



Southern School District #1

2020-2024 DISTRICT STRATEGIC PLAN

Dr. Christopher Prososki, Superintendent of Schools

Southern Public Schools

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Southern Public Schools

Dr. Christopher Prososki
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.







Guiding Principles

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

High-Quality Instruction and Learning Experiences

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

Whole Child Focus

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

Culture and Connectedness

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



Personnel Effectiveness

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

District Resources

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

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

Guiding Principles, Objectives, Strategies, and Performance Indicators

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



Implementation of the Strategic Plan

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

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

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



Guiding Principles

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

Objective

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

Strategy

The strategy provides detail of how the objective will be met

Performance Indicator

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

Program/Building Level

The Program/Building Level identifies the point of impact.

Responsible

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

Target Date

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

Funding

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

Evidence of Progress

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



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

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

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

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

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.1(a) Research, identify, and adopt a common curriculum in English language arts, math, and science to support consistent instruction and improved student academic learning.	District Level	Based on the district’s strategic plan for the acquisition of textbooks to improve student learning, an updated college & career ready common core curriculum will all be in place at the start of the 2021-2022 school year.	<p style="text-align: center;"><u>Textbook Rotation Year of Implementation</u></p> <ul style="list-style-type: none"> ● 2018-2019 <ul style="list-style-type: none"> ○ Mathematics (K-5) ○ Mathematics (6-8) ○ Mathematics (9-12 – As Needed) ● 2019-2020 <ul style="list-style-type: none"> ○ English Language Arts (K-6) ○ English Language Arts (7-12) ● 2020-2021 <ul style="list-style-type: none"> ○ Science (K-5) ○ Science (6-8) ○ Science (9-12 – As Needed) 	<p style="text-align: center;"><u>Textbook Rotation Year of Implementation</u></p> <ul style="list-style-type: none"> ● 2021-2022 <ul style="list-style-type: none"> ○ Social Studies (K-5) ○ Social Studies (6-8) ○ Social Studies (9-12 – As Needed) 	Strategy 1.1(a) Completed
	Target Date	Responsible				
2021-2022 School Year	Curriculum Committees (ELA, Math, Science, & Social Studies)					

SIT Progress Report: The curriculum committees will give a status update yearly to the superintendent.



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

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Nebraska Framework:**

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Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.1(b) Ensure the adopted curriculum is vertically and horizontally coherent to validate that it is aligned across lessons, courses, subject areas, and grade levels.	District Level	Based on the district’s strategic plan for the acquisition of textbooks to improve student learning, an updated college & career ready common core curriculum will all be in place at the start of the 2021-2022 school year.	<u>Textbook Rotation Year of Implementation</u> <ul style="list-style-type: none"> ● 2018-2019 <ul style="list-style-type: none"> ○ Mathematics (K-5) ○ Mathematics (6-8) ○ Mathematics (9-12 – As Needed) ● 2019-2020 <ul style="list-style-type: none"> ○ English Language Arts (K-6) ○ English Language Arts (7-12) ● 2020-2021 <ul style="list-style-type: none"> ○ Science (K-5) ○ Science (6-8) ○ Science (9-12 – As Needed) 	<u>Textbook Rotation Year of Implementation</u> <ul style="list-style-type: none"> ● 2021-2022 <ul style="list-style-type: none"> ○ Social Studies (K-5) ○ Social Studies (6-8) ○ Social Studies (9-12 – As Needed) 	Strategy 1.1(b) Completed
	Target Date	Responsible				
2021-2022 School Year	Curriculum Committees (ELA, Math, Science, & Social Studies)					

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



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

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Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.1(c) Integrate career and college readiness instruction and learning into the district curriculum.	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 and provide instruction over soft skills that students are lacking.	Jamie Schluter is going to explore different leadership and management curriculums for the 2021-2022 school year.	Southern School District will be moving from a 7-period day, to an 8-period day in an effort to offer more elective classes to students.	
	Target Date	Responsible				
	2021-2022	Jeff Murphy & Jamie Schluter				

SIT Progress Report: Jamie Schluter and Jeff Murphy will provide a yearly status update to the superintendent.



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

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Nebraska Framework:

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

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.1(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.	District Level	Southern will follow the district's strategic plan for the acquisition of textbooks to improve student learning.	Here is a link to the district's textbook rotation. Link: https://drive.google.com/file/d/0BwNh5MKNAMTbUVJIN294eUdiX1E/view	Strategy 1.1(d) Completed	Strategy 1.1(d) Completed
	Target Date	Responsible				
	2020-2021	Christopher Prososki				

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



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

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.1(e) Evaluate the effectiveness of the common curriculum.	District Level	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.	The steering committee will evaluate the effectiveness of the common curriculum on a yearly basis during in-service days and steering committee meetings.	
	Target Date	Responsible				
	Ongoing	Steering Committee				

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



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

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

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

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

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.2(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 district's instructional model	Here is the district's instructional model plan for the 2020-2021 school year. Link: https://drive.google.com/file/d/1oF8CFJo7RyKDcSYL0lJXf9cacuIr42BU/view	Here is the district's instructional model plan for the 2021-2022 school year. Link: https://drive.google.com/file/d/15EMTNbeYfK63e7-7E-q59-m09QdKCIQR/view?usp=sharing	
	Target Date	Responsible				
Ongoing	Steering Committee & ESU 5					

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



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

AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:

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

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

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.2(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 in-service time for teachers to develop the district's instructional model	Here is the district's instructional model plan for the 2020-2021 school year. Link: https://drive.google.com/file/d/1oF8CFJo7RyKDcSYL0lJXf9cacuIr42BU/view	Here is the district's instructional model plan for the 2021-2022 school year. Link: https://drive.google.com/file/d/15EMTNbeYfK63e7-7E-q59-m09QdKCIQR/view?usp=sharing
Target Date	Responsible				
Ongoing	Steering Committee & ESU 5				

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



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

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

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

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

Priority 3

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.2(c) Align the teacher evaluation tool and process to the use and integration of the instructional framework to support staff success and learning outcomes.		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 staff success and learning outcomes.	Here is the district's updated and aligned teacher evaluation tool. Link: https://drive.google.com/file/d/1aNetS67w4K_uDwV7rbWZ80EqBEcFB3PC/view	Strategy 1.2(c) Completed	Strategy 1.2(c) Completed
	Target Date	Responsible					
2020-2021	Superintendent						

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.



