2019-2020
Priority School Progress Plans
Santee Community Schools

Santee Elementary School

Santee Middle School

Santee High School

Approved on October 4, 2019

2019-2020 Priority School Progress Plans for Santee Community Schools

School Name: Santee Elementary School, Santee Middle School, Santee High School	**School District**: Santee Community Schools

School Address: 206 East Frazier Avenue Niobrara, Nebraska 68760		
School District Superintendent: Mr. Justin Hayes	Superintendent Signature:	Date:
Elementary Principal: Mrs. Cindy Nagel	Principal Signature:	Date:
Secondary Principal: Ms. Manee Lor	Principal Signature:	Date:
Board of Education President: Mr. Steve Moose	Board President Signature:	Date:
Commissioner of Education: Dr. Matthew Blomstedt	Commissioner Signature:	Date:
State Board of Education President: Mr. John Witzel	State Board President Signature:	Date:

2019-2020 Priority School Progress Plans for Santee Community Schools

Purpose

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

AQuESTT Framework for Support and Intervention for Priority Schools

AQuESTT provides the framework for support and intervention for Priority Schools. The AQuESTT domains of *Student Success and Access* and *Teaching, Learning, and Serving* rely on the following tenets to guide schools and districts in achieving a quality education system and ensuring student success:

- Positive Partnerships, Relationships & Student Success
- Transitions
- Educational Opportunities & Access
- College & Career Readiness
- Assessment
- Educator Effectiveness
- Leadership

Within the framework for Priority School interventions, the following Four Domains for Rapid School Improvement, from the Center for School Turnaround, support the AQuESTT tenets. These frameworks will guide the identification of improvement areas and assist in determining appropriate actions and strategies for improvement. Goals, action steps, and activities for improvement are aligned to one or more of these domains.

- Turnaround Leadership
- Instructional Transformation
- Culture Shift
- Talent Development

Priority School Progress Plan

The Progress Plans will include goals and strategies for improvement for each Priority School and will also include goals and strategies for improvement for the superintendent and the local board of education. The Progress Plans will include processes for progress monitoring. Additional data such as, external accreditation review reports, improvement plans, etc., may accompany the Progress Plan to provide rationale(s) for improvement goals.

Nebraska Department of Education, Matthew L. Blomstedt, Ph.D., Commissioner of Education

2019-2020 Priority School Progress Plans for Santee Community Schools

Santee Community Schools is a Nebraska Multi-Tiered System of Supports (NeMTSS) district. NeMTSS is defined as an instructional system based on the concept that all students require early and powerful academic and behavioral core instruction with the potential for high-quality interventions of increasing intensity. A Multi-Tiered System of Supports (MTSS) is a systematic, continuous-improvement framework in which data-based problem solving and decision making are practiced across all levels of the educational system to support student learning. MTSS is a way of doing business that utilizes evidence-based core practices, intervention strategies and assessment tools to ensure that every student receives the appropriate level of support to be successful. MTSS organizes and prioritizes the strategies used by schools to meet the needs of learns into a coherent and aligned system. Santee has created the *Warrior Problem Solving Model* and all of their work is grounded in the district's mission, vision, direction, and collective commitments.

Warrior Problem Solving Model:
R.I.D.E. Our way to Success
Recognize
Examine
Investigate
Develop & Implement

District Purpose/Vision:
- Santee cares for students through career exploration, cultural growth, character development, and community involvement.

District Direction:
- Santee Community Schools ensures that all students are prepared to be successful members of society.
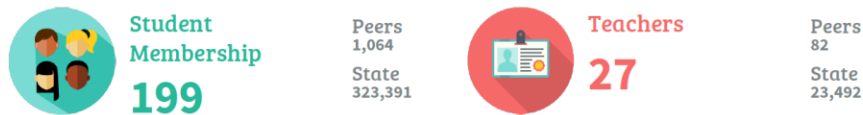
Collective Commitments:
In order to achieve our mission and vision and to live by our cardinal values, we, the Santee Community School District staff will…
- Empower students to own their learning by creating a safe and trusting learning environment that encourages questioning and exploration.
- Prepare our students for success after high school by providing high quality instruction with a focus on relevance and purpose.
- Make sure each and every parent and guardian feels welcome in our school by creating an invitational environment that reflects the culture of our community.
- Communicate and collaborate in a professional manner with an emphasis on finding solutions and allowing all perspectives to be heard.
- Keep our collective commitments and not let outside influences stand in our way of doing what our students need.
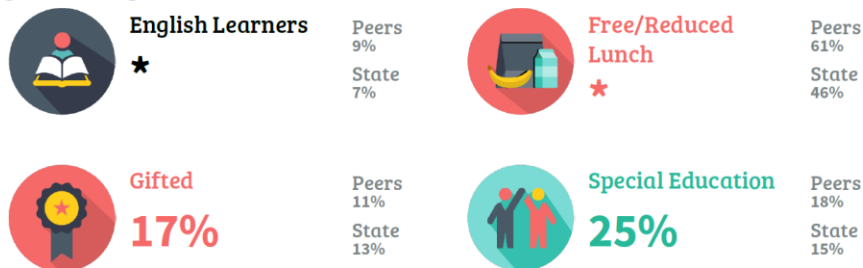
2019-2020 Priority School Progress Plans for Santee Community Schools

