Southern School District #1

2020-2024 DISTRICT STRATEGIC PLAN

Dr. Christopher Prososki, Superintendent of Schools

Southern Public Schools Strategic Plan - Table of Contents

Board of Education	Page 2
Introduction	Page 3
Strategic Process	Page 3
Mission, Vision, and Beliefs	Page 4
Guiding Principle Overview	Page 5
Guiding Principle I: High-Quality Instruction and Learning Experiences	Page 10
Guiding Principle II: Whole Child Focus	Page 44
Guiding Principle III: Culture and Connectedness	Page 57
Guiding Principle IV: Personnel Effectiveness	Page 71
Guiding Principle V: District Resources	Page 90





Southern Public Schools

Dr. Christopher Prososki Superintendent

Board of Education

David Zimmerman, President Jim Zvolanek, Vice President Dana Dorn, Secretary Aaron Whtiwer Angela Meyer Betsy Frerichs







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.





III. Culture and Connectedness

IV. Personnel Effectiveness

District Resources



V.





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.





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 expectati	ons to ensure diverse le	arning opportunities f	for the students at Southern Public	c Schools.		Priority 1			
	1.1(a) Research, identify, and adopt	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidenc of Progress 2021-		Funding/Evidence of Progress 2022-23			
1ANCE INDICATOR	a common curriculum in English	District Level	Based on the district's strategic plan for the acquisition of textbooks to improve student learning, an	Textbook Rotation <u>Year of Implementation</u> 2018-2019 Mathematics (K-5) Mathematics (6-8) Mathematics (9-12 – As Needed) 2019-2020	Textbook Rotation <u>Year of Implementation</u> • 2021-2022 • Social Studies (K-5) • Strategy		Strategy 1.1(a) Completed			
ORN	Target Date	Responsible		• English Language Arts (K-6)	 Social Studies (6-8 Social Studies (9-1 	/				
PERFO	2021-2022 School Year	Curriculum Committees (ELA, Math, Science, & Social Studies)	updated college & career ready common core curriculum will all be in place at the start of the 2021- 2022 school year.	common core curriculum will all be in place at the start of the 2021-	common core curriculum will all be in place at the start of the 2021-	common core curriculum will all be in place at the	e o Science (K-5) o Science (6-8) o Science (9-12 – As Needed)	Needed)	12 - 113	
SIT F	rogress Report: The curriculum comm	ittees will give a status ι	update yearly to the su	iperintendent.						





BdLdrV8.17.20

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	
CU ho th co	1.1(b) Ensure the adopted	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidenc of Progress 2021-2		Funding/Evidence of Progress 2022-23	
	curriculum is vertically and horizontally coherent to validate that it is aligned across lessons,	District Level	Based on the district's strategic plan for the acquisition of textbooks to improve student learning, an	Textbook Rotation <u>Year of Implementation</u> 2018-2019 Mathematics (K-5) Mathematics (6-8) Mathematics (9-12 – As Needed) 2019-2020	Textbook Rotati <u>Year of Implement</u> 2021-2022 o Social Studies (K-1	<u>ation</u> 5)	Strategy 1.1(b) Completed	
ORN	Target Date	Responsible	career ready common core curriculum will all be in place at the start of the 2021-	• English Language Arts (K-6)	 Social Studies (6-8 Social Studies (9-1 	/	strategy III(b) completed	
PERF(2021-2022 School Year	Curriculum Committees (ELA, Math, Science, & Social Studies)		common core curriculum will all be in place at the start of the 2021-	common core curriculum will all be in place at the	 English Language Arts (7-12) 2020-2021 Science (K-5) Science (6-8) Science (9-12 – As Needed) 	Needed)	

SIT Progress Report: The superintendent will give a status update yearly to the steering committee.





BdLdrV8.17.20

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.

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	
1.1(c) Integrate career and college readiness instruction and learning into the district curriculum. Target Date	Jr./Sr. High School	We are going to implement a leadership and management course during the 2021-2022 school year. This course will follow the Nebraska Career Readiness Standards	Jamie Schluter is going to explore different leadership and management curriculums for the 2021-2022 school year.	Southern School District v be moving from a 7-perio day, to an 8-period day in effort to offer more election classes to students.	od 1 an	
Target Date	Responsible	and provide instruction				
2021-2022	Jeff Murphy & Jamie Schluter	over soft skills that students are lacking.	over soft skills that students are lacking.			



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 expectation 1.1(d) Utilize the curriculum review	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. Target Date	District Level	Southern will follow the district's strategic plan for the acquisition of textbooks to improve student	Here is a link to the district's textbook rotation. Link: <u>https://drive.google.com/file/</u> <u>d/0BwNh5MKNAMTbUVJIN29</u>	Strategy 1.1(d) Comple	ted Strategy 1.1(d) Completed
Target Date	Responsible	learning.	<u>4eUdiX1E/view</u>		
2020-2021	Christopher Prososki				



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.Prio						
R		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	1.1(e) Evaluate the effectiveness of the common curriculum.	luate the effectiveness of	effectiveness of the common curriculum on a yearly basis during in-service days and	The steering committee will evaluate the effectiveness of the common curriculum on a yearly basis during in-service days and steering committee meetings.	The steering committee will evaluate the effectiveness of the common curriculum on a yearly basis during in-service days and steering committee meetings.	of the yearly ys and	
PER	Target Date	Responsible	steering committee meetings.				
đ	Ongoing	Steering Committee	meetings.	inteetings.			
SIT I	Progress Report: The steering committe	ee will give a status upda	ate yearly to the superi	intendent.			



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 an	Strategy 1.2 : Ensure curriculum and instructional methods are properly, equitably, and consistently implemented from PK-12.					Priority 3
	Program,	Action	Funding/Evidence	Eunding /Exidenc	20	Eunding (Euidence

R	1.2(a) Through the fidelity of the	Level, or Bldg.	Action Plan	of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
FORMANCE INDICATO	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.	District Level	The steering committee & ESU 5 professional development consultants will allot regular and consistent in-service time for teachers to develop the	Here is the district's instructional model plan for the 2020-2021 school year. Link: https://drive.google.com/file/	Here is the district's instructional model plan for the 2021-2022 school year. Link: https://drive.google.com/fil e/d/15EMTNbeYfK63e7- 7E q59-	
PER	Target Date	Responsible	district's instructional	<u>d/1oF8CFJo7RyKDcSYL0lJXf9c</u> acuIr42BU/view	<u>m09QdKCIQR/view?usp=sh</u>	
d'	Ongoing	Steering Committee & ESU 5	model		aring	
SIT F	Progress Report: Every spring, the steer	ring committee will esta	blish the district's inst	ructional model plan for the upco	ming school year.	



Responsible

Steering Committee

& ESU 5

AQuESTT Tenets Aligning to Strategy: Nebraska Framework:

https://drive.google.com/file/

d/1<u>oF8CFJo7RyKDcSYL0lJXf9c</u>

acuIr42BU/view

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
R	1.2(h) Provide professional	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidenc of Progress 2021-2		Funding/Evidence of Progress 2022-23
MANCE INDICATOR	1.2(b) Provide professional development to equip and prepare staff for success through the integration and implementation of the instructional framework.	District Level	The steering committee & ESU 5 professional development consultants will allot regular and consistent	Here is the district's instructional model plan for the 2020-2021 school year. Link:	Here is the distri instructional model p the 2021-2022 schoo Link: https://drive.google.	plan for ol year.	

in-service time for

teachers to develop the

district's instructional

model

SIT Progress Report: Every spring, the steering committee will establish the district's instructional model plan for the upcoming school year.



Target Date

Ongoing

PERFORN

e/d/15EMTNbeYfK63e7-

<u>7E_q</u>59-

m09QdKCIQR/view?usp=sh

aring

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 ar	nd instructional methods	s are properly, equitab	uitably, and consistently implemented from PK-12.			Priority 3	
	Program,	Action	Funding/Evidence	Funding/Evidenc	e	Funding/Evidence	

R	1.2(c) Align the teacher evaluation	Level, or Bldg.	Plan	of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
FORMANCE INDICATOR	tool and process to the use and integration of the instructional framework to support staff success and learning outcomes.	District Level	In the fall of 2019, the superintendent aligned the teacher evaluation tool and process to the use and integration of the instructional framework to support	Here is the district's updated and aligned teacher evaluation tool. Link: <u>https://drive.google.com/file/</u> <u>d/1aNetS67w4K_uDwV7rbWZ</u>	Strategy 1.2(c) Completed	Strategy 1.2(c) Completed	
PER	Target Date	Responsible	staff success and	80EqBEcFB3PC/view			
	2020-2021	Superintendent	learning outcomes.	learning outcomes.			

SIT Progress Report: In the fall of 2019, the superintendent aligned the teacher evaluation tool and process to the use and integration of the instructional framework to support staff success and learning outcomes.







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 an	Priority 3				
	D				

R		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
FORMANCE INDICATOR	1.2(d) Identify learning strategies and interventions to provide academic supports for struggling students.	District Level	The district will identify learning strategies and interventions to provide academic supports for struggling	During the 2020-2021 school year, the district started to mainstream the special education teachers to provide more academic support for	During the 2021-2022 school year, the district started to mainstream the special education teachers to provide more academic support for struggling	
PERF	Target Date	Responsible	students.	struggling learners.	learners.	
	Ongoing	All Staff				
SIT P	rogress Report: The building principal	s will provide the super	intendent will a yearly	status update.		