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

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

Priority 3

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.2(d) Identify learning strategies and interventions to provide academic supports for struggling students.		District Level	The district will identify learning strategies and interventions to provide academic supports for struggling students.	During the 2020-2021 school year, the district started to mainstream the special education teachers to provide more academic support for struggling learners.	During the 2021-2022 school year, the district started to mainstream the special education teachers to provide more academic support for struggling learners.	
	Target Date	Responsible					
	Ongoing	All Staff					

SIT Progress Report: The building principals will provide the superintendent will a yearly status update.



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

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

Priority 3

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.2(e) Distribute and engage staff in data to review, analyze, and support day-to-day decision-making, evaluation of programs, and scope and sequencing to support effective instructional planning and practice.		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 effective instructional planning and practice during in-service days.	Here are the district's in-service activities for the 2020-2021 school year. Link: https://drive.google.com/file/d/1BYmmGnHsH0Mm_xbY-L-4kwnoeWLOCCS7/view?usp=sharing	Here are the district's in-service activities for the 2020-2021 school year. Link: https://docs.google.com/document/d/1Ng1PGmeB_pEUKhpbllu_eTbZdx7E5gt-j/edit?usp=sharing&oid=110428520548595838299&rtpof=true&sd=true	
	Target Date	Responsible					
	Ongoing	Steering Committee					

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



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

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

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

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

Priority 3

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.2(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 opportunities for students with verified needs.	The director of special education at ESU 5 will provide quarterly updates to the special education staff at Southern.	The director of special education at ESU 5 will provide quarterly updates to the special education staff at Southern.	
	Target Date	Responsible					
Ongoing		ESU 5 & Special Education Staff					

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



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

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

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

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

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.2(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 yearly basis.	During regular administration meetings, the administration will evaluate the district's instructional model and teacher evaluation system.	During regular administration meetings, the administration will evaluate the district's instructional model and teacher evaluation system.	
	Target Date	Responsible				
	Ongoing	Administration				

SIT Progress Report: The building principals will report yearly to the superintendent regarding the district's instructional model and teacher evaluation system.



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

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

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

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

Priority 2

	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
PERFORMANCE INDICATOR	1.3(a) Provide learning opportunities to align to student learning styles utilizing instructional practices and technology to support the needs of the student.	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 to students' unique learning styles.	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 students in grade preschool through twelfth grade during the 2020-2021 school year.	The district continues to implement our instructional model and the district continues to implement our one-to-one iPad/laptop initiative to all students in grade preschool through twelfth grade during the 2021-2022 school year.		
	Target Date					Responsible
	Ongoing					Steering/Technology Committees

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



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

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

Priority 2

PERFORMANCE INDICATOR	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.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
		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, families, and the community to support the needs of 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 community to support the needs of students.		
		Target Date					Responsible
		Ongoing					Jr./Sr. High School Counselor/Principal

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



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

AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:

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

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

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.3(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 for students who are struggling with attendance issues	The building principals and building counselors will create healthy, supportive, and responsive learning environments to engage and advocate for students who are struggling with attendance issues.	The building principals and building counselors will create healthy, supportive, and responsive learning environments to engage and advocate for students who are struggling with attendance issues.	
	Target Date	Responsible				
	Ongoing	Counselors, ESU 5 Staff, & Principals				

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



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

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

Priority 2

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.3(d) Evaluate the district initiatives implemented to address graduation and attendance challenges.		District Level	The counselors, ESU 5 staff, and principals will evaluate the district initiatives implemented to address graduation and attendance challenges.	Jeff Murphy and Nancy Bond will evaluate the district initiatives implemented to address graduation and attendance challenges.	Jeff Murphy and Pam Trauernicht will evaluate the district initiatives implemented to address graduation and attendance challenges.	
	Target Date	Responsible					
	Ongoing	Counselors, ESU 5 Staff, & Principals					

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



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

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

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

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

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.4(a) Provide mentorships, internships, and/or job shadowing opportunities for the secondary students.	Jr./Sr. High School	The reVISION committee will work to provide mentorships, internships, and/or job shadowing opportunities for the secondary students in the fields of career and technical education.	Brady Meyer, Jamie Schluter, & Chris Prosocki wrote a \$100,000 reVISION Action grant in the summer of 2020 to expand our current career and technical education offerings.	Brady Meyer, Jamie Schluter, & Chris Prosocki wrote a \$100,000 reVISION Action grant in the spring of 2021 to expand our current career and technical education offerings.	
	Target Date	Responsible				
	Ongoing	reVISION Committee				

SIT Progress Report: The revision committee will give a yearly status update to the superintendent and/or board of education.



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

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

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

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

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.4(b) Expand partnerships with 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 (Southern currently utilizes a 7-period day schedule)	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 the 2021-2022 school year.	Strategy 1.4(b) Completed	
	Target Date	Responsible				
2021-2022	Jr./Sr. High School Counselor & Principal					

SIT Progress Report: The Jr./Sr. High School principal will give a yearly status update to the superintendent and/or board of education.