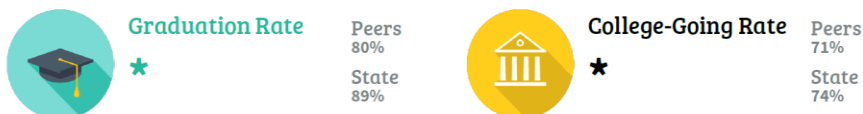**2017-2018 Santee Community Schools District Snapshot**

Demographics

Student Membership
199
Peers 1,064
State 323,391

Teachers
27
Peers 82
State 23,492

Program Participation

English Learners
*
Peers 9%
State 7%

Free/Reduced Lunch
*
Peers 61%
State 46%

Gifted
17%
Peers 11%
State 13%

Special Education
25%
Peers 18%
State 15%

Achievement

Graduation Rate
*
Peers 80%
State 89%

College-Going Rate
*
Peers 71%
State 74%

Financial

State Aid (TEEOSA)
$2.57M
Peers $5.58M
State $979.30M

Per Pupil Expenditures
Coming in 2019!

Other State Receipts
$473,841
Peers $1.54M
State $427.12M

Expenditures
$5.98M
Peers $13.52M
State $3.69B

Metrics

Attendance Rate
86%
Peers 90%
State 94%

Dropout Rate
*
Peers 4%
State 1%

Performance

NSCAS English Language Arts
*
Peers 31%
State 51%

NSCAS Mathematics
*
Peers 33%
State 51%

NSCAS Science
*
Peers 49%
State 68%

NSCAS ACT (11th Grade)

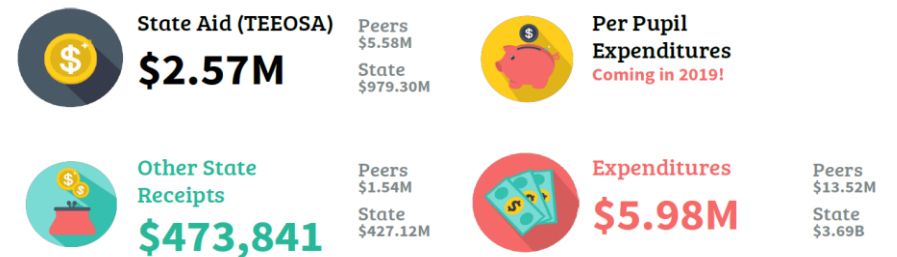|	ELA	Math	Science
	*	*	*
Peers	42%	35%	40%
State	50%	50%	54%

* This report masks or hides data for groups with 10 or fewer students to protect confidential information about individual students as required by federal law.
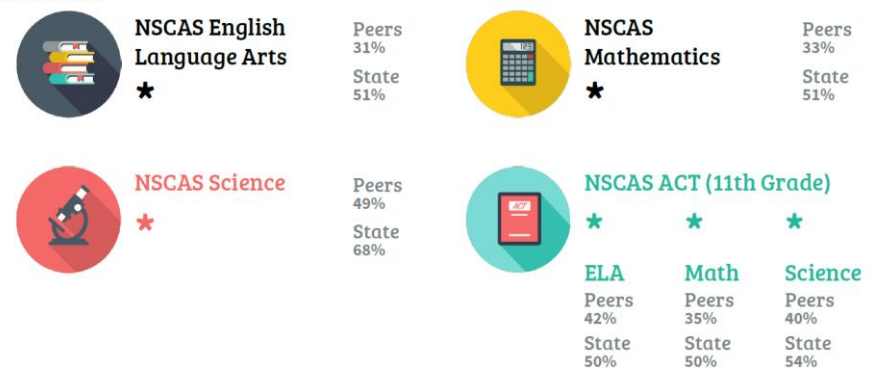
Nebraska Department of Education, Matthew L. Blomstedt, Ph.D., Commissioner of Education