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.	
---	--

2 1.2(e) Distribute and engage staff in data to review, analyze, and support	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
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.	District Level	The steering committee will engage staff in data to review, analyze, and support day-to-day decision-making, evaluation of programs, and scope and sequencing to support	Here are the district's in- service activities for the 2020- 2021 school year. Link: https://drive.google.com/file/ d/1BYmmGnHsH0Mm xbY-L-Here are the district's in- service activities for the 2020-2021 school year. Link: https://docs.google.com/docum ent/d/1Ng1PGmeB_pEUKhpbllu eTbZdx7E5gt- i/ dia2 or hereing period 41012		
Waogata Target Date	Responsible	effective instructional	<u>4kwnoeWLOCCS7/view?usp=s</u> <u>haring</u>	j/edit?usp=sharing&ouid=11042 8520548595838299&rtpof=true	
Ongoing	Steering Committee	planning and practice during in-service days.	B	<u>&sd=true</u>	
SIT Progress Report: The steering committe	e will give a status upda	ate yearly to the superi	ntendent.		1





Priority 3

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 an	nd instructional methods	s are properly, equitab	oly, and consistently implemente	ed from PK-12.	Priority 3
	Program,				

R	1.2(f) Identify and implement	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(f) Identify and implement academic supports to provide inclusive educational learning opportunities for students with verified needs.	District Level	The director of special education at ESU 5 & Southern special education staff will identify and implement academic supports to provide inclusive educational learning	The director of special education at ESU 5 will provide quarterly updates to the special education staff at	The director of special education at ESU 5 will provide quarterly updates to the special education staff at Southern.	
PER	Target Date	Responsible	opportunities for	Southern.	at southern.	
	Ongoing	ESU 5 & Special Education Staff	students with verified needs.			

SIT Progress Report: The ESU 5 special education director will provide the superintendent with quarterly updates regarding the special education program at Southern.







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 ar	nd instructional method	s are properly, equitab	ly, and consistently implemented	from PK-12.		Priority 3
8		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidenc of Progress 2021-2		Funding/Evidence of Progress 2022-23
PERFORMANCE INDICATO	1.2(g) Evaluate the effectiveness of the district instructional framework and teacher evaluation.	District Level	The administration will evaluate the effectiveness of the district instructional framework and teacher evaluation system on a	During regular administration meetings, the administration will evaluate the district's instructional model and	During regula administration mee the administratior evaluate the distr instructional mode	etings, 1 will ict's	
PER	Target Date	Responsible	yearly basis.	teacher evaluation system.	teacher evaluation s	ystem.	
Ч	Ongoing	Administration					
SIT	Progress Report: The building principal	s will report yearly to th	ie superintendent rega	rding the district's instructional n	nodel and teacher eval	uation sy	/stem.





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 eng	gage students in learning	g experiences that enal	oles personal growth and learning	g success.		Priority 2
R	12(2) Provide loarning	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidenc of Progress 2021-2		Funding/Evidence of Progress 2022-23
PERFORMANCE INDICATOR	1.3(a) Provide learning opportunities to algin to student learning styles utilizing instructional practices and technology to support the needs of the student.	District Level	Through the use of the district's instructional model and PK-12 one- to-one iPad/laptop initiative, the district will provide learning opportunities that align	The district implemented an instructional model during the 2019-2020 school year. In addition, the district implemented a one-to-one iPad/laptop initiative to all	The district continu implement our instru- model and the dis continues to impleme one-to-one iPad/la initiative to all stude grade preschool the	actional trict ent our aptop ents in	
PER	Target Date	Responsible	to students' unique	students in grade preschool through twelfth grade during	twelfth grade durin	ng the	
	Ongoing	Steering/Technology Committees	learning styles.	the 2020-2021 school year.	2021-2022 school year	year.	

SIT Progress Report: The steering/technology committee will give a yearly status update to the building principals and/or the superintendent.







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							
1.3(b) Explore SPS graduation rates,	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.	Jr./Sr. High School	The Jr./Sr. High School counselor and principal will consider initiatives to improve graduation rates in the district.	Jeff Murphy and Nancy Bond will explore SPS graduation rates, assess, and consider initiatives to proactively and consistently work in partnership with students,	Jeff Murphy and Pam Trauernicht will explore SPS graduation rates, assess, and consider initiatives to proactively and consistently work in partnership with students, families, and the	1		
assess, and consider initiatives to proactively and consistently work in partnership with students, families, and the community to support the needs of students. Target Date	Responsible		families, and the community to	community to support the			
Ongoing	Jr./Sr. High School Counselor/Principal		support the needs of students.	needs of students.			

eport: The Jr./Sr. High School counselor and principal will give a yearly status update to the superintendent. 211







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
~	12(a) Create healthy supportive	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidenc of Progress 2021-2		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.	District Level	The counselors, ESU 5 staff, and principals will create healthy, supportive, and responsive learning environments to engage and advocate	The building principals and building counselors will create healthy, supportive, and responsive learning environments to engage and advocate for students who are	The building princip building counselor create healthy, supp and responsive lea environments to eng advocate for studen	rs will oortive, rning age and	
PER	Target Date	Responsible	for students who are struggling with	struggling with attendance	are struggling w attendance issu		
	Ongoing	Counselors, ESU 5 Staff, & Principals	attendance issues	issues.	attenualite issues.		

SIT Progress Report: The counselors, ESU 5 staff, and the principals will give a yearly status update to the superintendent.







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 en	gage students in learnin	g experiences that enal	oles personal growth and learning	g success.		Priority 2
~	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidenc of Progress 2021-		Funding/Evidence of Progress 2022-23
1.3(d) Evaluate the district initiatives implemented to address graduation and attendance challenges. Target Date	District Level	The counselors, ESU 5 staff, and principals will evaluate the district initiatives implemented to address graduation and	Jeff Murphy and Nancy Bond will evaluate the district initiatives implemented to address graduation and	Jeff Murphy and I Trauernicht will ev the district initiat implemented to ad graduation and atte	aluate tives dress	
Target Date	Responsible	attendance challenges.	attendance challenges.	challenges.		
Ongoing	Counselors, ESU 5 Staff, & Principals					
SIT Progress Report: The counselors, ESU 5	staff, and the principals	s will give a yearly statu	is update to the superintendent.			







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.

	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(a) Provide mentorships, internships, and/or job shadowing opportunities for the secondary students.	Jr./Sr. High School	provide mentorships, internships, and/or job shadowing	Brady Meyer, Jamie Schluter, & Chris Prososki wrote a \$100,000 reVISION Action grant in the summer of 2020 to expand our current career and	Brady Meyer, Jamie Schluter, & Chris Prososki wrote a \$100,000 reVISION Action grant in the spring o 2021 to expand our curren career and technical	I f
Target Date	Responsible	the fields of career and	technical education offerings.	education offerings.	
Ongoing	reVISION Committee	technical education.			
Progress Report: The revision committe	e will give a yearly statu	is update to the superi	ntendent and/or board of educati	on.	



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.

	rategy 1.4 : Assess and consider expans	Program, Level, or Bldg.	Action Plan	s to support student engagement Funding/Evidence of Progress 2020-21	Funding/Evidenc of Progress 2021-2		Priority 4 Funding/Evidence of Progress 2022-23
PERFORMANCE INDICATOR	post-secondary institutions to explore educational opportunities and options for partnering to increase curricular offerings for students.	Jr./Sr. High School	The Jr./Sr. High School principal, in consultation with the counselor, will create a new 8-period day schedule in an effort to provide more course offering to students	The Jr./Sr. High School principal worked with a variety of staff members to create a new 8-period day schedule that will be utilized	Strategy 1.4(b) Com	pleted	
PER	Target Date	Responsible	(Southern currently utilizes a 7-period day schedule)	the 2021-2022 school year.			
Ч	2021-2022	Jr./Sr. High School Counselor & Principal					
SIT F	rogress Report: The Jr./Sr. High School		arly status update to th	e superintendent and/or board o	f education.		



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 cons	ider expans	-	f learning opportunitie	es to support student engagement	and preparedness.		Priority 4
≤ 1.4(c) Integrate relational	skill	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidenc of Progress 2021-2		Funding/Evidence of Progress 2022-23
building characteristics in leadership, communication resolution, respectfulness, collaboration through life career/life readiness instr	n, conflict , and skills and	Jr./Sr. High School	We are going to implement a leadership and management course during the 2021-2022 school year. This course will follow the Nebraska Career Readiness Standards	Jamie Schluter is going to explore different leadership and management curriculums for the 2021-2022 school year.	Southern School Dist be moving from a 7- day, to an 8-period da effort to offer more e classes to studer	period ay in an elective	
Target Date		Responsible	and provide instruction			105.	
2021-2022		Jamie Schluter & Jeff Murphy	over soft skills that students are lacking.				
SIT Progress Report: Jamie Schlu	uter and Jeff	Murphy will provide a	yearly status update to	the superintendent.	·		



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.

		Program, Level, or Bldg.	Action Plan	es to support student engagement Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-2		Priority 4 Funding/Evidence of Progress 2022-23
PERFORMANCE INDICATOR	1.4(d) Emphasize the importance of personal skills including work ethic, character, integrity, and personal confidence.	Jr./Sr. High School	We are going to implement a leadership and management course during the 2021-2022 school year. This course will follow the Nebraska Career Readiness Standards	Jamie Schluter is going to explore different leadership and management curriculums for the 2021-2022 school year.	Southern School Dist be moving from a 7- day, to an 8-period da effort to offer more e classes to studer	period ay in an elective	
PER	Target Date	Responsible	and provide instruction			115.	
Ι	2021-2022	Jamie Schluter & Jeff Murphy	over soft skills that students are lacking.				
SIT P	rogress Report: Jamie Schluter and Jef	f Murphy will provide a	yearly status update to	the superintendent.			



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.

		Program, Level, or Bldg.	Action Plan	s to support student engagement Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-2		Priority 4 Funding/Evidence of Progress 2022-23
PERFORMANCE INDICATOR	1.4(e) Provide appropriate professional learning and resources to support teachers to meet the needs of the High Ability Learners (HAL) for students.	District Level	The administration and ESU 5 will work together to provide appropriate professional learning and resources to support teachers to	During the 2019-2020 school year, the district offered new robotics activities for Elementary School students.	During the 2021-2 school year, ESU 5 sta explore profession learning and resource support teachers to the needs of the High	aff will onal ces to meet	
ÞER	Target Date	Responsible	meet the needs of the		Learners (HAL) for		
	Ongoing	Administration/ESU 5	High Ability Learners.		students.		
SIT P	rogress Report: The administration wi	ll provide a yearly statu	s update to the board o	of education.			