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

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

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

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

Priority 4

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.4(c) Integrate relational skill building characteristics including leadership, communication, conflict resolution, respectfulness, and collaboration through life skills and career/life readiness instruction.		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 and provide instruction over soft skills that students are lacking.	Jamie Schluter is going to explore different leadership and management curriculums for the 2021-2022 school year.	Southern School District will be moving from a 7-period day, to an 8-period day in an effort to offer more elective classes to students.	
	Target Date	Responsible					
2021-2022	Jamie Schluter & Jeff Murphy						

SIT Progress Report: Jamie Schluter and Jeff Murphy will provide a yearly status update to the superintendent.



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

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

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

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

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	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 and provide instruction over soft skills that students are lacking.	Jamie Schluter is going to explore different leadership and management curriculums for the 2021-2022 school year.	Southern School District will be moving from a 7-period day, to an 8-period day in an effort to offer more elective classes to students.	
	Target Date	Responsible				
	2021-2022	Jamie Schluter & Jeff Murphy				

SIT Progress Report: Jamie Schluter and Jeff Murphy will provide a yearly status update to the superintendent.



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

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

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

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

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	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 meet the needs of the High Ability Learners.	During the 2019-2020 school year, the district offered new robotics activities for Elementary School students.	During the 2021-2022 school year, ESU 5 staff will explore professional learning and resources to support teachers to meet the needs of the High Ability Learners (HAL) for students.	
	Target Date	Responsible				
Ongoing	Administration/ESU 5					

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



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

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

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

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

Priority 4

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	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.		Jr./Sr. High School	Through the 2019-2020 reVISION process, the committee determined to new career and technical education classes to offering at the Jr./Sr. High School.	During the 2020-2021 school year, the district started to offer Agriculture classes and started an FFA program for the district.	During the 2021-2022 school year, the district switched from a 7-period schedule to an 8-period schedule in an effort to provide more class offerings. In addition, the district is look at offering a new leadership and management course.		
	Target Date	Responsible						
2021-2022	Brady Meyer & Jamie Schluter							

SIT Progress Report: Brady Meyer & Jamie Schluter will provide a yearly status update to the Jr./Sr. High School principal and/or the superintendent.



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

AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:

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

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

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.4(g) Study, assess, and consider the value of adding Before/After School student services and summer school services to support students' needs and learning challenges.	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 forward with a before or after school program.	Strategy 1.4(g) Chose not to Complete		
	Target Date	Responsible				
N/A	N/A					

SIT Progress Report: N/A



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

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Nebraska Framework:**

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

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

Priority 4

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.4(h) Evaluate the effectiveness of modifications made to instruction and curriculum and the overall impact to learning and students' post-graduate opportunities.		Jr./Sr. High School	The steering committee will administer school improvement surveys every other year to students in grades 7-12 and administer post-graduate school improvement surveys yearly.	During the 2020-2021 school year, the steering committee will administer a post-graduate school improvement survey to the seniors that graduated in 2020.	During the 2021-2022 school year, the steering committee will administer a post-graduate school improvement survey to the seniors that graduated in 2021.		
	Target Date	Responsible						
	Ongoing	Steering Committee						

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



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

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

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

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

Priority 6

PERFORMANCE INDICATOR		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.5(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 utilize data.	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 data.	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 data.	
	Target Date	Responsible				
	Ongoing	Administration, DAC, & ESU 5 Staff				

SIT Progress Report: The administration, district assessment contact, and ESU 5 staff will provide a yearly status update to the board of education.



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

AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:

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

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

Priority 6

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.5(b) Align continuous improvement efforts across the district by providing data support for building-level improvement teams.	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 align directly to one of the school improvement goals.	During the 2020-2021 school year, all teachers will use the current available data sources to create a district performance goal that aligns directly to one of the 3 school improvement goals.	During the 2021-2022 school year, all teachers will use the current available data sources to create a district performance goal that aligns directly to one of the 3 school improvement goals.	
	Target Date	Responsible				
	Ongoing	Building Principals				

SIT Progress Report: The building principals will provide a yearly status update to the superintendent.



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

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

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

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

Priority 6

PERFORMANCE INDICATOR	1.5(c) Collect, track, analyze, benchmark, and report disaggregated data by under-represented groups (race, ethnicity, socio-economic status, verified needs, etc.) to ensure:	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
		<ul style="list-style-type: none"> ▪ Equitable student success across all ▪ Equitable staff success across all areas ▪ Equitable family engagement 	District Level	The district assessment contact, principals, and superintendent collect, track, analyze, benchmark, and report disaggregated data by under-represented groups.	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 website.	During the 2021-2022 school year, the district assessment contact, principals, and superintendent will collect, track, analyze, benchmark, and report disaggregated data on the school improvement website.	
		Target Date	Responsible				
		Ongoing	DAC, Principals, & Superintendent				

SIT Progress Report: The district assessment contact, principals, and the superintendent will provide a yearly status update to the board of education.



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

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

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

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

Priority 6

PERFORMANCE INDICATOR	▪ 1.5(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.	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	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.	
	Target Date	Responsible				
	Ongoing	Administration				

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



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

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

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

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

Priority 6

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.5(e) Engage the board of education in the review and analysis of student performance data to support informed decision making.		District Level	The superintendent will engage the board of education in the review and analysis of student performance data to support informed decision making.	During the 2020-2021 school year, the superintendent will present the annual report to the school board over the academic performance, demographics, improvement goals, and financial information.	During the 2021-2022 school year, the superintendent will present the annual report to the school board over the academic performance, demographics, improvement goals, and financial information.	
	Target Date		Responsible				
Ongoing		Superintendent					

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



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

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

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

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

Priority 5

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.6(a) Identify and design SPS Vertical and Horizontal Subject-Area Teams made up of teachers from multiple grade levels and specified subject areas.	District Level	During the 2019-2020 school year, the district implemented Professional Learning Communities made up of teachers from multiple grade levels and specified subject areas.	During the spring of 2020, the steering committee updated the PLC agenda in an effort to make it more meaningful to staff members.	During the spring of 2021-2022 school year, will continue to implement our updated the PLC agenda in an effort to make it more meaningful to staff members.	
	Target Date	Responsible				
Ongoing	Administration					