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Final AQuESTT Classification

EXCELLENT	GREAT	GOOD	NEEDS IMPROVEMENT

AQuESTT for Nebraska

Beginning Status

NEEDS IMPROVEMENT	NSCAS English Language Arts & Mathematics Proficiency

SUCCESS, ACCESS, AND SUPPORT

Positive partnerships, Relationships, and Success
Coming in 2019!

Transitions ⊖

| Four-year Graduation | 32% |
| Extended Graduation | 0% |

AQuESTT uses 2016-2017 graduation rates

Educational Opportunities and Access ⊖

| Chronic Absenteeism Reduction | Yes |
| Progress Towards EL Proficiency | N/A |

TEACHING, LEARNING, AND SERVING

College, Career, and Civic Ready
Coming in 2019!

Assessment ⊖

Individual Score Growth	71%
Score Improvement	Yes
Non-Proficiency Reduction	No
Science Proficiency Status	7%
Science Score Improvement	No

Educator Effectiveness
Coming in 2019!

Evidence-Based Analysis

Not eligible for Adjustment
EBA Total Score 64 / 120

Nebraska Department of Education, Matthew L. Blomstedt, Ph.D., Commissioner of Education

2019-2020 Priority School Progress Plans for Santee Community Schools

Priority Area: Support Literacy Across Content Areas		Alignment to AQuESTT
IDENTIFY	**Goal/Priority Outcome:** By May 2020, 40% of students will meet grade level expectations in reading and 80% will meet projected growth expectations as measured by - Elementary School- DIBELS and MAP and increase NSCAS proficiencies by 4%. - Middle School-MAP and increase NSCAS proficiency by 4%. - High School-MAP and increase ACT proficiency by 2% at HS. Current Data: - Elementary- DIBELS- 11%, MAP 13.8% on grade level, 41% met or exceeded projected growth - Middle School- MAP 7% on grade level, 55% met or exceeded projected growth - High School- ACT Junior composite score 13	☒ Educator Effectiveness ☐ Transitions ☐ Educational Opportunities & Access ☒ College, Career, and Civic Ready ☐ Positive Partnerships & Relationships ☒ Assessment ☐ Leadership
	Strengths and Growth Areas in Priority Outcomes/Indicators (Including student groups), Essential Core Practices	
	Strengths	**Growth Areas**
	- Students have increased in MAP Growth - Students receiving interventions have demonstrated growth (Corrective Reading in 4th grade) - Literacy Framework was strong in 4th grade - Intervention groups in place K-6	- NSCAS Vocabulary - Phonemic Awareness - Nonsense Word Fluency - MAZE - Special Education student group
ANALYZE (When? What? Why?)	**Why do we believe we are seeing these results and how might we improve them?** - Lack of consistent, long-term core instructional materials implementation - Lack of interventions - Oral language is very low	

	• "Summer slide" is a hurdle to overcome • Social and emotional health of students is concerning • Historical trauma around education • Staff turnover • Lack of student positive perception of testing • Testing scheduling and environment

Santee Elementary School

Implement, Act and Reflect

Action Step:	Implement Santee Elementary Student-Centered Literacy Framework			
Activity	**Staff Responsible**	**Timeline**	**Evaluation/ Reflection** **Formative Check** (What worked/didn't? Interim Data Points?)	**Result (Goal) Outcome** End Quarter 4
Implement Amplify Reading	Principal and Staff	Initiate Aug. – ongoing	End Quarter 1: Developed independent reading process, tracked # of minutes students reading, implement units in Amplify, draft of literacy framework. End Quarter 2: End Quarter 3:	
Define general framework	Principal and Staff	Sept. – Oct.		
Implement independent reading process	Principal and Staff	Initiate Aug. – ongoing		
Define look-fors and use to provide feedback	Principal and Staff	Initiate Nov. – ongoing		
Identify process for fluid intervention groups	Principal and Staff	October		
Evidence/Artifacts:	Completed leadership walkthroughs, Amplify student products, anchor charts in classrooms, grade/progress reports.			
Action Step:	Implement formative assessment data to inform instruction			
Activity	**Staff Responsible**	**Timeline**	**Evaluation/ Reflection** **Formative Check**	**Result (Goal) Outcome** End Quarter 4