30

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.

Sti	rategy 1.4 : Assess and consider expans	Program, Level, or	f learning opportunitie Action Plan	es to support student engagement Funding/Evidence of Progress 2020-21	and preparedness. Funding/Evidenc of Progress 2021-:		Priority 4 Funding/Evidence of Progress 2022-23
PERFORMANCE INDICATOR	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.	Bldg. Jr./Sr. High School	Through the 2019- 2020 reVISION process, the committee determined to new career and technical education classes to	During the 2020-2021 school year, the district started to offer Agriculture classes and started an FFA program for the	During the 2021-2 school year, the di switched from a 7-p schedule to an 8-p schedule in an effo provide more cla offerings. In additio	2022 strict period eriod ort to ass on, the	
PER	Target Date	Responsible	offering at the Jr./Sr. High School.	district.	district is look at off	0	
	2021-2022	Brady Meyer & Jamie Schluter			new leadership a management cou		
SIT I	rogress Report: Brady Meyer & Jamie S	Schluter will provide a y	early status update to	the Jr./Sr. High School principal a	nd/or the superintend	lent.	



© 2020 Nebraska Association of School Boards – All rights reserved.



BdLdrV8.17.20

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.

ion and improvement o	of learning opportunitie	s to support student engagement	and preparedness.	Priority 4
Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidenc of Progress 2021-2	
N/A	Based on the district's current financial situation and the district's inability to currently fill extra duties assignments, the district will not move	Strategy 1.4(g) Chose not to Complete		
Responsible	forward with a before or after school			
N/A	program.			
	Program, Level, or Bldg. N/A Responsible	Program, Level, or Bldg.Action PlanN/ABased on the district's current financial situation and the district's inability to currently fill extra duties assignments, the district will not move forward with a before or after school program.	Program, Level, or Bldg.Action PlanFunding/Evidence of Progress 2020-21N/ABased on the district's current financial situation and the district's inability to currently fill extra duties assignments, the district will not move forward with a before or after school program,Strategy 1.4(g) Chose not to Complete	Level, or Bldg.ActionFunding/EvidenceFunding/EvidenceBdg.Planof Progress 2020-21of Progress 2021-N/ABased on the district's current financial situation and the district's inability to currently fill extra duties assignments, the district will not moveStrategy 1.4(g) Chose not to CompleteFunding/EvidenceResponsibleforward with a before or after schoolforward with a before program.Strategy 1.4(g) Chose not to CompleteFunding/Evidence

SIT Progress Report: N/A







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.

1.4(h) Evaluate the effectivenes modifications made to instructi		Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
1.4(h) Evaluate the effectivenes modifications made to instruct and curriculum and the overall impact to learning and students post-graduate opportunities. Target Date	on	The steering committee will administer school improvement surveys every other year to students in grades 7-12 and administer post- graduate school	During the 2020-2021 school year, the steering committee will administer a post- graduate school improvement survey to the seniors that	During the 2021-2022 school year, the steering committee will administer a post-graduate school improvement survey to the seniors that graduated in	
Target Date	Responsible	improvement surveys	graduated in 2020.	2021.	
Ongoing	Steering Committee	yearly.			
T Progress Report: The steering co	mmittee will provide a yearly	status update to the bo	ard of education.		



AQuESTT Tenets Aligning to Strategy: Nebraska Framework:

	Objective : To prepare all students	to be college and career	ready through high-qu	uality instruction and learning exp	periences that accelera	te the gro	wth of each student.	
	Strategy 1.5: Increase the	utilization of data to inf	orm decisions at the c	assroom, building, and district lev	vels.		Priority 6	
R		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-2		Funding/Evidence of Progress 2022-23	
PERFORMANCE INDICATOR	1.5(a) Develop the capacity of staff to effectively utilize data. District Level		The administration, district assessment contact, and ESU 5 staff develop the capacity of staff to effectively	The administration, district assessment contact, and ESU 5 staff develop staff will explore different options in an effort to build capacity of staff to	The administration, district assessment contact, and ESU 5 staff develop staff will explore different options in an effort to build capacity of staff to effectively utilize			
ER	Target Date	Responsible	utilize data.	utilize data. effectively utilize data.	effectively utilize data.	data.	itilize	
	Ongoing	Administration, DAC, & ESU 5 Staff						
SIT P	rogress Report: The administration, di	strict assessment contac	ct, and ESU 5 staff will	provide a yearly status update to	the board of education			







AQuESTT Tenets Aligning to Strategy: Nebraska Framework:

1.5(b) Align continuous improvement efforts across the district by providing data support for building-level improvement teams.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	District Level	All teachers will create a district performance goal and a Marzano growth goal. The district performance goal will be selected by the teacher and will	During the 2020-2021 school year, all teachers will use the current available data sources	During the 2021-2022 school year, all teachers w use the current available data sources to create a district performance goal that aligns directly to one o	
Target Date	Responsible	align directly to one of the school	directly to one of the 3 school improvement goals.	the 3 school improvemen	t
Ongoing	Building Principals	improvement goals.	mprovement gouls.	goals.	




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 inf	form decisions at the cl	lassroom, building, and district lev	vels.		Priority 6
1.5(c) Collect, track, analyze, benchmark, and report disaggregated data by under-	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidenc of Progress 2021-2		Funding/Evidence of Progress 2022-23
 represented groups (race, ethnicity, socio-economic status, verified needs, etc.) to ensure: Equitable student success across all Equitable staff success across all areas Equitable family engagement 	District Level	The district assessment contact, principals, and superintendent collect, track, analyze, benchmark, and report disaggregated data by under-represented	During the 2020-2021 school year, the district assessment contact, principals, and superintendent will collect, track, analyze, benchmark, and report disaggregated data on the school improvement	During the 2021-2 school year, the dis assessment cont principals, and superintendent will track, analyze, bench and report disaggre data on the scho	strict act, d collect, hmark, egated	
Target Date	Responsible	groups.	website.	improvement web	osite.	
Ongoing	DAC, Principals, & Superintendent					
SIT Progress Report: The district assessmer	nt contact, principals, an	d the superintendent v	will provide a yearly status update	e to the board of educa	tion.	





AQuESTT Tenets Aligning to Strategy: Nebraska Framework:

• 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. District Level The administration will utilize disaggregated data to inform and support decision- making in a variety of areas related to the overall operation of the district. The administration, with the help of the steering committee, will utilize disaggregated data to inform and support decision-making. The administration, with the help of the steering committee, will utilize disaggregated data to inform and support decision-making. The administration, with the help of the steering committee, will utilize disaggregated data to inform and support decision-making. Target Date Responsible Ongoing Administration T Progress Report: The administration will provide a yearly status update to the board of education.			form decisions at the cl	assroom, building, and district lev	vels.		Priority 6
funding allocation, instructional strategies and interventions, professional development, discipline protocols/procedures, extracurricular/activity recruitment, facility improvements, and other areas identified by the district.District LevelThe administration will utilize disaggregated data to inform and support decision- making in a variety of areas related to the overall operation of the district.The administration, with the help of the steering committee, will utilize disaggregated data to inform and support decision-making.The administration, with the help of the steering committee, will utilize disaggregated data to inform and support decision-making.The administration, with the help of the steering committee, will utilize disaggregated data to inform and support decision-making.The administration, with the help of the steering committee, will utilize disaggregated data to inform and support decision-making.Target DateResponsibleResponsibleThe informant district.The administration of the district.The informant decision-making.The administration informant due to inform and support decision-making.	• •			6,			
Target Date Responsible Ongoing Administration		District Level	utilize disaggregated data to inform and support decision- making in a variety of areas related to the overall operation of the	help of the steering committee, will utilize disaggregated data to inform and support	help of the steeri committee, will ut disaggregated dat inform and suppo	ing ilize a to ort	
Administration	Target Date	Responsible	uisti ict.				
T Progress Report: The administration will provide a yearly status update to the board of education.	Ongoing	Administration					
	Γ Progress Report: The administration wil	l provide a yearly statu	is update to the board o	of education.			





BdLdrV8.17.20

Strategy 1.5: Increase the	utilization of data to in Program, Level, or	Action	assroom, building, and district lev Funding/Evidence	Funding/Evidenc		Priority 6 Funding/Evidence		
	Bldg.	Plan	of Progress 2020-21	of Progress 2021-	22	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. Target Date	District Level	The superintendent will engage the board of education in the review and analysis of student performance data to support	During the 2020-2021 school year, the superintendent will present the annual report to the school board over the academic performance, demographics, improvement	During the 2021-2 school year, th superintendent will the annual report t school board over academic perform demographics	e present to the r the ance,			
Target Date	Responsible	informed decision making.		goals, and finar	goals, and financial	improvement goal		
Ongoing	Superintendent		information.	financial informa	tion.			
Progress Report: The superintendent wi	ll provide a yearly stat	us update to the board	of education.		I			





	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.									
		Develop and encourage sibilities for improving	-	al collaboration of shared on for all students.			Priority 5			
R	1 6(a) Identify and decign SDS	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidenc of Progress 2021-2		Funding/Evidence of Progress 2022-23			
PERFORMANCE INDICATOR	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.	District Level	During the 2019-2020 school year, the district implemented Professional Learning Communities made up of teachers from multiple grade levels	During the spring of 2020, the steering committee updated the PLC agenda in an effort to make it more meaningful to	During the spring of 2022 school year, continue to impleme updated the PLC age an effort to make it meaningful to st	, will ent our enda in more				
PER	Target Date	Responsible	and specified subject areas.		staff members.	members.	lan			
	Ongoing	Administration								
SIT F	rogress Report: The steering committe	e will provide a yearly s	status update to the su	perintendent.						





