SIT Progress Report: (date)



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.3: Align resources to support a progressive learning environment and attract quality educators to the district.

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	4.3(e) Engage staff and administration to assess personal development progress, impact, and benefits to SPS initiatives, instruction, and personal development.		<p style="text-align: center;">What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.4: Utilize an employee on-boarding program and mentoring to train, equip, and prepare new staff for success and retention.

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	4.4(a) Create and adopt a district-wide onboarding and training model to support new hires PK-12.		<p style="text-align: center;">What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.4: Utilize an employee on-boarding program and mentoring to train, equip, and prepare new staff for success and retention.

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	4.4(b) Review, assess, and update the current employee on-boarding and mentoring programs.		<p style="text-align: center;">What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.4: Utilize an employee on-boarding program and mentoring to train, equip, and prepare new staff for success and retention.

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	4.4(c) Review and assess the teacher mentor program to cultivate a supportive working environment.		<p style="text-align: center;">What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.4: Utilize an employee on-boarding program and mentoring to train, equip, and prepare new staff for success and retention.

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	4.4(d) Encourage the mentor to work collaboratively with the new teacher to establish specific professional development goals to enhance their time and work together as mentor/mentee.		<p style="text-align: center;">What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.4: Utilize an employee on-boarding program and mentoring to train, equip, and prepare new staff for success and retention.

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	4.4(e) Engage the new hires in the assessment of applicable student data to ensure specific academic goals are in place prior to the beginning of the school year.		<p style="text-align: center;">What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i></p>		
Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.4: Utilize an employee on-boarding program and mentoring to train, equip, and prepare new staff for success and retention.

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	4.4(f) Evaluate the effectiveness of the district-wide onboarding and training model.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>		
	Target Date	Responsible			

SIT Progress Report: (date)



SPS Guiding Principle V: District Resources

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and model fiscal responsibility.

Strategy 5.1: Provide a safe, and well-maintained learning environment conducive to academic needs and priorities.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	5.1(a) Ensure current facilities are properly maintained.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle V: District Resources

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and model fiscal responsibility.

Strategy 5.1: Provide a safe, and well-maintained learning environment conducive to academic needs and priorities.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	5.1(b) Develop and adopt a short and long-term Facility Master Plan that addresses student safety and security to support needs that enables the district to plan in a purposeful and cost-effective manner.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle V: District Resources

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and model fiscal responsibility.

Strategy 5.1: Provide a safe, and well-maintained learning environment conducive to academic needs and priorities.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	5.1(c) Continue to engage stakeholders to educate and inform patrons of the identified needs and plans for addressing facilities and grounds maintenance, upkeep, renovations, and new construction.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle V: District Resources

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and model fiscal responsibility.

Strategy 5.1: Provide a safe, and well-maintained learning environment conducive to academic needs and priorities.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	5.1(d) Develop a proposed timeline to support the short/long-term facility plan and management of resources needed to maintain quality district buildings and grounds.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle V: District Resources

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and model fiscal responsibility.

Strategy 5.1: Provide a safe, and well-maintained learning environment conducive to academic needs and priorities.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	5.1(e) Evaluate the overall effectiveness of the district facilities.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle V: District Resources

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and model fiscal responsibility.

Strategy 5.2: Build district resource capabilities of internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	5.2(a) Designate internal leaders and champions to study the scope and feasibility of internal and external opportunities for growth.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>		
Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle V: District Resources

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and model fiscal responsibility.

Strategy 5.2: Build district resource capabilities of internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	5.2(a) Designate internal leaders and champions to study the scope and feasibility of internal and external opportunities for growth.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>		
Target Date	Responsible				

SIT Progress Report: (date)



SPS Guiding Principle V: District Resources

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and model fiscal responsibility.

Strategy 5.2: Build district resource capabilities of internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.

Priority 2

PERFORMANCE INDICATOR	5.2(b) Evaluate current operational program and function analysis, current program space needs, analysis of existing assets, efficiency of asset use, alternate uses for facilities, facility needs, cost analysis, and potential project alternatives.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
			<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
		Target Date		Responsible		

SIT Progress Report: (date)



SPS Guiding Principle V: District Resources

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and model fiscal responsibility.

Strategy 5.2: Build district resource capabilities of internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	5.2(c) Commit the resources needed to sustain integrated technology to support instructional needs and access to learning for the students at Southern Public Schools.		<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>		
Target Date	Responsible				

SIT Progress Report: (date)