			(What worked/didn't? Interim Data Points?)	
Identify resources to support the use of formative assessment data	Principal and Staff	August	End Quarter 1: Assessments developed for at least one unit in Amplify.	
Develop unit assessments based on standards	Principal and Reading Teachers	Initiate Aug. – ongoing	End Quarter 2:	
Develop look-fors and use to provide feedback	Principal and Reading Teachers	Initiate Aug. – ongoing	End Quarter 3:	
Evidence/Artifacts:	Santee Benchmarks, Curriculum Revisions, Warrior Improvement Teams (WIT), PLCs, data teams, SAT process.			

Action Step:	Implement Student-Centered Coaching model to support teachers			
Activity	**Staff Responsible**	**Timeline**	**Evaluation/ Reflection Formative Check** (What worked/didn't? Interim Data Points?)	**Result (Goal) Outcome** End Quarter 4
Define Student-Centered Coaching framework	Consultant Instructional coaches Principal	Initiate Aug. – ongoing	End Quarter 1: Each coach will complete 2 coaching cycles.	
Implement Coaching Model	Principal and Instructional Coaches	Initiate Sept. – ongoing	End Quarter 2:	
Define look-fors to support fidelity of implementation	Principal and Instructional Coaches	Initiate Dec. – ongoing	End Quarter 3:	
Evidence/Artifacts:	Results based student-centered coaching forms pre/post data from coaching cycles. These will measure growth of students throughout the cycle.			

Santee Middle School				
Implement, Act and Reflect				
Action Step:	Implement the Santee Reading Across the Content Areas Framework			
Activity	**Staff Responsible**	**Timeline**	**Evaluation/ Reflection**	**Result (Goal) Outcome**

Activity	Staff Responsible	Timeline	**Formative Check** (What worked/didn't? Interim Data Points?)	End Quarter 4
Identify material for staff to read to define content area literacy	Principal	Initiate Aug. – ongoing	End Quarter 1: Developed independent reading process, tracked # of minutes students reading, draft of literacy framework. End Quarter 2: End Quarter 3:	
Identify the process for intervention (Read to Achieve)	Principal and Staff	Initiate Aug. – ongoing		
Implement independent reading process model	Principal and Staff	Initiate Sept. – ongoing		
Identify the model	Principal and staff	Initiate Sept. – ongoing		
Define look-fors to support teachers and staff with implementation	Principal and staff	Initiate Oct. – ongoing		
Evidence/Artifacts:	Completed leadership walkthroughs, Amplify student products, anchor charts in classrooms, grade/progress reports.			
Action Step:	Implement Student-Centered Coaching model to support teachers			
Activity	**Staff Responsible**	**Timeline**	**Evaluation/ Reflection Formative Check** (What worked/didn't? Interim Data Points?)	**Result (Goal) Outcome** End Quarter 4
Define Student-Centered Coaching framework	Consultant, Instructional Coaches, and Principal	Initiate Aug. – ongoing	End Quarter 1: Each coach will complete 2 coaching cycles End Quarter 2: End Quarter 3:	
Implement Coaching Model	Principal and Instructional Coaches	Initiate Sept. – ongoing		
Define look-fors to support instructional coaches and strengthen practices	Principal and Instructional Coaches	Initiate Dec. – ongoing		
Evidence/Artifacts:	Results based student-centered coaching forms pre/post data from coaching cycles. These will measure growth of students throughout the cycle.			

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Santee High School				
Implement, Act and Reflect				
Action Step:	Implement the Santee Reading Across the Content Areas Framework			
Activity	**Staff Responsible**	**Timeline**	**Evaluation/ Reflection** **Formative Check** (What worked/didn't? Interim Data Points?)	**Result (Goal) Outcome** End Quarter 4
Identify material for staff to read to define content area literacy	Principal	Initiate Aug. – ongoing	End Quarter 1: Developed independent reading process, tracked number of minutes students reading, draft of literacy framework, files with daily bell ringers for ACT. End Quarter 2: End Quarter 3:	
Identify the process for intervention (Read to Achieve)	Principal and Staff	Initiate Aug. – ongoing		
Implement independent reading process model	Principal and Staff	Initiate Sept. – ongoing		
Identify the model	Principal and Staff	Initiate Sept. – ongoing		
Implement bell work aligned to ACT	Staff	Initiate Sept. – ongoing		
Evidence/Artifacts:	Completed leadership walkthroughs, English I-III student products, anchor charts in classrooms, grade/progress reports. (PLCs and WIT teams will assist with documentation).			
Action Step:	Implement Student-Centered Coaching model to support teachers			
Activity	**Staff Responsible**	**Timeline**	**Evaluation/ Reflection** **Formative Check** (What worked/didn't? Interim Data Points?)	**Result (Goal) Outcome** End Quarter 4
Define Student-Centered Coaching framework	Consultant, Instructional Coaches, and Principal	Initiate Aug. – ongoing	End Quarter 1: Each coach will complete 2 coaching cycles. End Quarter 2:	
Implement Coaching Model	Principal and Instructional Coaches	Initiate Sept. – ongoing		