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.									
		Develop and encourage sibilities for improving	*	al collaboration of shared on for all students.		Priority 5				
R		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	1.6(b) Commit in-service time to the collaboration and development of the SPS Vertical and Horizontal Subject-Area Teams.	District Level	During the 2019-2020 school year, the district implemented Professional Learning Communities made up of teachers from multiple grade levels	During the 2020-2021 school year, time has been allotted for the PLC to meet on 4 out of the 7 in-service days.	During the 2021-2022 school year, time has be allotted for the PLC to me on 4 out of the 7 in-servi days.	en eet				
PERI	Target Date	Responsible	and specified subject areas.	1 0		adysi				
	Ongoing	Administration								
SIT P	rogress Report: The steering committe	e will provide a yearly s	status update to the su	perintendent.	<u>.</u>					





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.									
		Develop and encourage sibilities for improving t	-	al collaboration of shared on for all students.			Priority 5			
R	1.6(c) Empower the SPS Vertical and Horizontal Subject-Area Teams	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidenc of Progress 2021-		Funding/Evidence of Progress 2022-23			
PERFORMANCE INDICATOR	to address curriculum alignment and instruction and academic and social-emotional needs to determine concepts and skills that students must master for successful transitions.	District Level	During the 2019-2020 school year, the district implemented Professional Learning Communities (PLC) made up of teachers from multiple grade	During the 2020-2021 school year, the steering committee read <i>All Learning is Social and</i> <i>Emotional</i> in an effort to create a new district plan to strategically target social-	During the 2021-2 school year, the ste committee read <i>Rer</i> <i>Labels</i> in an effort to a new district pla strategically target	eering <i>noving</i> o create in to	During the 2022-2023 school year, the district implemented Second Step curriculum in grades PK-8.			
PERI	Target Date	Responsible	levels and specified	levels and specified	levels and specified emotional nee	emotional needs in the years	emotional needs in the years ahead.	n the		
		Steering Committee	subject areas.	ahead.	years anead.					
SIT	Progress Report: The superintendent w	ill provide a yearly statı	is update to the board	of education.						





BdLdrV8.17.20

	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										
		Develop and encourage a sibilities for improving t	-				Priority 5				
R	1.6(d) Empower the SPS Vertical and Horizontal Subject-Area Teams	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidend of Progress 2021-		Funding/Evidence of Progress 2022-23				
PERFORMANCE INDICATOR	to set grade-level goals, establish short and long-term plans for action, gather data, and report out to	District Level	The Professional Learning Communities (PLC)will work to set grade-level goals, establish short and long-term plans for action, gather data, and report out to district	During the 2019-2020 school year, the district adopted a new teacher evaluation system where teachers had to create one district goal and one	The district continues to use our new teacher evaluation system where teachers had to create one district goal						
PERF	Target Date	Responsible	administration in a	Marzano goal.	and one Marzano goal.						
	Ongoing	Steering Committee	timely and scheduled fashion.								
SIT	Progress Report: The steering committe	e will provide a yearly s	status update to the su	perintendent.							





AQuESTT Tenets Aligning to Strategy: Nebraska Framework:

	Objective:	To enhance academic ar	nd social-emotional suj	oports for the health, safety, and v	vell-being of the whole	e child.	
	Strategy 2.1 : I increased		Priority 1				
	2.1(a) Through PLC teams, implement a study to empower staff to integrate the supports needed for	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidenc of Progress 2021-		Funding/Evidence of Progress 2022-23
PERFORMANCE INDICATOR	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.	District Level	The steering committee will implement a study to empower staff to integrate the supports needed for students of low socioeconomic status and address social-emotional skills	During the 2020-2021 school year, the steering committee read <i>All Learning is Social and</i> <i>Emotional</i> in an effort to create a new district plan to strategically target social- emotional needs in the years	During the 2021-2 school year, the ste committee read <i>Rer</i> <i>Labels</i> in an effort to a new district pla strategically target emotional needs i	eering <i>noving</i> o create in to social- n the	During the 2022-2023 school year, the district implemented Second Step curriculum in grades PK-8.
PF	Target Date	Responsible	and behavior.	ahead.	years ahead.		
	Ongoing	Steering Committee					

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.





BdLdrV8.17.20

AQuESTT Tenets Aligning to Strategy: Nebraska Framework:

		student achievement, so		g environment to support nd positive behavior.			Priority 1	
X		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidend of Progress 2021-		Funding/Evidence of Progress 2022-23	
PERFORMANCE INDICATOR	2.1(b) Provide consistent and on- going professional development to all staff to prepare and effectively implement the social-emotional supports district-wide.	District Level	development to all staff to prepare and	During the 2020-2021 school year, the steering committee read <i>All Learning is Social and</i> <i>Emotional</i> in an effort to create a new district plan to strategically target social-	During the 2021- school year, the sta committee read <i>Rer</i> <i>Labels</i> in an effort to a new district pla strategically target	eering <i>noving</i> o create in to	During the 2022-2023 school year, the district implemented Second Step curriculum in grades PK-8	
PER	Target Date	Responsible	effectively implement the social-emotional supports district-wide.		emotional needs in the years	emotional needs in years ahead.		
	Ongoing	Steering Committee & ESU 5		abaad	years anead.			
IT F	Progress Report: The superintendent w	ill provide a yearly statu	is update to the board	of education.				





Objective: T Strategy 2.1: In increased s	Priority 1				
2.1(c) Encourage and sustain open	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-2	
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.	District Level	The steering committee, in conjunction with ESU 5, sustain open dialogue and feedback opportunities with staff to address the unforeseen obstacles that evolve through the	During the 2020-2021 school year, the steering committee read <i>All Learning is Social and</i> <i>Emotional</i> in an effort to create a new district plan to strategically target social-	During the 2021-2022 school year, all certificat staff members read Al <i>Learning is Social and</i> <i>Emotional</i> in an effort t create a new district plan	ficated ad <i>All</i> <i>and</i> Fort to plan to
Target Date	Responsible	implementation and as	ad as emotional needs in the years ahead.	strategically target s emotional needs ir	
Ongoing	Steering Committee & ESU 5			years ahead.	



AQuESTT Tenets Aligning to Strategy: Nebraska Framework:

Level, or BldgActionFunding/EvidenceFunding/EvidenceFunding/EvidenceDevel, or BldgPlanof Progress 2020-21of Progress 2021-22of Progress 2022-23			student achievement, so		g environment to support nd positive behavior.		Priority 1		
how the Initiative has impacted the climate and learning environment.The steering committee, in conjunction with ESU 5, 					0.1				
OngoingSteering Committeeenvironment.ahead.years ahead.		how the Initiative has impacted the	District Level	committee, in conjunction with ESU 5, will evaluate the effectiveness of how the Initiative has	year, the steering committee read <i>All Learning is Social and</i> <i>Emotional</i> in an effort to create a new district plan to	school year, all certificated staff members read All Learning is Social and Emotional in an effort to create a new district plan to			
OngoingSteering Committeeenvironment.ahead.years ahead.	PERFORMANCE INDICATOR	Target Date	Responsible	and learning		-		8 8 8	
		Ongoing	e		ahead.	years ahead.			







BdLdrV8.17.20

AQuESTT Tenets Aligning to Strategy: Nebraska Framework:

	Objective:	To enhance academic ar	nd social-emotional su	pports for the health, safety, and v	vell-being of the whol	e child.	
	Strategy 2.2 : Provide soci model to realize the potent		Priority 3				
	2.2(a) Develop student outcome goals and competencies to support social-emotional learning for the	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Eviden of Progress 2021-		Funding/Evidence of Progress 2022-23
PERFORMANCE INDICATOR	purpose of enhancing student decision-making skills, responsible behavior, and a student's independent role personally, at school, and as a community member.	District Level	The Counselors, Steering Committee, & ESU 5 will work to develop student outcome goals and competencies to support social- emotional learning for the purpose of	tee, & k to nt During the 2020-2021 school to year, the steering committee l- read <i>All Learning is Social and Emotional</i> in an effort to create	During the 2021-2022 school year, all certificated staff members read <i>All</i> <i>Learning is Social and</i> <i>Emotional</i> in an effort to		
PERFORM	Target Date	Responsible	enhancing student decision-making skills, responsible behavior, and a student's independent role personally, at school, and as a community member.	a new district plan to	create a new district	t plan to	
	Ongoing	Counselors, Steering Committee, & ESU 5		strategically target social- emotional needs in the years ahead.	strategically target emotional needs i years ahead.	in the	

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.





BdLdrV8.17.20

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(b) Assess current staffing to	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidend of Progress 2021-		Funding/Evidence of Progress 2022-23			
	ensure that the district provides adequate and essential staff and training to support the integration and implementation of social- emotional supports.	District Level	The administration, in consultation with the school board, will assess current staffing to ensure that the district provides adequate and essential staff and training to	2017-2021 – Added a Mental Health Counselor one day a week 2017-2021 – Employs one PK- 6 counselor & one 7-12	2017-2022 – Added a Mental Health Counselor one day a week 2017-2022 – Employs one PK-6 counselor & one 7-12					
PERI	Target Date	Responsible	support the integration and implementation of	counselor	counselor					
Ρ	Ongoing	Administration	social-emotional supports.							
SIT I	rogress Report: The superintendent wi	ill provide a yearly statı	is update to the board	of education.	<u>.</u>					







AQuESTT Tenets Aligning to Strategy: Nebraska Framework:

Objective:	To enhance academic ar	nd social-emotional su	pports for the health, safety, and v	vell-being of the whole	e 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.							
∠ 2.2(c) Integrate social-emotional	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidenc of Progress 2021-		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. Target Date 	District Level	The district will integrate social- emotional learning into the academic and extra-curricular activities through consistent curriculum,	During the 2020-2021 school year, the steering committee read <i>All Learning is Social and</i> <i>Emotional</i> in an effort to create a new district plan to strategically target social-	During the 2021-2 school year, all certi staff members rea <i>Learning is Social</i> <i>Emotional</i> in an eff create a new district strategically target	ficated ad <i>All</i> <i>and</i> Fort to plan to			
Target Date	Responsible	skills development, service learning, and	emotional needs in the years	emotional needs i				
Ongoing	Counselors, Steering Committee, & ESU 5	community service.	ahead.	years ahead.				
SIT Progress Report: The superintendent w	vill provide a vearly statu	is undate to the board	of education.					