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



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

AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:

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

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

Priority 5

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.6(b) Commit in-service time to the collaboration and development of the SPS Vertical and Horizontal Subject-Area Teams.	District Level	During the 2019-2020 school year, the district implemented Professional Learning Communities made up of teachers from multiple grade levels and specified subject areas.	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 been allotted for the PLC to meet on 4 out of the 7 in-service days.	
	Target Date	Responsible				
Ongoing	Administration					

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



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

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

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

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

Priority 5

PERFORMANCE INDICATOR	1.6(c) Empower the SPS Vertical and Horizontal Subject-Area Teams to address curriculum alignment and instruction and academic and social-emotional needs to determine concepts and skills that students must master for successful transitions.		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	During the 2019-2020 school year, the district implemented Professional Learning Communities (PLC) made up of teachers from multiple grade levels and specified subject areas.	During the 2020-2021 school year, the steering committee read <i>All Learning is Social and Emotional</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	During the 2021-2022 school year, the steering committee read <i>Removing Labels</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	During the 2022-2023 school year, the district implemented Second Step curriculum in grades PK-8.	
	Target Date	Responsible					
	Ongoing	Steering Committee					

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



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

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

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

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

Priority 5

PERFORMANCE INDICATOR	1.6(d) Empower the SPS Vertical and Horizontal Subject-Area Teams to set grade-level goals, establish short and long-term plans for action, gather data, and report out to district administration in a timely and scheduled fashion.		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	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 administration in a timely and scheduled fashion.	During the 2019-2020 school year, the district adopted a new teacher evaluation system where teachers had to create one district goal and one Marzano goal.	The district continues to use our new teacher evaluation system where teachers had to create one district goal and one Marzano goal.		
	Target Date	Responsible					
	Ongoing	Steering Committee					

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



SPS Guiding Principle II: Whole Child Focus

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

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

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

Priority 1

PERFORMANCE INDICATOR	2.1(a) Through PLC teams, implement a study to empower staff to integrate the supports needed for students of low socioeconomic status, modifications to general communications with parents and guardians, address social-emotional skills and behavior, and adapt parent-teacher engagement to overcome obstacles that prevent connections needed to support student success.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
		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 and behavior.	During the 2020-2021 school year, the steering committee read <i>All Learning is Social and Emotional</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	During the 2021-2022 school year, the steering committee read <i>Removing Labels</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	During the 2022-2023 school year, the district implemented Second Step curriculum in grades PK-8.	
		Target Date					Responsible
		Ongoing					Steering Committee

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



SPS Guiding Principle II: Whole Child Focus

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

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

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

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	2.1(b) Provide consistent and on-going professional development to all staff to prepare and effectively implement the social-emotional supports district-wide.	District Level	The steering committee, in conjunction with ESU 5, will provide on-going professional development to all staff to prepare and effectively implement the social-emotional supports district-wide.	During the 2020-2021 school year, the steering committee read <i>All Learning is Social and Emotional</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	During the 2021-2022 school year, the steering committee read <i>Removing Labels</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	During the 2022-2023 school year, the district implemented Second Step curriculum in grades PK-8.
	Target Date	Responsible				
Ongoing	Steering Committee & ESU 5					

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



SPS Guiding Principle II: Whole Child Focus

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

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

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

Priority 1

PERFORMANCE INDICATOR	2.1(c) Encourage and sustain open dialogue and feedback opportunities with staff to address the unforeseen obstacles that evolve through the implementation and as a result of the social-emotional education initiative.	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	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 implementation and as a result of the social-emotional education initiative.	During the 2020-2021 school year, the steering committee read <i>All Learning is Social and Emotional</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	During the 2021-2022 school year, all certificated staff members read <i>All Learning is Social and Emotional</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	
		Target Date				
	Ongoing	Steering Committee & ESU 5				

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



SPS Guiding Principle II: Whole Child Focus

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

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

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

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	District Level	The steering committee, in conjunction with ESU 5, will evaluate the effectiveness of how the Initiative has impacted the climate and learning environment.	During the 2020-2021 school year, the steering committee read <i>All Learning is Social and Emotional</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	During the 2021-2022 school year, all certificated staff members read <i>All Learning is Social and Emotional</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	
	Target Date				
Ongoing	Steering Committee & ESU 5				

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



SPS Guiding Principle II: Whole Child Focus

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

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

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

Priority 3

PERFORMANCE INDICATOR	2.2(a) Develop student outcome goals and competencies to support social-emotional learning for the purpose of enhancing student decision-making skills, responsible behavior, and a student's independent role personally, at school, and as a community member.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	Target Date	Responsible	The Counselors, Steering Committee, & ESU 5 will work to develop student outcome goals and competencies to support social-emotional learning for the purpose of enhancing student decision-making skills, responsible behavior, and a student's independent role personally, at school, and as a community member.	During the 2020-2021 school year, the steering committee read <i>All Learning is Social and Emotional</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	During the 2021-2022 school year, all certificated staff members read <i>All Learning is Social and Emotional</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	
	Ongoing	Counselors, Steering Committee, & ESU 5				

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



SPS Guiding Principle II: Whole Child Focus

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

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

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

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	2.2(b) Assess current staffing to ensure that the district provides adequate and essential staff and training to support the integration and implementation of social-emotional supports.	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 support the integration and implementation of social-emotional supports.	2017-2021 – Added a Mental Health Counselor one day a week 2017-2021 – Employs one PK-6 counselor & one 7-12 counselor	2017-2022 – Added a Mental Health Counselor one day a week 2017-2022 – Employs one PK-6 counselor & one 7-12 counselor	
	Target Date	Responsible				
Ongoing	Administration					