Define look-fors to support teachers and staff with implementation	Principal and Instructional Coaches	Initiate Dec. – ongoing End Quarter 3:	
Evidence/Artifacts:	Results based student-centered coaching forms pre/post data from coaching cycles. These will measure growth of students throughout the cycle.		

2019-2020 Priority School Progress Plans for Santee Community Schools

Priority Area: Reduce Chronic Absenteeism		Alignment to AQuESTT
IDENTIFY	**Goal/Priority Outcome:** By May 2020, Santee Community Schools will reduce its chronic absenteeism rate by 5%. • The chronic absenteeism rate will decrease from 38% to 33% at Santee Elementary School. • The chronic absenteeism rate will decrease from 62% to 57% at Santee Middle School. • The chronic absenteeism rate will decrease from 75% to 70% at Santee High School.	☐ Educator Effectiveness ☒ Transitions ☒ Educational Opportunities & Access ☐ College, Career, and Civic Ready ☐ Positive Partnerships & Relationships ☐ Assessment ☒ Leadership

	Strengths and Growth Areas in Priority Outcomes/Indicators (Including student groups), Essential Core Practices	
	Strengths	**Growth Areas**
	• Elementary chronic absenteeism rate 38% • Support from Santee Sioux Tribe- Truancy Diversion Project	• Middle School chronic absenteeism rate 62% • High School chronic absenteeism rate 75% • Take into consideration cultural days (i.e., students miss due to culture - discuss with school board).

ANALYZE (When? What? Why?)	**Why do we believe we are seeing these results and how might we improve them?** • Lack of school supports for teen parents • Insufficient opportunities to engage parents and families specific to student engagement and attendance • We haven't captured students' interests or shared the value of school. We haven't made school relevant • The school has not fully explored the root cause of chronic absenteeism • The school has not developed systematic processes and tools to support highly mobile students • Lack of engagement within classrooms • Lack of positive high expectations from teachers • Lack culturally appropriate and relevant instructional materials

2019-2020 Priority School Progress Plans for Santee Community Schools

Santee Elementary School				
Implement, Act and Reflect				
Action Step:	Implement restorative justice disciplinary practices			
Activity	**Staff Responsible**	**Timeline**	**Evaluation/ Reflection** **Formative Check** (What worked/didn't? Interim Data Points?)	**Result (Goal) Outcome** End Quarter 4
Use excerpts from *More than Sticks and Carrots* by Smith, Fisher, Frey for staff to begin to develop shared understanding around restorative justice practices	Principal, SPED Coordinator, and Staff	Initiate Sept. – ongoing	End Quarter 1: Identify restorative justice practices that will be the focus for the year, written descriptions defining and outlining Santee's approach. End Quarter 2:	
Identify one or two practices that will be implemented schoolwide	Principal and Staff	Sept. – Oct.		
Continue study around selected strategy	Staff	Initiate Oct. – ongoing	End Quarter 3:	
Develop look-fors to support implementation	Principal and Staff	Initiate Nov. – ongoing		
Evidence/Artifacts:	Reduced number of out of school and in-school suspension based on SWIS data.			
Action Step:	Identify processes and procedures for attendance in early childhood			
Activity	**Staff Responsible**	**Timeline**	**Evaluation/ Reflection** **Formative Check** (What worked/didn't? Interim Data Points?)	**Result (Goal) Outcome** End Quarter 4

Monthly incentives to students	Pre-K, Director and Staff	August	End Quarter 1: Written procedures in place, data to track number of students in attendance, and students receiving incentives. End Quarter 2: End Quarter 3:	
Analyze data to determine patterns, trends, and next steps	Principal and Pre-K Director	August		
Send 3, 5, 10 day absence letters to Pre-K students	Pre-K Director and Office Staff	Aug. – ongoing		
Institute a monthly small group "talking time" were parents can watch their students, have something to eat, and discuss what they are watching and why	Pre-K Director, Principal, and Staff	Initiate Sept. – ongoing		
Evidence/Artifacts:	Attendance data tracking, data on students receiving attendance incentives.			