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.





	Strategy 2.2: Provide soci	al-emotional and behav	ioral supports for all s	oports for the health, safety, and v tudents integrated through the M' d student-centered learning initia	TSS	e child.	Priority 3
R		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidenc of Progress 2021-2		Funding/Evidence of Progress 2022-23
PERFORMANCE INDICATOR	2.2(d) Provide district guidance and resources for staff involved in the district initiatives for social- emotional learning.	District Level	The counselors and ESU 5 staff will provide district guidance and resources for staff involved in the district initiatives for social-	During the 2020-2021 school year, the steering committee read <i>All Learning is Social and</i> <i>Emotional</i> in an effort to create a new district plan to strategically target social-	During the 2021-2022 school year, all certificated staff members read <i>All</i> <i>Learning is Social and</i> <i>Emotional</i> in an effort to create a new district plan to		
PERI	Target Date	Responsible	emotional learning.	emotional needs in the years	strategically target emotional needs in		
Id	Ongoing	Counselors & ESU 5	1	ahead.	years ahead.		
IT F	rogress Report: The superintendent wi	ill provide a yearly statu	s update to the board	of education.			







AQuESTT Tenets Aligning to Strategy: Nebraska Framework:

	Strategy 2.2: Provide soci	ial-emotional and behav	vioral supports for all s	oports for the health, safety, and v tudents integrated through the M d student-centered learning initia	TSS	e child.	Priority 3
R		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidenc of Progress 2021-		Funding/Evidence of Progress 2022-23
PERFORMANCE INDICATOR		District Level	effectiveness of the instructional supportsstows down, the steering committee will evaluate/and or implement MTSS, social-The distructional implement		implementing Secor in grades PK-8 duri	district is planning on lementing Second Step rades PK-8 during the 22-2023 school year.	
PERI	Target Date	Responsible	curriculum and instruction.	instruction.			
	Ongoing	Steering Committee					
SIT F	Progress Report: The steering committe	ee will give a yearly stat	us update to the superi	ntendent.			



BdLdrV8.17.20

AQuESTT Tenets Aligning to Strategy: Nebraska Framework:

poseful communications. (Designed to n	Program, Level, or	Action Plan	d Lunch Program population and 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.	Bldg. District Level	The steering committee and the technology committee will identify and implement the most effective methods by which to engage	During the 2018-2019 school year, the district improved communication avenues by implementing the following items: Facebook, Instagram,	During the 2018-2019 school year, the district improved communication avenues by implementing the following items: Facebook, Instagram,	
Target Date	Responsible	parents/guardians in the education of their	Mobile App, Twitter, and Updated District Website.	Mobile App, Twitter, and	
Ongoing	Steering & Technology Committee	child.	opuateu bisti iet website.	Updated District Website.	
Progress Report: The technology commi	ttee will provide a year	rly status update to the	superintendent.	<u> </u>	





AQuESTT Tenets Aligning to Strategy: Nebraska Framework:

Objective:	To enhance academic a	nd social-emotional suj	pports for the health, safety, and v	vell-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.)								
∠ 2.3(b) Consider methods of	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-2				
2.5(b) consider methods of improving Parent-Teacher Conference format, teacher communication with parents/guardians, and expectations of the conference. Target Date	N/A	The steering committee does not want to change the current format of parent teacher conferences at	Strategy 2.3(b) Chose not to Complete					
Target Date	Responsible	this time.						
N/A	N/A							
SIT Progress Report: N/A	•							

SIT Progress Report: N/A



Objective: Strategy 2.3 : Foster a positive working p ourposeful communications. (Designed to r	artnership with parents	s/guardians and comm	-	ustain effective and	Priority 2
2 3(c) Provide opportunities for	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.	Building Level	The steering committee and teachers will provide opportunities for parents/guardians to access strategies and resources available to	All teachers will provide opportunities for parents/guardians to access strategies and resources available to engage their child in learning outside of the classroom.	All teachers will provide opportunities for parents/guardians to access strategies and resources available to engage their child in learning outside of the classroom.	
2.3(c) Provide opportunities for parents/guardians to access strategies and resources available to engage their child in learning outside of the classroom. Target Date	Responsible	engage their child in learning outside of the	0		
Ongoing	Steering Committee & Teachers	classroom.			
T Progress Report: The steering committe	e and teachers will prov	vide a yearly status upo	late to their building principal.		





	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.) Program, Level, or Action Funding/Evidence Funding/Evidence Funding/Evidence							
R		Bldg.	Plan	of Progress 2020-21	of Progress 2021-2		Funding/Evidence of Progress 2022-23	
PERFORMANCE INDICATOR	2.3(d) Evaluate the effectiveness of enhanced communications with parents/guardians.	District Level	The steering committee will evaluate the effectiveness of enhanced communications with	The steering committee will administer school improvement surveys to various stakeholders every other year in an effort to evaluate the effectiveness of a	to improvement surveys to ery various stakeholders every to other year in an effort to			
PER]	Target Date	Responsible	parents/guardians.	variety of school improvement	a variety of scho improvement initia			
PE	Ongoing	Steering Committee	1	initiatives.	mprovement mua	tuves.		
SIT F	rogress Report: The superintendent w	ill provide a yearly statu	s update to the board	of education.				





AQuESTT Tenets Aligning to Strategy: Nebraska Framework:

Objective : Develop and enco	urage a culture of profe	ssional collaboration o	f shared responsibilities for impro	oving the quality of ins	truction	for all students.
Strategy 3.1: Review, update, and	communicate policies t	o ensure a foundation f	for equitable success for all studer	nts and staff.		Priority 1
3.1(a) Research, consider, and utilize consistent	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidenc of Progress 2021-2		Funding/Evidence of Progress 2022-23
Utilize consistentprotocol/procedures to assess eachpolicy on equity and impact forstudents and staff, enablingopportunities for impacted groupsto provide input.Target Date	District Level	The board of education and the superintendent will research, consider, and utilize consistent protocol/procedures to assess each policy on equity and impact for students and staff,	During the 2018-2019 school year, the district completed an entire revamp of all the district policies. In addition, the district completes regular	During the summer of the superintendent a school board assesse policy on equity and for students and s enabling opportunit	and the ed each impact staff,	
Target Date	Responsible	enabling opportunities	policies updates during the summer months.	impacted groups to provide		
Ongoing	BOE & Superintendent	for impacted groups to provide input.	Summer monuis.	input.		
SIT Progress Report: The superintendent w	ill provide a yearly stat	us update to the board	of education.			





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			
R		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-2		Funding/Evidence of Progress 2022-23			
PERFORMANCE INDICATOR	3.1(b) Consider, create, and/or update an equity policy to reflect the district's approach to equity.	District Level	The board of education and the superintendent will research, consider, and Consider, create, and/or update an equity policy to reflect	year, the district completed an entire revamp of all the district policies. In addition, the with the help of K	The district comple regular policies upo during the summer n with the help of KSB Law and this is one an district may docid	dates nonths School rea the				
PER	Target Date	Responsible	the district's approach to equity.	policies updates during the summer months.	district may decide to pursue.					
	Ongoing	BOE & Superintendent								
SITI	Progress Report: The superintendent wi	ill provide a yearly statı	is update to the board	of education.						







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 o	communicate policies to	o ensure a foundation f	or equitable success for all studer	its and staff.	Priority 1					
R	3.1(c) Create a communication plan for promoting policy changes to establish unified expectations and accountability for all staff, students, and parents/guardians.	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		District Level	The board of education and the superintendent will create a communication plan for promoting policy changes to establish unified expectations	All district policies are available on the district website and all new policies are posted on the school board agenda for everyone to review. In addition, the superintendent sends all new policies out to	All district policies are available on the district website and all new policies are posted on the school board agenda for everyone to review. In addition, the superintendent sends all new policies out to staff						
PERI	Target Date	Responsible	and accountability for all staff, students, and	staff members and the	members and the pertinent						
	Ongoing	BOE & Superintendent	parents/guardians.	pertinent policies are also included in staff handbooks.	policies are also included in staff handbooks.						

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.



BdLdrV8.17.20

Objective : Develop and enco Strategy 3.1 : Review, update, and			f shared responsibilities for impro for equitable success for all studer		truction	for all students. Priority 1
	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-2		Funding/Evidence of Progress 2022-23
3.1(d) Establish a follow-up plan to ensure policy changes have been successfully established.	District Level	The board of education and the superintendent will establish a follow- up plan to ensure policy changes have been successfully	The board of education and the superintendent will work with KSB School Law on a regular basis to ensure policy changes have been successfully	The board of educati the superintendent work with KSB Schoo on a regular basis to policy changes have	t will ol Law ensure	
Target Date	Responsible	established.	established.	successfully established.	shed.	
Ongoing	BOE & Superintendent					
[•] Progress Report: The superintendent w	ill provide a yearly statı	is update to the board	of education.			





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 of and growth			Priority 2						
R		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidenc of Progress 2021-		Funding/Evidence of Progress 2022-23			
PERFORMANCE INDICATOR	3.2(a) Review disaggregated data [as described in Performance Indicator 1.5 (c)] and assess priority areas for SPS to enhance equitable support.	District Level	The district assessment contact, principals, and superintendent will review disaggregated data [as described in Performance Indicator 1.5 (c)] and assess	During the 2020-2021 school year, the district assessment contact, principals, and superintendent will collect, track, analyze, benchmark, and report disaggregated data on the school improvement	During the 2021-2 school year, the di assessment cont principals, and superintendent will track, analyze, bench and report disaggre data on the scho	strict act, d collect, hmark, egated				
PERI	Target Date	Responsible	priority areas for SPS to enhance equitable support.	priority areas for SPS to enhance equitable	website in an effort to assess	improvement websi effort to assess pri				
	Ongoing	DAC, Principals, & Superintendent			-	priority areas for SPS to enhance equitable support.	areas for SPS to en equitable suppo	hance		

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.