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



SPS Guiding Principle II: Whole Child Focus

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

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

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

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	District Level	The district will integrate social-emotional learning into the academic and extra-curricular activities through consistent curriculum, skills development, service learning, and community service.	During the 2020-2021 school year, the steering committee read <i>All Learning is Social and Emotional</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	During the 2021-2022 school year, all certificated staff members read <i>All Learning is Social and Emotional</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	
	Target Date				
Ongoing	Counselors, Steering Committee, & ESU 5				

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



SPS Guiding Principle II: Whole Child Focus

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

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

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

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	2.2(d) Provide district guidance and resources for staff involved in the district initiatives for social-emotional learning.	District Level	The counselors and ESU 5 staff will provide district guidance and resources for staff involved in the district initiatives for social-emotional learning.	During the 2020-2021 school year, the steering committee read <i>All Learning is Social and Emotional</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	During the 2021-2022 school year, all certificated staff members read <i>All Learning is Social and Emotional</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	
	Target Date	Responsible				
	Ongoing	Counselors & ESU 5				

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



SPS Guiding Principle II: Whole Child Focus

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

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

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

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	2.2(e) Evaluate the effectiveness of the instructional supports and benefits of MTSS, social-emotional curriculum and instruction.	District Level	The steering committee will evaluate the effectiveness of the instructional supports and benefits of MTSS, social-emotional curriculum and instruction.	Once the COVID-19 pandemic slows down, the steering committee will evaluate/and or implement MTSS, social-emotional curriculum and instruction.	The district is planning on implementing Second Step in grades PK-8 during the 2022-2023 school year.	
	Target Date	Responsible				
	Ongoing	Steering Committee				

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



SPS Guiding Principle II: Whole Child Focus

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

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

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

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	2.3(a) Identify and implement the most effective methods by which to engage parents/guardians in the education of their child.	District Level	The steering committee and the technology committee will identify and implement the most effective methods by which to engage parents/guardians in the education of their child.	During the 2018-2019 school year, the district improved communication avenues by implementing the following items: Facebook, Instagram, Mobile App, Twitter, and Updated District Website.	During the 2018-2019 school year, the district improved communication avenues by implementing the following items: Facebook, Instagram, Mobile App, Twitter, and Updated District Website.	
	Target Date	Responsible				
	Ongoing	Steering & Technology Committee				

SIT Progress Report: The technology committee will provide a yearly status update to the superintendent.



SPS Guiding Principle II: Whole Child Focus

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

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

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

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	N/A	The steering committee does not want to change the current format of parent teacher conferences at this time.	Strategy 2.3(b) Chose not to Complete			
	Target Date			Responsible		
	N/A			N/A		

SIT Progress Report: N/A



SPS Guiding Principle II: Whole Child Focus

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

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

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

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	2.3(c) Provide opportunities for parents/guardians to access strategies and resources available to engage their child in learning outside of the classroom.	Building Level	The steering committee and 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.	All teachers will provide opportunities for parents/guardians to access strategies and resources available to engage their child in learning outside of the classroom.	
	Target Date	Responsible				
	Ongoing	Steering Committee & Teachers				

SIT Progress Report: The steering committee and teachers will provide a yearly status update to their building principal.



SPS Guiding Principle II: Whole Child Focus

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

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

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

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	District Level	The steering committee will evaluate the effectiveness of enhanced communications with parents/guardians.	The steering committee will administer school improvement surveys to various stakeholders every other year in an effort to evaluate the effectiveness of a variety of school improvement initiatives.	The steering committee will administer school improvement surveys to various stakeholders every other year in an effort to evaluate the effectiveness of a variety of school improvement initiatives.	
	Target Date	Responsible			
	Ongoing	Steering Committee			

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



SPS Guiding Principle III: Culture and Connectedness

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

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

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

Priority 1

PERFORMANCE INDICATOR	3.1(a) Research, consider, and utilize consistent protocol/procedures to assess each policy on equity and impact for students and staff, enabling opportunities for impacted groups to provide input.		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	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, enabling opportunities for impacted groups to provide input.	During the 2018-2019 school year, the district completed an entire revamp of all the district policies. In addition, the district completes regular policies updates during the summer months.	During the summer of 2021, the superintendent and the school board assessed each policy on equity and impact for students and staff, enabling opportunities for impacted groups to provide input.	
	Target Date	Responsible					
	Ongoing	BOE & Superintendent					

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



SPS Guiding Principle III: Culture and Connectedness

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

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

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

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	District Level	The board of education and the superintendent will research, consider, and consider, create, and/or update an equity policy to reflect the district's approach to equity.	During the 2018-2019 school year, the district completed an entire revamp of all the district policies. In addition, the district completes regular policies updates during the summer months.	The district completes regular policies updates during the summer months with the help of KSB School Law and this is one area the district may decide to pursue.	
	Target Date				
Ongoing	BOE & Superintendent				

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



SPS Guiding Principle III: Culture and Connectedness

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

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

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

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	District Level	The board of education and the superintendent will create a communication plan for promoting policy changes to establish unified expectations and accountability for all staff, students, and parents/guardians.	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 members and the pertinent policies are also included in staff handbooks.	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 members and the pertinent policies are also included in staff handbooks.	
	Target Date				
Ongoing	BOE & Superintendent				

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



SPS Guiding Principle III: Culture and Connectedness

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

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

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

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	3.1(d) Establish a follow-up plan to ensure policy changes have been successfully established.	District Level	The board of education and the superintendent will establish a follow-up plan to ensure policy changes have been successfully established.	The board of education and the superintendent will work with KSB School Law on a regular basis to ensure policy changes have been successfully established.	The board of education and the superintendent will work with KSB School Law on a regular basis to ensure policy changes have been successfully established.	
	Target Date	Responsible				
	Ongoing	BOE & Superintendent				