Santee Middle School & Santee High School

Implement, Act and Reflect

Action Step:	Implement restorative justice disciplinary practices			
Activity	**Staff Responsible**	**Timeline**	**Evaluation/ Reflection** **Formative Check** (What worked/didn't? Interim Data Points?)	**Result (Goal) Outcome** End Quarter 4
Use excerpts from *More than Sticks and Carrots* by Smith, Fisher, Frey for staff to begin to develop shared understanding around restorative justice practices	Principal, Director of SPED, and Staff	Initiate Sept. – ongoing	End Quarter 1: Identify restorative justice practices that will be the focus for the year, written descriptions defining and outlining Santee's approach.	
Identify one or two practices that will be implemented schoolwide	Principal and Staff	Sept. – Oct.	End Quarter 2:	

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Continue study around selected strategy	Staff	Initiate Oct. – ongoing		
Develop look-fors to support fidelity of implementation	Principal and Staff	Initiate Nov. use all year	End Quarter 3:	
Evidence/Artifacts:	Reduced number of out of school and in-school suspension based on SWIS data.			
Action Step:	Implement incentive plan for attendance			
Activity	**Staff Responsible**	**Timeline**	**Evaluation/ Reflection Formative Check** (What worked/didn't? Interim Data Points?)	**Result (Goal) Outcome** End Quarter 4
Implement intermittent and unexpected rewards for 7-12 attendance.	Principal and Truancy Diversion Officer	Initiate Aug. – ongoing	End Quarter 1: Written procedures in place, data to tracking number of students receiving incentives and students in attendance.	
Take 7-12 students on quarterly incentive trips	Principal and Truancy Diversion Officer	Initiate Sept. – ongoing	End Quarter 2:	
Recognize 7-12 attendance during Honoring Ceremonies	Principal and Truancy Diversion Officer	Quarterly	End Quarter 3:	
Identify sources of funding for attendance incentives for grades 7-12	Business Officer	August		

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MTSS Quarterly celebrations	MTSS district leadership team	Quarterly		
Evidence/Artifacts:	Attendance data tracking, Number of students receiving level of incentives.			

2019-2020 Priority School Progress Plans for Santee Community Schools

Priority Area: Strengthen transitions within, into, and between grades, programs, and postsecondary and careers		Alignment to AQuESTT
IDENTIFY	By May 2020, Santee Community Schools will have • 50% of Pre-K students meeting benchmarks on school (Kindergarten) readiness screener. • 80% of middle school students on track to graduate. • Increased their graduation rates to 50%.	☐ Educator Effectiveness ☒ Transitions ☐ Educational Opportunities & Access ☒ College, Career, and Civic Ready ☒ Positive Partnerships & Relationships ☐ Assessment ☐ Leadership
	Strengths and Growth Areas in Priority Outcomes/Indicators (Including student groups), Essential Core Practices	
	Strengths	**Growth Areas**
	• Use of a reliable school readiness screener for 2 years; sustainability. • Middle school group of girls wanting to start a drug/alcohol free program. • 2019-20 school year: Freshman and sophomores are on track to graduate.	• Strengthening Pre-K transitions, including literacy • Middle School chronic absenteeism rate is 62%. • High school graduation rate of 32% (4 years)
ANALYZE (When? What? Why?)	**Why do we believe we are seeing these results and how might we improve them?** • We haven't captured students' interests or shared the value of school. We haven't made school relevant. • Lack of school supports for teen parents. • Insufficient opportunities to engage parents and families specific to student engagement and attendance. • The school has not fully explored the root cause of chronic absenteeism.	

2019-2020 Priority School Progress Plans for Santee Community Schools

	• The school has not developed systematic processes and tools to support highly mobile students.