	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 of and growt	5	Priority 2						
PERFORMANCE INDICATOR	3.2(b) Work in conjunction with	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23			
	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.	District Level	The steering committee and ESU 5 will work in conjunction with administration to research, consider, and implement equity training to equip each administrator and	ESU 5 will research different equity trainings that we could implement with staff during the 2021-2022 school year.	ESU 5 will research different equity trainings that we could implement with staff during the 2021-2022	ze taff			
PERI	Target Date	Responsible	educator to more effectively instruct and	5	school year.				
	Ongoing	Steering Committee & ESU 5	advocate for each student's success.	advocate for each	advocate for each				
SIT	SIT Progress Report: The steering committee will provide a yearly status update to the superintendent.								





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.									
			-	holders to advocate for the needs	5	Priority 2				
R	3.2(c) Annually or bi-annually	Program, Level, or Bldg.	Action Plan	tions within the district. Funding/Evidence of Progress 2020-21	Funding/Evidenc of Progress 2021-		Funding/Evidence of Progress 2022-23			
PERFORMANCE INDICATOR	conduct an equity audit and align resulting priorities to the strategic plan to ensure equitable representation and advocacy for all students and staff.	District Level	The steering committee will biennially conduct an equity audit and align resulting priorities to the strategic plan to ensure equitable representation and advocacy for all students and staff.	The steering committee is spending the 2020-2021 school year to review each indicator associated with the	The steering committee is spending the 2021-2022 school year to review each indicator associated with the strategic plan to see if					
PERI	Target Date	Responsible		-	issues occur in our district related to equity.	any issues occur in our district related to equit				
	Ongoing	Steering Committee								
SIT	Progress Report: The steering committe	ee will provide a yearly s	status update to the suj	perintendent.	1	I				



BdLdrV8.17.20

	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	culture that	embraces accountabilit Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidenc of Progress 2021-2		Funding/Evidence of Progress 2022-23			
	3.3(a) Create and commit to consistent expectations for staff and students, holding everyone equally accountable.	Elementary School	The PBIS team and Elementary School staff will commit to consistent expectations for staff and students, holding everyone equally accountable.	The Elementary School implemented PBIS during the 2020-2021 school year.	The Elementary Scho continued to impleme PBIS during the 2021-2 school year.	ment				
ERI	Target Date	Responsible								
Ы	Ongoing	PBIS Team								
SIT	Progress Report: The PBIS committee w	rill provide a yearly stat	us update to the superi	ntendent.						





AQuESTT Tenets Aligning to Strategy: Nebraska Framework:

	embraces accountabilit		nts to connect through a and promotes learning.		Priority 1	
3.3(b) Engage appropriate staff for	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
guidance and support when addressing issues that impact classroom instruction, curriculum, and/or matters that will add value to their role and responsibilities. Target Date	District Level	The steering committee and curriculum committees will engage appropriate staff for guidance and support when addressing issues that impact classroom instruction, curriculum,	The steering committee established the Marzano implementation plan for 2020- 2021 and the social studies	The steering committe established the Marzar implementation plan f 2021-2022 and the stee committee is explorin	no for ering ng	
Target Date	Responsible	and/or matters that will add value to their role and responsibilities.	textbooks for grades K-12 for	Second Step curriculum in grades PK-8.	n in	
Ongoing	Steering Committee & Curriculum Committees		the 2021-2022 school year.			
Progress Report: The steering committe	ee will provide a yearly s	status update to the su	perintendent.			





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(c) Develop protocol and	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidend of Progress 2021-		Funding/Evidence of Progress 2022-23			
	procedures to ensure timely, consistent, and purposeful communication to all staff when appropriate and to improve staff engagement.	District Level	The superintendent will develop protocol and procedures to ensure timely, consistent, and purposeful communication to all staff when appropriate and to improve staff	During the 2020-2021 school year, the superintendent will endeavor to send out weekly email updates to all staff	During the 2021-2022 school year, the superintendent will endeavor to send out weekly email updates to all Southern staff members,	ne will l out es to all				
PERI	Target Date Ongoing	Responsible		and to improve staff			ESU 5 staff members, & school board members.			
SIT I	Progress Report: The superintendent wi	ill provide a yearly statı		of education.						



BdLdrV8.17.20

	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								
				and promotes learning.		Priority 1			
į	3.3(d) Create a plan for communicating, distributing, and updating all staff (inclusive of both	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-2		Funding/Evidence of Progress 2022-23		
PERFORMANCE INDICATOR	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.	District Level	The steering committee will create a plan for communicating, distributing, and updating all staff (inclusive of both certified and classified) through ongoing	will create a plan for communicating, distributing, and updating all staff (inclusive of both certified and classified)Once the committee does a thorough review of the district's strategic plan, we will develop a plan for	In the spring of 2022, the superintendent will give all parents, patrons, students, staff, & board members an update on the district's progress towards the district's strategic plan.	give all Idents, pers an rict's			
PEI	Target Date	Responsible	focused on the			plan.			
	Ongoing	Steering Committee	progress and success of the SPS Strategic Plan.						
SIT F	rogress Report: The steering committe	e will provide a yearly s	status update to the su	perintendent.					





	Objective : Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.									
	Strategy 3.3: culture that		Priority 1							
PERFORMANCE INDICATOR	3.3(e) Implement and provide	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidenc of Progress 2021-		Funding/Evidence of Progress 2022-23			
	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.	District Level	The administration will 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.	I provideThe district strived to improveleThe district strived to improveion andcommunication through aanvariety of different mediumsystem to(Twitter, Facebook, Mobileolders toApp, Instagram, and UpdatedestionsDistrict Website).	The district strived to improve communication through a variety of different mediums (Twitter, Facebook, Mobile App, Instagram, and Updated District Website).					
PER	Target Date	Responsible								
Р	Ongoing	Administration								
SIT F	rogress Report: The superintendent w	ill provide a yearly stat	us update to the board	of education.		I				



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									
∠ 3.3(f) Assess c	communication.	Level, or	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22					
platforms to en utilizing effection purposeful me		District Level	The steering committee will biennially assess current communication methods and other platforms to ensure the district is utilizing	The steering committee will administer school improvement surveys biannually to assess current communication methods and other platforms to ensure the	The steering committee administer schoo improvement surve biannually to assess current communication meth and other platforms	ol eys t hods s to				
Т	arget Date	Responsible	effective, timely, and purposeful means of	district is utilizing effective,	ensure the district utilizing effective, tin					
	Ongoing	Steering Committee	communication.	timely, and purposeful means of communication.	and purposeful mean communication.	ns of				
SIT Progress Report:	The steering committe	ee will provide a yearly s	status update to the su	perintendent.						





© 2020 Nebraska Association of School Boards – All rights reserved.

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									
2 2 (g) Provide apportunities to	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. Target Date	District Level	The steering committee will biennially assess current communication methods and other platforms to ensure the district is utilizing	The steering committee will administer school improvement surveys biannually to assess current communication methods and other platforms to ensure the	The steering committee will administer school improvement surveys biannually to assess current communication methods and other platforms to					
Target Date	Responsible	effective, timely, and purposeful means of	district is utilizing effective, timely, and purposeful means	ensure the district is utilizing effective, timely,					
Ongoing	Steering Committee	communication.	of communication.	and purposeful means of communication.					
SIT Progress Report: The steering committee will provide a yearly status update to the superintendent.									



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.									
St	rategy 4.1: Identify and implement a p establish relationships to sust			ork cooperatively, to build trust, ogether to improve student achiev	x b		Priority 1			
PERFORMANCE INDICATOR	4.1(a) Build relationships and	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidenc of Progress 2021-2		Funding/Evidence of Progress 2022-23			
	engagement between staff and administrators in ongoing conversations to determine how the district can best support long-term improvements of academic achievement.	District Level	The steering committee will work to build relationships and engagement between staff and administrators in ongoing conversations to determine how the	The steering committee meets on a monthly basis to discuss long-term academic achievement.	The steering committee meets on a monthly basis to discuss long-term academic achievement.					
PER	Target Date	Responsible	district can best support long-term							
	Ongoing	Steering Committee	improvements of academic achievement.	improvements of						
SIT I	Progress Report: The steering committe	e will provide a yearly s	status update to the su	perintendent.						





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.								
St	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.								
PERFORMANCE INDICATOR	4.1(b) Work collaboratively to	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23			
	identify areas of growth in the professional development topics and presentations that administration can provide for staff to improve student achievement.	District Level	The steering committee will work collaboratively to identify areas of growth in the professional development topics and presentations that	In August of 2020, the steering committee determined all professional development topics and presentations for	In August of 2021, the steering committee determined all professional development topics and presentations for the 2021-				
PER]	Target Date	Responsible	administration can provide for staff to	the 2020-2021 school year.	2022 school year.				
	Ongoing	Steering Committee	improve student achievement.	improve student	improve student				
SIT I	SIT Progress Report: The steering committee will provide a yearly status update to the superintendent.								




AQuESTT Tenets Aligning to Strategy: Nebraska Framework:

31	rategy 4.1: Identify and implement a p establish relationships to sust		nents while working to Action	ork cooperativery, to build trust, a ogether to improve student achiev Funding/Evidence of Progress 2020-21	vement. Funding/Evidenc		Priority 1 Funding/Evidence of Progress 2022-23
PERFORMANCE INDICATOR	4.1(c) Allow and encourage staff egular and safe opportunities to vork collaboratively and to provide eedback for growing and improving tudent achievement.	Bldg. District Level	The steering committee will allow and encourage staff regular	During the 2020-2021 school year, there was time set aside for Professional Learning Communities at each in-	of Progress 2021-22 During the 2021-2022 school year, there was time set aside for Professional Learning Communities at each in-service.		01 F10g1ess 2022-23
	Target Date Ongoing	Responsible Steering Committee	and improving student achievement.	service.	cuch in Scivice.		
ΓF	Progress Report: The steering committe	ee will provide a yearly	status update to the su	perintendent.	<u> </u>		





© 2020 Nebraska Association of School Boards – All rights reserved.