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



SPS Guiding Principle III: Culture and Connectedness

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

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

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

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23		
	3.2(a) Review disaggregated data [as described in Performance Indicator 1.5 (c)] and assess priority areas for SPS to enhance equitable support.	District Level	The district assessment contact, principals, and superintendent will review disaggregated data [as described in Performance Indicator 1.5 (c)] and assess priority areas for SPS to enhance equitable support.	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 website in an effort to assess priority areas for SPS to enhance equitable support.	During the 2021-2022 school year, the district assessment contact, principals, and superintendent will collect, track, analyze, benchmark, and report disaggregated data on the school improvement website in an effort to assess priority areas for SPS to enhance equitable support.		
		Target Date					Responsible
		Ongoing					DAC, Principals, & Superintendent

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



SPS Guiding Principle III: Culture and Connectedness

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

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

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

Priority 2

PERFORMANCE INDICATOR	3.2(b) Work in conjunction with administration to research, consider, and implement equity training to equip each administrator and educator to more effectively instruct and advocate for each student's success.		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	The steering committee and ESU 5 will work in conjunction with administration to research, consider, and implement equity training to equip each administrator and educator to more effectively instruct and advocate for each student's success.	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 school year.	
	Target Date	Responsible					
Ongoing	Steering Committee & ESU 5						

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



SPS Guiding Principle III: Culture and Connectedness

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

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

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

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	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 strategic plan to see if any issues occur in our district related to equity.	The steering committee is spending the 2021-2022 school year to review each indicator associated with the strategic plan to see if any issues occur in our district related to equity.	
	Target Date	Responsible			
	Ongoing	Steering Committee			

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



SPS Guiding Principle III: Culture and Connectedness

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

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

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

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	3.3(a) Create and commit to consistent expectations for staff and students, holding everyone equally accountable.	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 School continued to implement PBIS during the 2021-2022 school year.	
	Target Date	Responsible				
	Ongoing	PBIS Team				

SIT Progress Report: The PBIS committee will provide a yearly status update to the superintendent.



SPS Guiding Principle III: Culture and Connectedness

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

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

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

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	3.3(b) Engage appropriate staff for guidance and support when addressing issues that impact classroom instruction, curriculum, and/or matters that will add value to their role and responsibilities.	District Level	The steering committee and curriculum committees will engage appropriate staff for guidance and support when addressing issues that impact classroom instruction, curriculum, and/or matters that will add value to their role and responsibilities.	The steering committee established the Marzano implementation plan for 2020-2021 and the social studies committee selected new textbooks for grades K-12 for the 2021-2022 school year.	The steering committee established the Marzano implementation plan for 2021-2022 and the steering committee is exploring Second Step curriculum in grades PK-8.	
	Target Date	Responsible				
Ongoing	Steering Committee & Curriculum Committees					

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



SPS Guiding Principle III: Culture and Connectedness

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

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

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

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	3.3(c) Develop protocol and procedures to ensure timely, consistent, and purposeful communication to all staff when appropriate and to improve staff engagement.	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 engagement.	During the 2020-2021 school year, the superintendent will endeavor to send out weekly email updates to all staff members.	During the 2021-2022 school year, the superintendent will endeavor to send out weekly email updates to all Southern staff members, ESU 5 staff members, & school board members.	
	Target Date	Responsible				
	Ongoing					

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



SPS Guiding Principle III: Culture and Connectedness

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

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

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

Priority 1

PERFORMANCE INDICATOR	3.3(d) Create a plan for communicating, distributing, and updating all staff (inclusive of both certified and classified) through ongoing communication focused on the progress and success of the SPS Strategic Plan. Consider and address obstacles that may limit staff member's access to the communication methods.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
		District Level	The steering committee will create a plan for communicating, distributing, and updating all staff (inclusive of both certified and classified) through ongoing communication focused on the progress and success of the SPS Strategic Plan.	Once the committee does a thorough review of the district's strategic plan, we will develop a plan for communicating, distributing, and updating all staff on our progress.	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.	
		Target Date				
	Ongoing	Steering Committee				

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



SPS Guiding Principle III: Culture and Connectedness

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

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

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

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	3.3(e) Implement and provide equitable communication and access to an engagement system to enable stakeholders to engage the district in hot topic questions and/or inquiries with a plan for responding in a timely manner.	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.	The district strived to improve communication through a variety of different mediums (Twitter, Facebook, Mobile App, Instagram, and Updated District Website).	The district strived to improve communication through a variety of different mediums (Twitter, Facebook, Mobile App, Instagram, and Updated District Website).	
	Target Date	Responsible				
Ongoing	Administration					

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



SPS Guiding Principle III: Culture and Connectedness

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

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

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

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	3.3(f) Assess current communication methods and other platforms to ensure the district is utilizing effective, timely, and purposeful means of communication.	District Level	The steering committee will biennially assess current communication methods and other platforms to ensure the district is utilizing effective, timely, and purposeful means of communication.	The steering committee will administer school improvement surveys biannually to assess current communication methods and other platforms to ensure the district is utilizing effective, timely, and purposeful means of communication.	The steering committee will administer school improvement surveys biannually to assess current communication methods and other platforms to ensure the district is utilizing effective, timely, and purposeful means of communication.	
	Target Date	Responsible				
	Ongoing	Steering Committee				

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



SPS Guiding Principle III: Culture and Connectedness

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

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

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

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	3.3(g) Provide opportunities to collect, consider, and evaluate internal stakeholders' perceptions of communications and strategies for improving, as necessary.	District Level	The steering committee will biennially assess current communication methods and other platforms to ensure the district is utilizing effective, timely, and purposeful means of communication.	The steering committee will administer school improvement surveys biannually to assess current communication methods and other platforms to ensure the district is utilizing effective, timely, and purposeful means of communication.	The steering committee will administer school improvement surveys biannually to assess current communication methods and other platforms to ensure the district is utilizing effective, timely, and purposeful means of communication.	
	Target Date	Responsible				
Ongoing	Steering Committee					

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.