Santee Elementary School

Implement, Act and Reflect

Action Step:	Implement early literacy strategies for 3 and 4 year olds			
Activity	**Staff Responsible**	**Timeline**	**Evaluation/ Reflection** **Formative Check** (What worked/didn't? Interim Data Points?)	**Result (Goal) Outcome** End Quarter 4
Use the early literacy screener	Pre-K Director	August	End Quarter 1: Screener and GOLD data	
Analyze GOLD data in order to determine supplemental resources	Pre-K Director and Principal	Aug. - ongoing	End Quarter 2: End Quarter 3:	
Evidence/Artifacts:	Tea pot (pyramid model) data, GOLD progress reports made on benchmarks, authentic observations.			

Santee Middle School

Implement, Act and Reflect

Action Step:	Investigate and explore careers			
Activity	**Staff Responsible**	**Timeline**	**Evaluation/ Reflection** **Formative Check** (What worked/didn't? Interim Data Points?)	**Result (Goal) Outcome** End Quarter 4
Research career options for students in the area	Principal and Staff	Sept. - Oct.	End Quarter 1: Surveys completed by students	
Develop process for career planning and exploration	Principal and Staff	Initiate in Sept. - ongoing	End Quarter 2:	
Conduct interest surveys for students	Staff	August		

Identify program options for students	Principal and Staff	Initiate in Sept. - ongoing	End Quarter 3:	
Information is shared with teachers to incorporate career interests into classes	Principal	Oct. – ongoing		
Evidence/Artifacts:	Careers identified and classified based on student interest. Partnerships with local employers.			

Santee High School

Implement, Act and Reflect

Action Step:	Implement individual career plans for students at the end of their sophomore year			
Activity	**Staff Responsible**	**Timeline**	**Evaluation/ Reflection** **Formative Check** (What worked/didn't? Interim Data Points?)	**Result (Goal) Outcome** End Quarter 4
Research career options for students in the area	Principal and Staff	Sept.-Oct.	End Quarter 1: Surveys completed by students	
Develop process for career planning	Principal and Staff	Initiate in Sept. – ongoing		
Conduct interest surveys for students	Staff	August	End Quarter 2:	
Identify program options for students	Principal and Staff	Initiate in Sept. – ongoing	End Quarter 3:	
Develop community partnerships	Principal and Cultural Liaison	Initiate in Sept. – ongoing		
Continue the use of Naviance for personal learning plans	Principal, Staff, and Counselors	Initiate in Sept. – ongoing		
Evidence/Artifacts:	Guidance counselor meetings, transition plans, post-secondary plans (i.e., individual career plans).			

2019-2020 Priority School Progress Plans for Santee Community Schools

Board of Education Priority: Implement board policies that promote shared accountability		Alignment to AQuESTT
IDENTIFY	**Goal/Priority Outcome:** **Board of Education:** By May 2020, the Santee Board of Education (BOE) will create and follow BOE policy that will help guide Santee Community Schools. The board will develop structures for governance that ensure all students have equitable opportunities for a quality education, as measured by Progress Plan implementation.	☐ Educator Effectiveness ☐ Transitions ☐ Educational Opportunities & Access ☐ College, Career, and Civic Ready ☐ Positive Partnerships & Relationships ☐ Assessment ☒ Leadership

	Strengths and Growth Areas in Priority Outcomes/Indicators (Including student groups), Essential Core Practices	
	Strengths	**Growth Areas**
	• Want the best for Santee Students • Commitment to Santee • Desire to see Santee serve all students • Provide opportunities for all students	• Consistent attendance at BOE meetings • Use of policy to drive decision making

ANALYZE (When? What? Why?)	**Why do we believe we are seeing these results and how might we improve them?**
	• Board members lack of training • Lack of consistent BOE policies • Lack of process for maintaining and updating board policies and structures

Action Step:	Implement and set norms, and review BOE function			
Activity	**Staff Responsible**	**Timeline**	**Evaluation/ Reflection** **Formative Check** (What worked/didn't? Interim Data Points?)	**Result (Goal) Outcome** End Quarter 4

2019-2020 Priority School Progress Plans for Santee Community Schools

			End Quarter 1:	Santee will have regular consistent BOE meetings with attendance by all BOE members
BOE retreat with NASB	BOE and Superintendent	By end of August		
Board structure	BOE and Superintendent	Ongoing	End Quarter 2:	
Board agendas	BOE and Superintendent	Ongoing	End Quarter 3:	
Implement perpetual calendar that aligns with Rule 10.	BOE and Superintendent			
Evidence/Artifacts:	Board meeting minutes (monthly).			