St	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	4.1(d) Evaluate the effectiveness of	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23		
	cooperative efforts to improve and grow staff relations district-wide to increase positive working relationships, the climate, and student learning.	District Level impr rela	The steering committee will evaluate the effectiveness of cooperative efforts to improve and grow staff relations district-wide to increase positive working relationships, the climate, and student learning.	In August of 2020, the steering committee hosted our annual school improvement retreat to increase positive working relationships, the climate, and student learning.	In August of 2021, the steering committee hos our annual school improvement retreat increase positive working relationships, the clima	to ing		
	Target Date Ongoing	Responsible			relationships, the climate, and student learning.			
SIT	Progress Report: The steering committe	ee will provide a yearly	status update to the su	perintendent.				





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 Priority 2 growth and identify opportunities to refine professional skills and knowledge. Priority 2							
R	4.2(a) Review and update the	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	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.	District Level	The superintendent reviewed and updated 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.	In the spring of 2019, the superintendent updated teacher evaluation instrument to ensure it is aligned to the instructional framework, includes a rubric and criteria	Strategy 4.2(a) Completed			
PERI	Target Date	Responsible		to support the systematic process in which the				
Р	2019-2020	Superintendent		evaluation is conducted.				
SIT I	Progress Report: Complete							



BdLdrV8.17.20

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 Priority 2 growth and identify opportunities to refine professional skills and knowledge. Priority 2							
R	4.2(b) Require all certified staff to	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	develop and affirm personalized goals to guide their personal/professional growth as part of the evaluation process with their assigned supervisor.	District Level	The superintendent requires all certified staff to develop and affirm personalized goals to guide their personal/professional growth as part of the	In the spring of 2019, the superintendent updated teacher evaluation instrument and it requires all certified staff to develop and affirm personalized goals to guide their personal/professional	Strategy 4.2(b) Comp	leted		
PERF	Target Date	Responsible	evaluation process with their assigned	growth as part of the				
	2019-2020	Superintendent	supervisor.	evaluation process with their assigned supervisor				
SIT F	Progress Report: Complete					· · · · · · · · · · · · · · · · · · ·		





AQuESTT Tenets Aligning to Strategy: Nebraska Framework:

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. Program, Action Funding/Evidence Funding/Evidence Funding/Evidence Level, or Plan of Progress 2020-21 of Progress 2021-2					Priority 2 Funding/Evidence of Progress 2022-23
4.2(c) Train staff in the evaluation rubric and process to support success.	evaluation rubric and process to support		Each year, the building principals will train any new staff on the district's teacher evaluation system.	Each year, the building principals will train any ne staff on the district's teach evaluation system.	ew
Target Date	Responsible	success.			
Ongoing	Building Principals				
' Progress Report: The building principa	ls will provide a yearly s	tatus update to the sup	erintendent.		







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 Priority 2 growth and identify opportunities to refine professional skills and knowledge. Priority 2							
PERFORMANCE INDICATOR	6	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evideno of Progress 2021-		Funding/Evidence of Progress 2022-23	
	4.2(d) Evaluate the success of the evaluation process and tool.	District Level	The steering committee will evaluate the success of the evaluation process and tool.	Biannually, the steering committee will evaluate the success of the evaluation process and tool.	Biannually, the steering committee will evaluate the success of the evaluation process and tool.			
PERF	Target Date	Responsible						
	Ongoing	Steering Committee & ESU 5						
SIT F	rogress Report: The steering committe	e will provide a yearly s	status update to the suj	perintendent.		i		





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						
R	4.3(a) Provide a structured SPS	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	Professional Development Plan to encourage the use of best practice, support programs and initiatives and enhance staff knowledge and skills.	District Level	The steering committee will provide a structured Professional Development Plan to encourage the use of best practice, support programs and	In August of 2020, the steering committee determined all professional development topics and presentations for	In August of 2021, th steering committee determined all professio development topics ar presentations for the 20	onal nd	
PERI	Target Date	Responsible	initiatives and enhance staff knowledge and skills.	the 2020-2021 school year.	2022 school year.		
	Ongoing	Superintendent					
SIT	Progress Report: The steering committe	e will provide a yearly	status update to the su	perintendent.	·		







BdLdrV8.17.20

Strategy 4.3: Align resources t	o support a progressive Program,	learning environment a	nd attract quality educators to th	ne district.	Priority 3
	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.	District Level The superintendent	During the 2020-2021 school year, new K-8 science curriculum was purchased.	During the 2021-202 school year the distric purchased new curricult in the following areas Science (9-12), Socia	ct ums s: l	
Target Date	Responsible			Studies (7-12), Spanish (7- 12), & SPED/ELA (K-6).	
Ongoing	Superintendent				-
Progress Report: The superintendent v	will provide a yearly stat	tus update to the board	of education.		





	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							
R	4.3(c) Engage classified staff in professional development opportunities to enhance their skills, knowledge, and experience when providing support to students and staff.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-2		Funding/Evidence of Progress 2022-23	
PERFORMANCE INDICATOR		District Level	The steering committee & ESU 5 will engage classified staff in professional development opportunities to enhance their skills, knowledge, and	ESU 5 will research different classified staff in professional development trainings that we could implement with staff during the 2021-2022 school	ESU 5 will research different classified staff in professional development trainings that we could implement with staff during the 2022-2023 school year.			
PERI	Target Date	Responsible	experience when	year.		ol year.		
Ъ	Ongoing	Steering Committee & ESU 5	providing support to students and staff.					
SIT	Progress Report: The steering committe	e will provide a yearly s	status update to the su	perintendent.	·			







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

8	4.3(d) Utilize a teacher evaluation system aligned to the instructional	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	framework to provide timely and authentic feedback to reinforce growth, identify opportunities to refine professional skills and knowledge, and create pathways for leadership succession.	District Level	The district will utilize a teacher evaluation system aligned to the instructional framework to provide timely and authentic feedback to reinforce growth, identify opportunities to refine	In the spring of 2019, the superintendent updated teacher evaluation instrument and aligned to the instructional	Strategy 4.3(d) Completed	Strategy 4.3(d) Completed
PER	Target Date	Responsible	professional skills and	framework.		
	2019-2020	Superintendent	knowledge, and create pathways for leadership succession.			

SIT Progress Report: Complete







BdLdrV8.17.20

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.							
PERFORMANCE INDICATOR	4.3(e) Engage staff and	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidenc of Progress 2021-		Funding/Evidence of Progress 2022-23	
	administration to assess personal development progress, impact, and benefits to SPS initiatives, instruction, and personal development.	District Level	The steering committee will engage staff and administration to assess personal development progress, impact, and benefits to SPS initiatives, instruction, and personal development.	In August of every year, the steering committee has a retreat to assess personal development progress, impact, and benefits to SPS initiatives,	In August of every year, the steering committee has a retreat to assess personal development progress, impact, and benefits to SPS			
PER	Target Date	Responsible		instruction, and personal development.	initiatives, instruction, and personal development.			
H	Ongoing	Steering Committee						
SIT	rogress Report: The steering committe	ee will provide a yearly s	status update to the su	perintendent.	<u>.</u>			







AQuESTT Tenets Aligning to Strategy: Nebraska Framework:

	Objective : To ensure the dis	strict provides educatio	nal leadership and higl	nly effective staff to support stude	ents in academic, perso	onal, and	social growth.
	Strategy 4.4: Utilize an employee on-b	oarding program and m	entoring to train, equip	o, and prepare new staff for succe	ess and retention.		Priority 4
R		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidenc of Progress 2021-		Funding/Evidence of Progress 2022-23
PERFORMANCE INDICATOR	4.4(a) Create and adopt a district- wide onboarding and training model to support new hires PK-12.	District Level	The administration will create and adopt a district-wide onboarding and training model to support new hires PK-	During the 2017-2018 school year, the district adopted the first onboarding program for the district.	Strategy 4.4(a) Con	pleted	Strategy 4.4(a) Completed
PER	Target Date	Responsible	12.				
	Complete	Principals & Superintendent					
SIT	Progress Report: Complete						



BdLdrV8.17.20

AQuESTT Tenets Aligning to Strategy: Nebraska Framework:

	Objective : To ensure the di	strict provides educatio	onal leadership and high	nly effective staff to support stude	ents in academic, perso	onal, and	social growth.
	Strategy 4.4: Utilize an employee on-b	oarding program and m	entoring to train, equip	o, and prepare new staff for succe	ss and retention.		Priority 4
R		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidend of Progress 2021-		Funding/Evidence of Progress 2022-23
PERFORMANCE INDICATOR	4.4(b) Review, assess, and update the current employee on-boarding and mentoring programs.	District Level	The administration will review, assess, and update the current employee on-boarding and mentoring	During the 2017-2018 school year, the district adopted the first onboarding program for the district.	Strategy 4.4(b) Con	npleted	Strategy 4.4(b) Completed
PERI	Target Date	Responsible	programs.				
	Complete	Principals & Superintendent					
SIT	Progress Report: Complete	L			•		







AQuESTT Tenets Aligning to Strategy: Nebraska Framework:

	Objective : To ensure the dis	strict provides educatio	nal leadership and hig	hly effective staff to support stude	ents in academic, persona	al, and social growth.
	Strategy 4.4: Utilize an employee on-be	oarding program and m	entoring to train, equi	p, and prepare new staff for succe	ess and retention.	Priority 4
R		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	4.4(c) Review and assess the teacher mentor program to cultivate a supportive working environment.	District Level	The administration will review and assess the teacher mentor program to cultivate a supportive working	During the 2017-2018 school year, the district adopted the first onboarding program for the district.	Strategy 4.4(c) Comp	leted Strategy 4.4(c) Completed
PERI	Target Date	Responsible	environment.			
	Complete	Principals & Superintendent				
SIT	Progress Report: Complete					





© 2020 Nebraska Association of School Boards – All rights reserved.