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

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.		Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	4.1(a) Build relationships and engagement between staff and administrators in ongoing conversations to determine how the district can best support long-term improvements of academic achievement.		The steering committee will work to build relationships and engagement between staff and administrators in ongoing conversations to determine how the district can best support long-term improvements of academic achievement.	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.	
	Target Date	Responsible				
	Ongoing	Steering Committee				

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.

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

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	District Level	The steering committee will work collaboratively to identify areas of growth in the professional development topics and presentations that administration can provide for staff to improve student achievement.	In August of 2020, the steering committee determined all professional development topics and presentations for the 2020-2021 school year.	In August of 2021, the steering committee determined all professional development topics and presentations for the 2021-2022 school year.	
	Target Date	Responsible			
	Ongoing	Steering Committee			

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.

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

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	4.1(c) Allow and encourage staff regular and safe opportunities to work collaboratively and to provide feedback for growing and improving student achievement.	District Level	The steering committee will allow and encourage staff regular and safe opportunities to work collaboratively and to provide feedback for growing and improving student achievement.	During the 2020-2021 school year, there was time set aside for Professional Learning Communities at each in-service.	During the 2021-2022 school year, there was time set aside for Professional Learning Communities at each in-service.
	Target Date	Responsible			
	Ongoing	Steering Committee			

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.

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

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	District Level	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 hosted our annual school improvement retreat to increase positive working relationships, the climate, and student learning.	
	Target Date	Responsible			
	Ongoing				

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.

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

Priority 2

PERFORMANCE INDICATOR	4.2(a) Review and update the teacher evaluation instrument to ensure it is aligned to the instructional framework, includes a rubric and criteria to support the systematic process in which the evaluation is conducted.	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	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 to support the systematic process in which the evaluation is conducted.	Strategy 4.2(a) Completed	
		Target Date	Responsible			
	2019-2020	Superintendent				

SIT Progress Report: **Complete**



SPS Guiding Principle IV: Personnel Effectiveness

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

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

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

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	District Level	The superintendent requires all certified staff to develop and affirm personalized goals to guide their personal/professional growth as part of the evaluation process with their assigned supervisor.	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 growth as part of the evaluation process with their assigned supervisor	Strategy 4.2(b) Completed	
	Target Date				
2019-2020	Superintendent				

SIT Progress Report: **Complete**



SPS Guiding Principle IV: Personnel Effectiveness

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

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

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

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	4.2(c) Train staff in the evaluation rubric and process to support success.	Building Levels	The building principals will train staff in the evaluation rubric and process to support success.	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 new staff on the district's teacher evaluation system.	
	Target Date	Responsible				
	Ongoing	Building Principals				

SIT Progress Report: The building principals 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.

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

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	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.	
	Target Date	Responsible			
	Ongoing	Steering Committee & ESU 5			

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.

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

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	District Level	The steering committee will provide a structured Professional Development Plan to encourage the use of best practice, support programs and initiatives and enhance staff knowledge and skills.	In August of 2020, the steering committee determined all professional development topics and presentations for the 2020-2021 school year.	In August of 2021, the steering committee determined all professional development topics and presentations for the 2021-2022 school year.	
	Target Date				
Ongoing	Superintendent				

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.

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

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	District Level	The superintendent will budget and allocate resources to support the SPS Professional Development Plan.	During the 2020-2021 school year, new K-8 science curriculum was purchased.	During the 2021-2022 school year the district purchased new curriculums in the following areas: Science (9-12), Social Studies (7-12), Spanish (7-12), & SPED/ELA (K-6).		
	Target Date					Responsible
	Ongoing					Superintendent

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



SPS Guiding Principle IV: Personnel Effectiveness

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

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

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

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	District Level	The steering committee & ESU 5 will engage classified staff in professional development opportunities to enhance their skills, knowledge, and experience when providing support to students and staff.	ESU 5 will research different classified staff in professional development trainings that we could implement with staff during the 2021-2022 school year.	ESU 5 will research different classified staff in professional development trainings that we could implement with staff during the 2022-2023 school year.	
	Target Date				
Ongoing	Steering Committee & ESU 5				

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.

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

Priority 3

PERFORMANCE INDICATOR	4.3(d) Utilize a teacher evaluation system aligned to the instructional framework to provide timely and authentic feedback to reinforce growth, identify opportunities to refine professional skills and knowledge, and create pathways for leadership succession.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
		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 professional skills and knowledge, and create pathways for leadership succession.	In the spring of 2019, the superintendent updated teacher evaluation instrument and aligned to the instructional framework.	Strategy 4.3(d) Completed	Strategy 4.3(d) Completed
	Target Date	Responsible				
	2019-2020	Superintendent				

SIT Progress Report: **Complete**



SPS Guiding Principle IV: Personnel Effectiveness

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

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

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

Priority 3

PERFORMANCE INDICATOR	4.3(e) Engage staff and administration to assess personal development progress, impact, and benefits to SPS initiatives, instruction, and personal development.	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	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, 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, instruction, and personal development.	
		Target Date				
	Ongoing	Steering Committee				

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.