Action Step:	Update BOE policies			
Activity	**Staff Responsible**	**Timeline**	**Evaluation/ Reflection** **Formative Check** (What worked/didn't? Interim Data Points?)	**Result (Goal) Outcome** End Quarter 4
BOE policy review and update	BOE and Superintendent	Ongoing	End Quarter 1:	BOE will have up to date BOE policies and posted online (district website)
BOE policies on District website	BOE and Superintendent	End of school year	End Quarter 2:	
Develop schedule for policy review			End Quarter 3:	
Evidence/Artifacts:	Updated policies and procedures.			

Action Step:	Participate in ongoing coaching on functionality of BOE and roles of BOE			
Activity	**Staff Responsible**	**Timeline**	**Evaluation/ Reflection** **Formative Check** (What worked/didn't? Interim Data Points?)	**Result (Goal) Outcome** End Quarter 4

BOE retreat	BOE and Superintendent	End of Aug. – ongoing	End Quarter 1:	BOE will function and understand the roles of members and participate in ongoing professional development to grow as a BOE.
Coaching on BOE functionality	BOE and Superintendent	Ongoing	End Quarter 2: End Quarter 3:	
Evidence/Artifacts:	Progress update from NDE consultant, list of training events and participation percentages.			

2019-2020 Priority School Progress Plans for Santee Community Schools

Superintendent Priority: Enhance communication with stakeholders and establish new partnerships		Alignment to AQuESTT	
IDENTIFY	**Goal/Priority Outcome:** **Superintendent:** By May 2020, the superintendent will have enhanced communication with all stakeholders as measured by attendance at community events, school activities, monthly written communication, and an annual community survey each spring.	☐ Educator Effectiveness ☐ Transitions ☐ Educational Opportunities & Access ☐ College, Career, and Civic Ready ☒ Positive Partnerships & Relationships ☐ Assessment ☒ Leadership	
	Strengths and Growth Areas in Priority Outcomes/Indicators (Including student groups), Essential Core Practices		
	Strengths	**Growth Areas**	
	• Building relationships • Community support • Creating partnerships	• Familiarizing with BOE policies • Supporting new curriculum areas • Building trust of all staff	
ANALYZE (When? What? Why?)	**Why do we believe we are seeing these results and how might we improve them?** • Belief is that if we can create community awareness and involvement in our schools we can create systematic change that is sustainable and lasting • Previous lack of leadership that involved all stakeholders		

Action Step:	Create systematic, ongoing processes for district communication			
Activity	**Staff Responsible**	**Timeline**	**Evaluation/ Reflection** **Formative Check** (What worked/didn't? Interim Data Points?)	**Result (Goal) Outcome** End Quarter 4

2019-2020 Priority School Progress Plans for Santee Community Schools

Monthly Newsletter	Superintendent	End of each month	End Quarter 1: Awards, newsletters	Santee will have improved communication to all stakeholders
Each Monday we will celebrate staff and students who are living out the Santee mission that are nominated by their peers	Superintendent; All	Every Monday	End Quarter 2:	Create awareness of the school's mission and vision and encourage all to start to have this be the forefront of all we do; thus becoming a way "we do business"
Conduct regularly scheduled meetings with community stakeholders (Tribe, administrators, teachers, support staff)	Superintendent	Ongoing	End Quarter 3:	
Ensure fidelity of Priority School Progress Plans, and communicate implementation and progress with various stakeholders	Superintendent	Ongoing		
Evidence/Artifacts:	Superintendent administrator meetings – share outs with staff during scheduled meetings, Monthly newsletters.			
Action Step:	The Superintendent will be an active member of the community			
Activity	**Staff Responsible**	**Timeline**	**Evaluation/ Reflection** **Formative Check** (What worked/didn't? Interim Data Points?)	**Result (Goal) Outcome** End Quarter 4
Attend local events and activities	Superintendent	Ongoing	End Quarter 1: Documentation of events attended	By being a visible, active member of the community the Superintendent will create
Attend Santee Pow-wow	Superintendent	June annually		

2019-2020 Priority School Progress Plans for Santee Community Schools

Attend community organization meetings (tribal, etc.)	Superintendent	Ongoing	End Quarter 2:	positive relationships and create awareness of community needs/wants
Build partnerships with community organizations like Nebraska Indian Community College, Santee Health Center, and Tribal Council	Superintendent	Ongoing	End Quarter 3:	
Evidence/Artifacts:	List of events attended by the superintendent. Review of administrative calendars and attendance at events.			