AQuESTT Tenets Aligning to Strategy: Nebraska Framework:

	Objective : To ensure the dis	strict provides educatio	nal leadership and higl	nly effective staff to support stude	ents in academic, perso	onal, and	social growth.
	Strategy 4.4: Utilize an employee on-bo	oarding program and m	entoring to train, equij	o, and prepare new staff for succe	ss and retention.		Priority 4
R	4.4(d) Encourage the mentor to	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidenc of Progress 2021-2		Funding/Evidence of Progress 2022-23
PERFORMANCE INDICATOR	work collaboratively with the new teacher to establish specific professional development goals to enhance their time and work together as mentor/mentee.	District Level	The administration will encourage the mentor to work collaboratively with the new teacher to establish specific professional development goals to	During the 2017-2018 school year, the district adopted the first onboarding program for the district and setting PD goals is part of the current	Strategy 4.4(c) Com	pleted	Strategy 4.4(c) Completed
PER	Target Date	Responsible	enhance their time and work together as	onboarding program.			
	Complete	Principals & Superintendent	mentor/mentee.				

SIT Progress Report: Complete







AQuESTT Tenets Aligning to Strategy: Nebraska Framework:

	Objective : To ensure the dis	strict provides education	onal leadership and high	nly effective staff to support stude	ents in academic, perso	onal, and social growth.
	Strategy 4.4: Utilize an employee on-bo	parding program and n	nentoring to train, equip	o, and prepare new staff for succes	ss and retention.	Priority 4
R	44(a) Engage the new bires in the	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Eviden of Progress 2021-	
PERFORMANCE INDICATOR	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.	N/A	Knowing firsthand how overwhelming it can be for a first-year teacher, the district decided to wait on specific academic goals until the new staff member was acclimated with	Strategy 4.4(e) Chose not to Complete		
PERI	Target Date	Responsible	their position and felt comfortable with			
	N/A	N/A	utilizing student achievement data.			
SIT	Progress Report: N/A					







AQuESTT Tenets Aligning to Strategy: Nebraska Framework:

	Objective : To ensure the di	strict provides educatio	nal leadership and higl	nly effective staff to support stude	ents in academic, personal, a	nd social growth.
	Strategy 4.4: Utilize an employee on-b	oarding program and m	entoring to train, equi	o, and prepare new staff for succe	ess and retention.	Priority 4
R		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	4.4(f) Evaluate the effectiveness of the district-wide onboarding and training model.	District Level	The steering committee will evaluate the effectiveness of the district-wide onboarding and	In August of every year, the steering committee has a retreat to assess the effectiveness of district-wide	In August of every year, th steering committee has a retreat to assess the effectiveness of district- wide programs.	a l
PER	Target Date	Responsible	training model.	programs.	while programs.	
	Ongoing	Steering Committee				
SIT	Progress Report: The steering committe	ee will provide a yearly	status update to the su	perintendent.		







Su alegy 5.1. Flovide a sale,	Program, Level, or Bldg.	Action Plan	ducive to academic needs and pr Funding/Evidence of Progress 2020-21	Funding/Evidenc of Progress 2021-2	0,
5.1(a) Ensure current facilities are properly maintained.	District Level	The head of maintenance will ensure current facilities are properly maintained.	The superintendent allots a proportional amount of funds so the maintenance staff can complete their duties on a	The superintendent a proportional amou funds so the mainte staff can complete duties on a regular	nt of nance their
Target Date	Responsible		regular basis.	uuties off a regular	08315.
Ongoing	Head of Maintenance				
Progress Report: The head of maintena	ance will provide a montl	y status update to the	superintendent.	<u>.</u>	







AQuESTT Tenets Aligning to Strategy: Nebraska Framework:

			ources focused on continuous imp learning facilities, and model fisc	· •	and	
Strategy 5.1: Provide a safe, a	and well-maintained lear	rning environment con	ducive to academic needs and pri	iorities.		Priority 1
5.1(b) Develop and adopt a short	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidend of Progress 2021-		Funding/Evidence of Progress 2022-23
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. Target Date	District Level	The Building & Grounds Committee and the superintendent will develop and adopt a short and long-term Facility Master Plan that addresses student safety and security to	In the summer of 2018, the school board approved a Qualified Capital Purpose Undertaking Fund bond to address all of the items on the short and long-term Facility	During the fall of 20 district held a Specia Election to address student safety and s issues at the Eleme	al Bond s both ecurity	
Target Date	Responsible	support needs that enables the district to	Master Flan. All Items were	School.		
Ongoing	Superintendent & Head of Maintenance	plan in a purposeful and cost-effective manner.	completed during the 2020- 2021 school year.			
IT Progress Report: The superintendent w	ill provide a yearly statu	is update to the board	of education.	<u>.</u>		





		support of student lear	ning, safe and effective	ources focused on continuous imp learning facilities, and model fisc iducive to academic needs and pr	al responsibility.	and	Priority 1
R	5.1(c) Continue to engage	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidend of Progress 2021-		Funding/Evidence of Progress 2022-23
PERFORMANCE INDICATOR	stakeholders to educate and inform patrons of the identified needs and plans for addressing facilities and grounds maintenance, upkeep, renovations, and new construction.	District Level	The superintendent and the head of maintenance engage stakeholders to educate and inform patrons of the identified needs and plans for addressing facilities	As the district looks to complete new projects during the 2020-2021 school year, the district will use its social media platform to engage	During the fall of 20 district held a Specia Election to address student safety and s issues at the Eleme	al Bond s both ecurity	
PERI	Target Date	Responsible	and grounds maintenance, upkeep,	stakeholders regarding facility needs.	School.		
	Ongoing	Superintendent & Head of Maintenance	renovations, and new construction.				
SIT I	Progress Report: The superintendent w	ill provide a yearly statu	is update to the board	of education.			







	•			ources focused on continuous imp learning facilities, and model fisc	· •	and	
	Strategy 5.1: Provide a safe, a	and well-maintained lear	ning environment cor	ducive to academic needs and pri	iorities.		Priority 1
R	5.1(d) Develop a proposed timeline	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Eviden of Progress 2021-		Funding/Evidence of Progress 2022-23
PERFORMANCE INDICATOR	to support the short/long-term facility plan and management of resources needed to maintain quality district buildings and grounds.	District Level	The superintendent and the head of maintenance will develop a proposed timeline to support the short/long-term facility plan and management of resources needed to	The superintendent and the head of maintenance have been exploring different facilities options during the 2020-2021 school year for the	During the fall of 20 district held a Specia Election to address student safety and s issues at the Eleme	al Bond s both security	
PERI	Target Date	Responsible	maintain quality	board of education to review.	School.		
	Ongoing	Superintendent & Head of Maintenance	district buildings and grounds.				
IT I	Progress Report: The superintendent w	ill provide a yearly statu	s update to the board	of education.	·		







Strategy 5.1: Provide a safe, a	nd well-maintained lear	ning environment cor	nducive to academic needs and pri	iorities.		Priority 1	
	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidenc of Progress 2021-		Funding/Evidence of Progress 2022-23	
5.1(e) Evaluate the overall effectiveness of the district facilities.	District Level	The superintendent and the head of maintenance, in conjunction with the Building & Grounds Committee, will evaluate the overall	The superintendent and the head of maintenance have been exploring different facilities options during the 2020-2021 school year for the	During the fall of 20 district held a Specia Election to address student safety and s issues at the Eleme	al Bond s both ecurity		
Target Date	Responsible	effectiveness of the district facilities.	effectiveness of the	effectiveness of the board of education to review.	School.		
Ongoing	Superintendent & Head of Maintenance						





AQuESTT Tenets Aligning to Strategy: Nebraska Framework:

5.2(a) Designate internal leaders and champions to study the scope and feasibility of internal and external opportunities for growth.District LevelThe steering committee will study the scope and feasibility of internal and external opportunities for growth.In August of 2020, the steering committee hosted our annual school improvement retreat to study the scope and feasibility of internal and external opportunities for growth.In August of 2021, the steering committee hosted our annual school improvement retreat to study the scope and feasibility of internal and external opportunities for growth.In August of 2021, the steering committee hosted our annual school improvement retreat to study the scope and feasibility of internal and external opportunities for growth.OngoingResponsible		offerings such as part	nerships, necessary staf Program, Level, or Bldg.	fing levels, space alloca Action Plan	ation, resource expenditures, etc. Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Priority 2 Funding/Evidence of Progress 2022-23
Target Date Responsible growth. opportunities for growth. external opportunities for growth. Ongoing Image: Construction of the sector of the se	;	and champions to study the scope and feasibility of internal and	District Level	will study the scope and feasibility of internal and external	committee hosted our annual school improvement retreat to study the scope and feasibility	steering committee hos our annual school improvement retreat study the scope and	sted to l
Ongoing		Target Date	Responsible	growth.			for
		Ongoing	Steering Committee			growtn.	

© 2020 Nebraska Association of School Boards – All rights reserved.





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.											
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											
			Priority 2								
offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.											
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/Evidenc of Progress 2021-:		Funding/Evidence of Progress 2022-23				
		District Level	The superintendent and the head of maintenance will 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.	The superintendent and the head of maintenance will explore possible using Dude Solutions to create an analysis of current program needs.	The superintendent and head of maintenance w explore possible using D Solutions to create ar	ce will ng Dude					
	Target Date	Responsible			analysis of current prograneeds.						
	Ongoing	Superintendent & Head of Maintenance									

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.





BdLdrV8.17.20

		erships, necessary staf Program, Level, or Bldg.	fing levels, space alloca Action Plan	ation, resource expenditures, etc. Funding/Evidence of Progress 2020-21	Funding/Evidenc of Progress 2021-		Priority 2 Funding/Evidence of Progress 2022-23	
INDICATO	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.	needed	The superintendent and the technology committee will commit the resources needed to sustain integrated technology to support instructional needs and	During the 2020-2021 school year, the district implemented the first one-to-one iPad/laptop initiative in grades	Strategy 5.2 (c) Complet	npleted	d Strategy 5.2 (c) Completed	
PERF	Target Date Ongoing	Responsible Superintendent & Technology Committee	access to learning for the students at Southern Public Schools.	РК-12.				