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

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	4.4(a) Create and adopt a district-wide onboarding and training model to support new hires PK-12.	District Level	The administration will create and adopt a district-wide onboarding and training model to support new hires PK-12.	During the 2017-2018 school year, the district adopted the first onboarding program for the district.	Strategy 4.4(a) Completed
	Target Date	Responsible			
	Complete	Principals & Superintendent			

SIT Progress Report: **Complete**



SPS Guiding Principle IV: Personnel Effectiveness

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

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

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

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	District Level	The administration will review, assess, and update the current employee on-boarding and mentoring programs.	During the 2017-2018 school year, the district adopted the first onboarding program for the district.	Strategy 4.4(b) Completed	Strategy 4.4(b) Completed	
	Target Date					Responsible
	Complete					Principals & Superintendent

SIT Progress Report: **Complete**



SPS Guiding Principle IV: Personnel Effectiveness

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

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

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

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	4.4(c) Review and assess the teacher mentor program to cultivate a supportive working environment.	District Level	The administration will review and assess the teacher mentor program to cultivate a supportive working environment.	During the 2017-2018 school year, the district adopted the first onboarding program for the district.	Strategy 4.4(c) Completed
	Target Date	Responsible			
	Complete	Principals & Superintendent			

SIT Progress Report: **Complete**



SPS Guiding Principle IV: Personnel Effectiveness

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

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

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

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	District Level	The administration will encourage the mentor to work collaboratively with the new teacher to establish specific professional development goals to enhance their time and work together as mentor/mentee.	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 onboarding program.	Strategy 4.4(c) Completed	Strategy 4.4(c) Completed
	Target Date	Responsible			
	Complete	Principals & Superintendent			

SIT Progress Report: **Complete**



SPS Guiding Principle IV: Personnel Effectiveness

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

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

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

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	4.4(e) Engage the new hires in the assessment of applicable student data to ensure specific academic goals are in place prior to the beginning of the school year.	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 their position and felt comfortable with utilizing student achievement data.	Strategy 4.4(e) Chose not to Complete		
	Target Date	Responsible				
N/A	N/A					

SIT Progress Report: N/A



SPS Guiding Principle IV: Personnel Effectiveness

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

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

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

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	District Level	The steering committee will evaluate the effectiveness of the district-wide onboarding and training model.	In August of every year, the steering committee has a retreat to assess the effectiveness of district-wide programs.	In August of every year, the steering committee has a retreat to assess the effectiveness of district-wide programs.		
	Target Date					Responsible
	Ongoing					Steering Committee

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



SPS Guiding Principle V: District Resources

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

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

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

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	5.1(a) Ensure current facilities are properly maintained.	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 regular basis.	The superintendent allots a proportional amount of funds so the maintenance staff can complete their duties on a regular basis.	
	Target Date	Responsible				
	Ongoing	Head of Maintenance				

SIT Progress Report: The head of maintenance will provide a montly status update to the superintendent.



SPS Guiding Principle V: District Resources

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

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

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

Priority 1

PERFORMANCE INDICATOR	5.1(b) Develop and adopt a short and long-term Facility Master Plan that addresses student safety and security to support needs that enables the district to plan in a purposeful and cost-effective manner.	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	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 support needs that enables the district to plan in a purposeful and cost-effective manner.	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 Master Plan. All items were completed during the 2020-2021 school year.	During the fall of 2021, the district held a Special Bond Election to address both student safety and security issues at the Elementary School.	
	Target Date	Responsible				
	Ongoing	Superintendent & Head of Maintenance				

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



SPS Guiding Principle V: District Resources

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

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

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

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	5.1(c) Continue to engage stakeholders to educate and inform patrons of the identified needs and plans for addressing facilities and grounds maintenance, upkeep, renovations, and new construction.	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 and grounds maintenance, upkeep, renovations, and new construction.	As the district looks to complete new projects during the 2020-2021 school year, the district will use its social media platform to engage stakeholders regarding facility needs.	During the fall of 2021, the district held a Special Bond Election to address both student safety and security issues at the Elementary School.	
	Target Date	Responsible				
	Ongoing	Superintendent & Head of Maintenance				

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



SPS Guiding Principle V: District Resources

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

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

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

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	5.1(d) Develop a proposed timeline to support the short/long-term facility plan and management of resources needed to maintain quality district buildings and grounds.	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 maintain quality district buildings and grounds.	The superintendent and the head of maintenance have been exploring different facilities options during the 2020-2021 school year for the board of education to review.	During the fall of 2021, the district held a Special Bond Election to address both student safety and security issues at the Elementary School.	
	Target Date	Responsible				
Ongoing	Superintendent & Head of Maintenance					

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



SPS Guiding Principle V: District Resources

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

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

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

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	5.1(e) Evaluate the overall effectiveness of the district facilities.	District Level	The superintendent and the head of maintenance, in conjunction with the Building & Grounds Committee, will evaluate the overall effectiveness of the district facilities.	The superintendent and the head of maintenance have been exploring different facilities options during the 2020-2021 school year for the board of education to review.	During the fall of 2021, the district held a Special Bond Election to address both student safety and security issues at the Elementary School.	
	Target Date	Responsible				
	Ongoing	Superintendent & Head of Maintenance				

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



SPS Guiding Principle V: District Resources

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

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

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

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	5.2(a) Designate internal leaders and champions to study the scope and feasibility of internal and external opportunities for growth.	District Level	The 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.	
	Target Date	Responsible				
	Ongoing	Steering Committee				

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



SPS Guiding Principle V: District Resources

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

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

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

Priority 2

PERFORMANCE INDICATOR	5.2(b) Evaluate current operational program and function analysis, current program space needs, analysis of existing assets, efficiency of asset use, alternate uses for facilities, facility needs, cost analysis, and potential project alternatives.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
		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 the head of maintenance will explore possible using Dude Solutions to create an analysis of current program needs.	
		Responsible				
Ongoing	Superintendent & Head of Maintenance					

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



SPS Guiding Principle V: District Resources

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

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

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

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	District Level	The superintendent and the technology committee will commit the resources needed to sustain integrated technology to support instructional needs and access to learning for the students at Southern Public Schools.	During the 2020-2021 school year, the district implemented the first one-to-one iPad/laptop initiative in grades PK-12.	Strategy 5.2 (c) Completed	Strategy 5.2 (c) Completed
	Target Date				
Ongoing	Superintendent & Technology Committee				

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

